2015

GREK 101-01H Elementary Greek I

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Office Hours

- My office is Schott Hall 907. Unless announced otherwise, you will find me in my office on Mondays, 2:00-3:00 pm.
- Additionally, I am happy to meet with you elsewhere on campus (CLC, honors lounge, coffee shop, etc.) as your schedule allows. Again, just email me and we can set up a time.

Required Texts & Materials

- You must also secure a large binder for the sake of organizing course materials. This binder is a course requirement, which must be met by the start of Week Two.

Course Description and Learning Objectives

This introductory Greek course constitutes part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. Studying a second language imparts an important cultural sensitivity, which XU articulates in the following way:

> The study of a language other than your own is invaluable in today’s globalized world. Study of a foreign language also helps you to better understand your own language as you draw comparisons about grammatical structures and etymology. In reaching at least high beginning proficiency, you will find yourself able to communicate basic information in uncomplicated situations, and/or to read uncomplicated texts in another language. Though you may not realize it until later, you will also achieve greater facility with your own language, and your empathy for others from different linguistic backgrounds will grow.

As you know, this course is an intensive introduction to ancient Greek, usually intended for those students who are part of Xavier’s (venerable!) HAB program. Greek 101 will be followed by Greek 102 in the spring. During this semester, we will thoroughly cover the first 29 chapters of your textbook (CP), supplemented by additional materials. In so doing, you will acquire the skills you need to read ancient Greek. Student learning objectives (SLOs) thus include, but are not limited to, the following:

- The ability to pronounce and read Attic Greek with growing facility.
- A working, expanding vocabulary of the most common words and idioms.
- A thorough understanding of Greek morphology and syntax. For example:
  - How nouns work → ability to decline and to identify all cases & constructions
  - How verbs works → ability to conjugate and identify verbal voice, tense, mood
    - Remember: “If you can master the Greek verb, you can do anything...”
Students will also learn how to find, evaluate, and logically convey information and ideas in written and oral presentations.

The focus of this course is clearly philological. That said, the acquisition of any language necessarily implies a growing appreciation for that particular society. Thus, you will also learn about ancient Greek history, values, customs, institutions, and ideas. In this way, students will begin to understand the impact of Greek language and culture upon subsequent Western civilization (etymology, art, politics, philosophy, κτλ.).

Our Daily Ordo: What to Expect

- The acquisition and mastery of ancient Greek—like any language—can only come through attentive, enthusiastic, and committed practice. This practice will, of course, take place in class, but must continue outside of it as well, in the form of daily personal and/or group study.
- I expect you to come to class on time and prepared—meaning that, having completed your homework, you are ready and eager to contribute in meaningful, dynamic ways.
- In terms of regular class rhythm, you can expect some combination of the following activities:
  - review of recent material → “Ignatian repetitio”
    - This will include going over (some of) your homework together → peer-to-peer, small group, and/or board work → clarification of difficulties, κτλ.
  - lecture and explanation of new concepts
  - You can also expect to read Greek aloud every class. Please practice doing so during your personal/group study. Special attention will be given to proper recitation and pronunciation. The principle here is simple: if you treat Greek like a dead language, it will never come alive for you.

Final Grades

The following metrics will be used to determine final semester grades:

- **Coursework: 25%**
  - Coursework includes attendance and takes into account the quality of your daily preparation for and contributions in class. This score also includes the quality of your homework assignments—which will be collected at the end of every class and graded on a high pass (✔+), pass (✔) and low pass (✔-) basis. Unexplained late homework can only hope to receive a low pass (✔-). Students who do not turn in their homework at all will receive no credit (∅) for that assignment
  - For every absence or missed homework (∅), I reserve the right to lower a student’s coursework grade by 2.27% (100/44, the number of class meetings).
    - Absences unaccompanied by an email from the student will almost certainly result in the aforementioned 2.27% drop. It’s very bad form to miss class without emailing one’s professor.
  - Chronic tardiness can also diminish one’s coursework grade—with a possible penalty of up to 1% deduction per late attendance.
  - Regarding sickness: it happens to us all. If attending class is detrimental to your own health (or that of your classmates), please stay home. It’s important to take good care of yourself. If, however, you want to be sure not to lose the coursework credit for that day, I will need to see a doctor’s note.
Weekly Exercises (WEs): 35%
- These short exercises will occur roughly once a week—typically every Monday. They will measure your depth of understanding on recent material.

Monthly “Bonanzas”: 40%
- Four times throughout the semester—roughly once per month—you will have the chance to “mine” all the “good things” you have learned and showcase them in the form of a longer, written examination. Each Bonanza will consist of both a take home and an in-class portion. While Bonanzas will privilege recent material, they must, of necessity, be cumulative in nature. Details will follow.

