2015

GREK 102-01H Elementary Greek II

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Office Hours

- My office is Schott Hall 907. You can email me to set up an appointment or drop by as you wish. Unless announced otherwise, you will find me in my office on Mondays, 3:00-4:00 pm.
- Additionally, I am happy to meet with you elsewhere on campus (CLC, honors lounge, coffee shop, etc.) as your schedule allows. If you email me, we can set up a time.

Required Texts

- Chase and Phillips, *A New Introduction to Ancient Greek*, 3rd edition (Bookstore)
- Liddell and Scott, *Greek-English Lexicon: Abridged Edition* (Bookstore)
- Byrne & Cueva, *Longus' Daphis & Chloe*, Bolchazy-Carducci (Bookstore)
- *By the end of the first week of class, students are also expected to procure a binder, in which they will organize their course materials for the entire year. If you can’t afford a binder, please let me know; one will be provided for you. Failure to meet this course requirement will lower a student’s overall grade by one full letter at the end of the semester.*

Course Description and Learning Objectives

- As you know, this is the second half of a year-long intensive course in Introductory Greek. This course is part of the Xavier Core Curriculum, which aims to develop *people of learning and reflection, integrity and achievement, in solidarity for and with others*. It goes without saying that the goal of this first-year curriculum is to learn ancient Greek. My primary objective is to see that you learn it *very well* and *enjoy* doing so immensely.
- During this semester, we will finish learning the grammar presented in your text (CP 30-40). Then, we will progress on a two-tiered curricular approach: one the one hand, we will embark upon a thorough, systematic review of *all* the grammar in CP; on the other hand, we will begin reading *Daphnis and Chloe* (DC), the most famous of the so-called “ancient novels.”
- Through this two-pronged approach, students will hone the following skills:
  - the ability to pronounce and read Attic Greek with growing facility.
  - a working, expanding *vocabulary* of the most common words and idioms. Special care will be given to *memorizing the principal parts* of certain verbs.
  - A thorough understanding of Greek *morphology* & *syntax*, as presented throughout CP.
- 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*. Translating the ancient novel, *Daphnis and Chloe*, will be a privileged way of exploring these concerns.
- Xavier University articulates this cultural dimension of introductory language work 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."

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.
  - I also expect you to stay organized. Don’t let your binders get out of control. You want to know where everything is. Organization will be key to your success this semester.
- 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 chalkboard work clarification of difficulties, κτλ.
  - Daily Exercises → quick, focused, timed drills
  - 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 Grade: Percentages

- In terms of final grades, the percentages break down in the following manner:
  - Classwork: 30%
    - The category of “classwork” includes attendance and takes into account the depth of your daily preparation for and contributions in class. “Classwork” 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. 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 classwork grade by 2.38% (100/42, the number of class meetings).
      - Absences unaccompanied by an email from the student will almost certainly result in the aforementioned 2.38% drop. It’s very bad form to miss class without emailing your professor.
      - Chronic tardiness will diminish one’s classwork grade—with a possible penalty of up to 1% deduction per late attendance.
  - Daily Exercises: 30%
    - These short, timed exercises will occur as often as once a class or as rarely as once per week. They will measure your depth of understanding on recently covered material.
“Bonanzas”: 40%

Through the Bonanza, you will “mine” all the “good things” you have learned and showcase them in the form of a longer, written examination. There will be two “midterm Bonanzas” (scheduled for Weeks 5 and 12), as well as one “Final Bonanza” (scheduled, below). While they will privilege recent material, bonanzas must, of necessity, be *cumulative in nature*. You will want to study hard for these.

- In assigning grades, I will use our departmental Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-95</td>
</tr>
<tr>
<td>B</td>
<td>90-87</td>
</tr>
<tr>
<td>C</td>
<td>82-79</td>
</tr>
<tr>
<td>D</td>
<td>74-72</td>
</tr>
<tr>
<td>A-</td>
<td>94-93</td>
</tr>
<tr>
<td>B-</td>
<td>86-85</td>
</tr>
<tr>
<td>C-</td>
<td>78-77</td>
</tr>
<tr>
<td>D-</td>
<td>71-70</td>
</tr>
<tr>
<td>B+</td>
<td>92-91</td>
</tr>
<tr>
<td>C+</td>
<td>84-83</td>
</tr>
<tr>
<td>D+</td>
<td>76-75</td>
</tr>
<tr>
<td>F</td>
<td>69-0</td>
</tr>
</tbody>
</table>

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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 lasting disposition will be to take you at your word in good faith.

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

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

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

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Classroom 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 for the good of all. Therefore, what one does affects all. What we say and do in class—*our language & and our body language*—reverberates throughout the space for better and for worse.

- In my experience, certain kinds of behaviors 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.
    - 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 to class.
    - *Always* bring with you to class the text assigned for the day.
    - Failure to do so betrays lack of interest & commitment.
  - sits there blankly during class without showing any effort to take notes or participate.
    - Again, “boredom” is *not* the message you want to send to your peers and professor.
packs up early before the appointed time.
  ▪ Such pre-mature 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!
  o Please include the pleasantries of address (Dear…), salutation (Greetings), valediction
    (Thank you for your time), and signature (Sincerely, Longus). Failure to do so reflects
    poorly on a student’s sense of propriety.
  o In short, please remember that there is a fundamental difference between sending a text
    message to a friend and an email to a professor.

Our Tentative Schedule

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>1.12, 1.14, 1.16</td>
<td><em>New Year’s Bonanza Due</em>; CP 30-31</td>
</tr>
<tr>
<td>Two</td>
<td>1.19, 1.21, 1.23</td>
<td>CP 31-32</td>
</tr>
<tr>
<td>Three</td>
<td>1.26, 1.28, 1.30</td>
<td>CP 32-35</td>
</tr>
<tr>
<td>Four</td>
<td>2.2, 2.4, 2.6</td>
<td>CP 36-37</td>
</tr>
<tr>
<td>Five</td>
<td>2.9, 2.11, 2.13</td>
<td>Midterm Bonanza I (2.9); CP 38; begin DC</td>
</tr>
<tr>
<td>Six</td>
<td>2.16, 2.18, 2.20</td>
<td>CP 39; DC cont.</td>
</tr>
<tr>
<td>Seven</td>
<td>2.23, 2.25, 2.27</td>
<td>CP 40; DC cont.</td>
</tr>
<tr>
<td>Eight</td>
<td>3.2, 3.4, 3.6</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Nine</td>
<td>3.9, 3.11, 3.13</td>
<td>Comprehensive Review of CP; DC cont.</td>
</tr>
<tr>
<td>Ten</td>
<td>3.16, 3.18, 3.20</td>
<td></td>
</tr>
<tr>
<td>Eleven</td>
<td>3.23, <em>3.25, 3.27</em> <em>ἀνευ διδασκάλου</em></td>
<td></td>
</tr>
<tr>
<td>Twelve</td>
<td>3.30, 4.1, 4.3 (Good Friday)</td>
<td>Midterm Bonanza II (3.30)</td>
</tr>
<tr>
<td>Thirteen</td>
<td>4.6 (Easter Monday), 4.8, 4.10</td>
<td></td>
</tr>
<tr>
<td>Fourteen</td>
<td>4.13, 4.15, 4.17</td>
<td></td>
</tr>
<tr>
<td>Fifteen</td>
<td>4.20, 4.22, 4.24</td>
<td></td>
</tr>
<tr>
<td>Sixteen</td>
<td>4.27, 4.29, 5.1</td>
<td></td>
</tr>
</tbody>
</table>

Final Bonanza:

Wednesday, May 6th, 10:00-11:50 am