

GREK 101: ELEMENTARY GREEK I, SPRING 2015 (1 CREDIT)

... τὸ τῶν Ἑλλήνων ὄνομα ... μηκέτι τοῦ γένους, ἀλλὰ τῆς διανοίας δοκεῖν εἶναι, καὶ μᾶλλον Ἑλληνας καλεῖσθαι τοὺς τῆς παιδείσεως τῆς ἡμετέρας ἢ τοὺς τῆς κοινῆς φύσεως μετέχοντας.

The name “Greek” no longer implies a people, but an outlook, and it is applied to those who share our culture rather than to those who share a common blood.

Isocrates, *Panegyricus* 50, 380 B.C.E.

MEETING DAYS, TIMES, AND PLACE: MTWTh, 1:00-1:50, Wallace 115

INSTRUCTOR INFORMATION:

Dr. Robert Holschuh Simmons

21 Wallace Hall

Office Phone: 309-457-2378

E-mail: rsimmons@monmouthcollege.edu

Office Hours: Monday-Friday 9-10 AM, and by appointment.

PREREQUISITES:

None.

FOR WHOM PLANNED:

This course is designed for anyone interested in cultivating the ability to read classical Greek, and/or in developing the cognitive abilities that come from learning this language through the reading and grammar/translation approaches.

COURSE DESCRIPTION:

The aim for students in Greek 101 and 102 is to learn basic reading and writing skills in Greek as quickly and as thoroughly as possible. At the end of two terms of Elementary Greek a student should know the fundamentals of Greek grammar, have a basic Greek vocabulary, and be able to read many Greek texts with the help of a dictionary. Speaking and listening skills in Greek will be encouraged only in order to assist the development of reading and writing Greek.

READING Greek is much more important than speaking or writing it.

While Greek 101 and 102 can fulfill partial requirements for a major in Greek or Classics, they are primarily directed towards students desiring to meet the requirements for graduation under the foreign language component of the Language rubric. The Monmouth College catalogue gives the following description of courses that meet the Language requirement:

The creation and use of language is the most significant achievement of human beings, for our ability to organize our understanding in verbal symbols and to communicate sets us apart from all other life forms. The symbols of our language make communication possible at many different levels of meaning and allow us to translate our private experience into universal terms.... A sure understanding of language is the foundation of all knowledge, and the ability to use verbal symbols effectively is the most important of all skills.

This component provides that every student have experience with a

second language. The study of a foreign language allows students to see that their native language often reflects cultural needs and interests at the same time that it shares many basic patterns with other languages.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students should be able to do the following, and more:

- 1) Read Greek sentences aloud with attention to consonant combinations, vowel quantities, and word accent, and understand Greek words when spoken.
- 2) Recognize and analyze basic forms and patterns in Greek sentences that you have not seen before.
- 3) Develop a vocabulary of Greek words and English grammatical terms that will be necessary for reading Greek and analyzing its structure.
- 4) Read simple Greek sentences and short passages that you have not seen before.
- 5) Write simple sentences in Greek using familiar vocabulary.
- 6) Demonstrate an understanding of and sensitivity to the differences between ancient Greece (and Greek) and other cultures.
- 7) Enhance your broader analytical abilities through close study of a language that is very different from English.

EVALUATION AND GRADING:

HOMEWORK:

You are to write out any assigned homework before class, according to the instructions in the book and the syllabus, and bring it with you each day. The homework should be completed on notebook paper, and written out clearly enough that it would be easy for me to **see** that you have done your assignment. Your homework should **not** be written in your textbook. When you are preparing paragraph-length readings from our main textbook, you may write out a translation, but in class, I would like you to refer only to vocabulary and grammar notes to help you as you are translating. Those notes may include markup as well, if it is assigned, or if you just think it would help you. We will go over at least portions of each assignment in class, and you will be expected to correct your work in a different color of pen or pencil than that with which you wrote it. On a regular basis, I will either look at your written preparation for the day in class or collect it, and assign you a score between 0 and 10 based on the completeness of your work and, where applicable, attendance to assigned concepts and accuracy of corrections. If you are absent on a day when I check or collect homework, you will not be able to make it up, unless your absence is for a reason that is genuinely excusable and beyond your control; I will be the arbiter of the justifiability of your absence, and may require some documentation as I make my decision. I will, however, drop the three lowest homework scores (including zeroes) from your grade at semester's end, and may exempt other scores beyond those three in extraordinary situations.

CLASS PERFORMANCE:

Active participation in class is essential to your learning. Class performance includes not only being prepared, attentive, and involved in class, but also coming to class on time and bringing all required materials with you. You must be ready to answer questions in class based on the homework you have done, to volunteer to answer questions when they are offered to the class as a whole, to take part in any class activities, and to take notes and correct homework as necessary. When you are assigned pages to read, you need to read those pages carefully, and learn the forms, concepts, and vocabulary taught there. You should be ready to answer questions about any of the matters covered

in the reading, to explain and analyze concepts and constructions that have been introduced, and to produce any of the forms presented in the reading. You should also aim to learn each chapter's vocabulary list on the first day that you work on a chapter. I will keep notes on your class performance, and if it differs notably from your scores on homework (for better or worse), I will adjust your homework and class performance score accordingly.