In assigning final marks, I must use our departmental grading scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95</td>
<td>A</td>
</tr>
<tr>
<td>94-93</td>
<td>A-</td>
</tr>
<tr>
<td>90-87</td>
<td>B</td>
</tr>
<tr>
<td>86-85</td>
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<td>82-79</td>
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<td>92-91</td>
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</tr>
<tr>
<td>84-83</td>
<td>C+</td>
</tr>
<tr>
<td>76-75</td>
<td>D+</td>
</tr>
<tr>
<td>69-0</td>
<td>F</td>
</tr>
</tbody>
</table>

A Few General Policies

- **Academic Honesty.** Since we are all bound to follow the University’s statement on academic honesty, I will have us take a moment to read it now. I will proceed on a simple honor code: by signing your name to your written work, you will be pledging to me and to each other that you have followed these guidelines of academic integrity to the best of your knowledge and ability. My first instinct and disposition will be to take you at your word in good faith.

- **Technology:** Unless otherwise announced, students may not use any personal devices in class (phones, laptops, iPads, e-readers, κτλ.).

- Students with learning disabilities are encouraged to inform me as soon as possible so that we can make appropriate accommodations.

- **Canvas,** Xavier’s Learning Management System (LMS), will allow us to communicate outside of class. There, you will be able to find important course announcements and documents.

- Regarding guests (family, friends, prospective students, κτλ.): they are welcome, but please let me know beforehand.

Course Etiquette

In my estimation, the classroom is a sacred space, a place where something uniquely human occurs: the mind is broadened, the heart formed, the soul enlightened. I hope that you will agree with me. Regardless, I expect that you will treat the classroom as a “public, communal space” that is shared all for one and one for all. Therefore, what we say and do in class—our language & and our body language—reverberates throughout the space for better and for worse.

Certain kinds of behaviors, I have found, significantly undermine the quality of our communal space. Please “don’t be that guy” (or gal) who:

- pulls out a phone during class—either to text or to check the time. Even when you think that you are doing this on the sly, it is very apparent and disrespectful to all.
  - Please turn off/silence your phones before coming into class—just as you are expected to do in movie theaters, symphony halls, churches, etc.

- forgets to bring course materials.
  - Always bring your things to class. Failure to do so betrays lack of investment/preparation.
A.M.D.G.

- sits there blankly during class without showing any effort to take notes or participate actively.
  - Again, “boredom” is not the vibe you want to emit to those around you.
- packs up early before the appointed time.
  - Such premature rustling is disruptive and disrespectful. If I have mistakenly lost track of time, please simply raise your hand and alert me to the hour.
- Also, one final request regarding email communication: be professional!
  - Please include the pleasantries of address (Dear…), salutation (Greetings), valediction (Thank you for your time), and signature (Sincerely, Homer). Failure to do so reflects poorly on a student’s sense of propriety.
  - In short, please remember that there is a fundamental generic difference between sending a text message to a friend and an email to an instructor.

### Our Tentative Schedule

Below, you’ll find a working outline of our semester schedule. Dates and chapters may need to change, depending on our progress. Thanks to all for being flexible. Καλὴ τύχη.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Chapters (Chase/Phillips)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>8.24, 8.26, 8.28</td>
<td>1-3</td>
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<tr>
<td>Two</td>
<td>8.31, 9.2, 9.4</td>
<td>3-4</td>
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<tr>
<td>Three</td>
<td>9.7, 9.9, 9.11</td>
<td>5</td>
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<tr>
<td>Four</td>
<td>9.14, 9.16, 9.18</td>
<td>6-7; Review</td>
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<tr>
<td>Five</td>
<td>9.21, 9.23, 9.25</td>
<td>Bonanza 1 (9.21); 8</td>
</tr>
<tr>
<td>Six</td>
<td>9.28, 9.30, 10.2</td>
<td>9-11</td>
</tr>
<tr>
<td>Seven</td>
<td>10.5, 10.7, 10.9</td>
<td>9-11, Review 12-14</td>
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<tr>
<td>Eight</td>
<td>10.12, 10.14, 10.16</td>
<td>12-14; Review</td>
</tr>
<tr>
<td>Nine</td>
<td>10.19, 10.21, 10.23</td>
<td>Bonanza 2 (10.19); 15-16</td>
</tr>
<tr>
<td>Ten</td>
<td>10.26, 10.28, 10.30</td>
<td>15-16, Review 17-20</td>
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<tr>
<td>Eleven</td>
<td>11.2, 11.4, 11.6</td>
<td>17-20</td>
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<tr>
<td>Twelve</td>
<td>11.9, 11.11, 11.13</td>
<td>17-20, Review 21-23</td>
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<tr>
<td>Thirteen</td>
<td>11.16, 11.18, 11.20</td>
<td>Bonanza 3 (11.16); 21-23</td>
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<tr>
<td>Fourteen</td>
<td>11.23, 11.25, 11.27</td>
<td>24-26</td>
</tr>
<tr>
<td>Fifteen</td>
<td>11.30, 12.2, 12.4</td>
<td>24-26, Review 27-29</td>
</tr>
<tr>
<td>Sixteen</td>
<td>12.7, 12.9, 12.11</td>
<td>27-29, Review</td>
</tr>
</tbody>
</table>

**Final Bonanza:**
Friday, December 18th, 8:00-9:50 am
(Date and time are non-negotiable.)