2023/04/18

Department	International College of Liberal Arts		
Semester	Fall 2023	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	LANG/SOCI215		
Course Title	Workshop: Archeolinguistics		
Prerequisites	None		
Course Instructor	ASHMORE Darren、RAFIEYAN Vahid	Year Available (Grade Level)	2
Subject Area	Interdisciplinary Arts: Language Arts	Number of Credits	1
Class Style	Workshop	Class Methods	Face to face

(NOTE 1) Class Methods are subject to change

(NOTE 2) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course"

Course Description	Cap (registrant capacity): 25 students This is a Team taught course focusing on the nature of early linguistics and, specifically the written languages Early Europe. The first section deals with matters linguistic. The second combines practical project work with a history of writing, language and art in the ancient world. CURRICULUM POLICY To achieve the diploma policy goals of Yamanashi Gakuin University, the Faculty of the International College of Liberal Arts (Department of International College of Liberal Arts) implements the following curriculum: Curriculum Approach Diploma Policy Goal 1 -To Value Knowledge: To achieve this diploma policy goal, iCLA offers English courses to students providing mastery of idea development and expression in both written and verbal forms. In addition, throughout the curriculum, iCLA offers interactive experiences through writing and presentation assignments. Diploma Policy Goal 2 -To Be Able to Adapt to a Changing World: To achieve this diploma policy goal, the courses in each major offered at iCLA are designed in a progressive manner, from entry to advanced levels. Students advance through courses where they engage in debates, discussions, and dialogues. As they do this, they acquire the insight and skill they need to make connections, think critically and explore possibilities.
Class plan based on course evaluation from previous academic year	based on previous run, the class will focus more completely on the creation of language artifacts (parchment, ink and tools) as well as the practice of language.
Course related to the instructor's practical experience (Summary of experience)	Darren Jon Ashmore - Cultural Anthropologist - with research interests in Japanese society, performing arts, media, film and animation. Vahid Rafieyan - Linguist and language scholar - with research interests in the use of language and development of linguistics NOTE: Though the course is taught in a hybrid fashion, online students must be aware that much of the content cannot be delivered online. If you are planning to take the course online, please consult with me beforehand to plan properly for you.

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Learning Goals	Learning Outcomes ・Over the course of the program, student will: ・To develop and express ideas effectively. ・To become more reflective, curious, and open-minded. ・Apply learned technical skills in a collaborative environment. ・Possess Critical, Creative, Independent and technical skills.

iCLA Diploma Policy	DP1／DP2

iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	The perfection of archaic language forms.
Use of ICT in Class	Presentation software: we will use presentation software to assist lectures, discussions and any student presentations. Student Devices. Whilst phones, tablets and PCs will generally not be allowed in class, as a mark of respect to others, there will be times in which class material will be supplemented in real time. This use will be directed as required. Polling software: Polling software will be used to gather feedback and opinions from students during lectures and discussions. Video conferencing: Video conferencing tools such as Zoom will be used to engage with off site guests
Use of ICT outside Class	As there are no online classes, use of ICT will be limited to any work done by students on a project site, with regard to their own research. A warning about the use of AI Bots and autotext. owing to the rapidly advancing nature of such bots there is some debate as to how they fit into education. Are they tools for the lazy? Are they a valuable tool for comprehension for students? The jury is out for now. That means, however so are they, in my classes (except when they are not). Points to note: 1: I will be banning the use of computers, tablets and phones in class during any testing or discussion sessions. For obvious reasons. See me for more.

Expected study hours outside class	Two to three hours of group work — reading and practical work combined. As this is a project course, there is essentially no upper limit on work expectations. Subjects for project: 1: Cuneiform tablet from a source text provided by (and interpretable by) myself. 2: Runes and Ogham 3: Latin Copper Script and/or early Church Illuminations (in High Latin, Hebrew or Arabic) Please be aware that material and tool costs will be incurred in the course. It will depend on the nature of the project, but 5000 yen may be considered average.
Feedback Methods	As this is a Seminar project course, feedback will be made available during and after each session. As the assessment for the course is ongoing, regular feedback is essential. Moreover, at any time a student may consult on the course during office hours, or by appointment. Seeking feedback is an expected part of the course progress. I will not enforce it, but I urge you not to waste an opportunity for guidance. A warning about the use of AI Bots and autotext. owing to the rapidly advancing nature of such bots there is some debate as to how they fit into education. Are they tools for the lazy? Are they a valuable tool for comprehension for students? The jury is out for now. That means, however so are they, in my classes (except when they are not). Points to note: 1: I will be banning the use of computers, tablets and phones in class during any testing or discussion sessions. For obvious reasons. See me for more.

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Block Test One	20%	Linguistics
Mid Term Exam	25%	Sumeric Texts
Block Test Two	20%	Codex Imperialis
Final Project	35%	Craft Project

Required Textbook(s)	To be Provided to the class
Other Reading Materials/URL	Further readings will be provided as required at the due time via the learning management system.

Plagiarism Policy	iCLA ACADEMIC DISHONESTY POLICY Acts of Academic Dishonesty: In accord with University policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) will result in the failure of the course at a minimum. An act of academic dishonesty during the final examination or assignment in lieu of the final examination will result in failure of all courses registered in the relevant academic term. Cases of academic dishonesty will be reported to the Dean of Academic Affairs for relevant action.
Other Additional Notes	NOTES Please keep in mind the following. 1: Attendance is compulsory. This is important in any class, but as this involves group work, this is ever more important. Under iCLA rules, after missing 30% of classes a student automatically fails the course. However, in this course, unexcused absences will be treated even more harshly if they are judged to be impacting on group work.

(NOTE 3) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Week One - Socio Linguistics and the inheritance tree of the Indo European Language family. Session 1: The origin of language -- This session explores various ideas about the origins of language including the divine source, the natural sound source, the musical source, the social interaction source, the physical adaptation source, the tool-making source, and the genetic source.
Class 2	Week One - Socio Linguistics and the inheritance tree of the Indo European Language family. Session 2: The history of writing -- This session explores the root of writing and various forms writing including pictograms and ideograms, cuneiform writing, the rebus principle, and also the development from hieroglyphics to the alphabet.
Class 3	Week Two - Socio Linguistics and the inheritance tree of the Indo European Language family. Session 3: Language Families -- This session explores the genetic classification of languages with a focus on Indo-European language family.
Class 4	Week Two - Socio Linguistics and the inheritance tree of the Indo European Language family. Session 4: Language change -- This session explores various aspects of language change including phonological change, morphological change, syntactic change, lexical change, and sematic change. (including Linguistics test)
Class 5	Week Three – Paleolinguistics and the Semiotics of an Unknowable World. Signs Index and Symbols in theory and practice in the Paleolithic World.
Class 6	Week Three – Paleolinguistics and the Semiotics of an Unknowable World. Signs Index and Symbols in theory and practice in the Paleolithic World.

Class 7	Week Four -Archeolinguistics and Revelations of Ancient Mesopotamia.
Class 8	Week Four - Archeolinguistics and Revelations of Ancient Mesopotamia.
Class 9	Week Five - The Evolutions of Cuneiform
Class 10	Week Five - The Evolutions of Cuneiform
Class 11	Practical.
Class 12	Practical.
Class 13	Practical.
Class 14	Practical. Week Four -Archeolinguistics and Revelations of Ancient Mesopotamia.

Class 15	Practical.
Class 16	Practical.
Class 17	Practical.
Class 18	Practical.
Class 19	Practical.
Class 20	Week Ten - Q/A and Project discussion.