QUIZZES:

Quizzes will be given regularly throughout the term. Some of them will be announced in advance; others will not. If you miss a quiz for reasons that are not justifiable and are within your control, you will receive a zero on it, but it is always better to speak with me in such circumstances than not to do so. If you arrive to class late and the quiz has begun, you may take the quiz but must hand it in with everyone else (unless there are special circumstances). If you arrive after the quiz has been handed in, you will not be allowed to take it unless there have been justifiably extenuating circumstances. However, quizzes may be taken ahead of time for acceptable reasons if we make arrangement well in advance of the scheduled date. Depending on how many quizzes I have given by the end of the term, I will drop the lowest two or three scores, including missed quizzes, before tabulating your final grade.

TESTS:

There will be four exams, including the final exam. Each one will be announced far enough in advance to give you sufficient time to study well. Exams may be taken ahead of time for acceptable reasons if we make arrangement well in advance of the scheduled date. **Missed exams, however, may be made up only if missed for one of the following reasons, and only with sufficient documentation:** debilitating or contagious illness, family emergency, mandatory religious obligation, or participation in authorized College activities. You must make every effort to contact me **before** the exam if a make-up is necessary, and you must take the make-up exam within five class days of the scheduled date. In certain circumstances, however, I will allow exams to be made up for partial credit even if I do not find the justification for missing it to be particularly valid. The final exam for the course is scheduled for Saturday, May 9, at 11:30 AM.

ATTENDANCE:

Attendance is crucial in Greek class. When you are absent, you miss opportunities to read, hear, and speak Greek, to interact with your fellow students, to participate in class activities, and to learn through the instructor's explanations and feedback. You may occasionally, however, need to miss a class for illness or other reasons. **Thus you will not be penalized for your first three absences, whatever the reason for them. If you miss more than three classes, however, your grade or status in the class will be affected according to the following parameters:**

- For absences four and above, your attendance grade will drop five percent for each absence (to 95%, then 90%, etc.).

Normally, the three-absence cushion should account for matters outside of your control that would keep you from attending class, so the fourth one, even if it could be excusable on its own, serves as the consequence for classes missed previously that were within your control, and it underscores the importance of your being present: any absence, for whatever the reason, detracts from your learning in the class. However, I recognize that a person can, at times, run into circumstances that can keep her or him out of class on several occasions without any fault on the student's part. If your first three absences were all due to debilitating or contagious illness, family emergency, mandatory religious obligation, or participation in an authorized College activity (for any of which I may require

documentation), I would be willing to consider not penalizing you for a fourth absence either, if that also was precipitated by one of those circumstances. For absences beyond the first three that you believe should be excused, you should contact me beforehand if you are in position to know about the absences in advance (such as if you have a mandatory religious or College obligation); if the absence is the result of an emergency, you should notify me within three days of the missed class. Please speak with me if you have a different reason for your absence that you think may be excusable. I will be the sole arbiter as to whether an absence will be considered excused. Further details:

- Missing 25 or more minutes of class (whether at the beginning, middle, or end) counts as an absence.
- Three times arriving late counts as an absence.
- If you walk in after I have taken attendance, it is your responsibility to make sure I have marked you present for the time that you were in class.

GRADE BREAKDOWN:	Attendance	5%
	Homework and class performance	15%
	Average of quizzes	20%
	Average of exams	60%

PERCENTAGE/GRADE EQUIVALENTS:

93+ = A	87-89 = B+	77-79 = C+	67-69 = D+	59 and below = F
90-92 = A-	83-86 = B	73-76 = C	63-66 = D	
	80-82 = B-	70-72 = C-	60-62 = D-	

REQUIRED TEXT:

Balme, M., and G. Lawall. *Athenaze: An Introduction to Ancient Greek, Book I*. Second edition. 2003.

RECOMMENDED TEXT:

Lawall, G., J. F. Johnson, and L. Miraglia. *Athenaze: An Introduction to Ancient Greek, Workbook I*. Second edition. 2004.

COURSE ENGAGEMENT EXPECTATIONS:

This course is scheduled to meet 4 days per week for 50 minutes for the equivalent of roughly fourteen weeks. You should expect to spend on course reading, homework, memorization, etc. approximately two hours outside of class for every hour in class. Assigned activities may take each student a different amount of time to finish; however, the weekly average for all students in the course for those matters should be 10 hours. Intensive studying for exams and preparation for a project you might do at the end of the semester will be in addition to the standard weekly preparation, but will likely average out to an extra two hours per week. The time estimates for the course thus break down as follows:

In class activities	4.0 hours
Homework	6.0 hours
Review of course material and class preparation	2.0 hours
Intensive studying and preparing for projects (averaged out)	<u>2.0 hours</u>
Average per week:	14.0 hours

CLASS BEHAVIOR EXPECTATIONS:

To maintain a classroom environment in which everyone can learn, please show the respect and courtesy to others that you would expect in turn. Here are a few of the ways in which you can show respect and courtesy:

- Be in your seat on time for class, and remain for the duration of each class.
- Have a notebook, pen, and relevant materials out and ready to use throughout class.
- Be ready to answer questions about the day's homework and other relevant subjects, to work on in-class assignments individually and with peers, and to share your work in small groups with the whole class.
- Remain quiet while I or others in class are speaking.
- Show support for those who speak in class by your demeanor and body language.
- Focus on the content of the class, not on personal electronic devices; all such items should be turned off and packed away during class, unless they are being used for class matters, in a way that is not distracting to your classmates or me.
- You may eat and drink in class, but only if it is not distracting to other students or me.

E-MAIL COURTESIES:

When sending me e-mail, please observe the following courtesies:

- Begin the message with a salutation of some sort (Dr. Simmons, Prof. Simmons, Διδάσκαλε Σίμμωνς, etc.).
- Include a reasonably accurate subject line.
- Capitalize and punctuate where appropriate, and proofread to make sure that you are communicating clearly.
- At the end of the message, please identify yourself by the name by which I know you (first name or nickname).

I will get back to you as soon as I can. Sometimes a response will be immediate; on other occasions it may take me several hours, and quite possibly a full day if you write late in the day, at night, or on a weekend, if I need to give some thought to a response before providing one, or if I simply have other things I need to get done before I can get to e-mails.

SPECIAL NEEDS:

Anyone who has a special need that may require some modification of seating, testing, or other class requirements should see me as soon as possible. I will be pleased to make the appropriate arrangements in consultation with you. Depending on the modification, you may need to be registered with Disability Services.

ACADEMIC HONESTY:

From the Monmouth College Academic Honesty Policy: "We view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally – will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student's responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor's syllabus.

“The following areas are examples of violations of the academic honesty policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students, i.e., not doing one’s own work on outside assignments specified as group projects by the instructor;
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

“Please note that this list is not intended to be exhaustive.”

The complete Monmouth College Academic Honesty Policy can be found on the College web page by clicking on “Student Life” then on “Student Handbook” in the navigation bar on the top of the page, then “Academic Regulations” in the navigation bar at the left. Or you can visit the web page directly by typing in this URL: <http://www.monmouthcollege.edu/life/residence-life/scots-guide/academic.aspx>.

In this course, any violation of the academic honesty policy will have varying consequences depending on the severity of the infraction as judged by the instructor. Minimally, a violation will result in a loss of points on the assessment in question, possibly down an “F” or even 0 points for a final score on the assessment. Additionally, the student’s course grade may be lowered by one letter grade from what her or his numbers otherwise indicated she or he would otherwise have earned. In severe cases, the student will be assigned a course grade of “F” and dismissed from the class. All cases of academic dishonesty will be reported to the Associate Dean, who may decide to recommend further action to the Admissions and Academic Status Committee, including suspension or dismissal. It is assumed that students will educate themselves regarding what is considered to be academic dishonesty, so excuses or claims of ignorance will not mitigate the consequences of any violations.

HELP OUTSIDE OF CLASS:

You should not hesitate to talk with me about any difficulties you are having—Greek is a difficult language, and I want to help you do the best you can at it. Speak with me as soon as you are having trouble; letting a problem fester is likely to make it worse. Also, tutoring is available; I will let you know the details of “when” and “where” as soon as I have them.

SCHEDULE OF ASSIGNMENTS:

Key to the schedule, and notes on how you should do your homework and prepare each chapter:

- The assignments below are **due** on the days on which they are listed.
- All assignments are from *Athenaze*.
- “**Read**” means that you should read through and learn the forms and concepts given on the pages assigned, and/or read and understand the culture matters given in those assigned pages. It does NOT mean that you need to translate all of the Greek or do all of the exercises given on those pages; whatever I need you to do along those lines will be specified separately.
- “**Do**” means to write out translations of the items in the given exercise, or follow the directions in the exercise to complete it. If you are only to do a selection of the items within

an assigned exercise, the items you must do will be in parentheses after the specified exercise. Please note that when you see two exercises, with parentheses following only the second one, the parenthetical instructions refer only to the second one, not to both of them. Example: “**Do** exx. 3 α and 3 β (1-2), p. 27” means to do ALL of exercise 3 α and just exercises 1-2 of 3 β .

- “**Prepare,**” when applied to paragraph-length readings in Greek from *Athenaze*, means to read and take notes on the reading well enough in advance of class that you will be able to translate it ably when called upon in class, but without reference to a full translation. You may write out such a translation, but in class, I would like you to refer only to vocabulary and grammar notes that you have prepared before class to help you as you are translating. Those notes may include markup as well, if it is assigned, or if you just think it would help you.
- Vocabulary for each of the two sections in each chapter appears at the beginning of the section. The words for which you are accountable on quizzes and tests are posted at the “Vocabulary” link on our Blackboard page.
- You will need to read English translations of whatever we do not get through in Greek of the readings at the beginning of each sub-chapter. These will be available at the “Readings in *Athenaze*” link on our Blackboard page.
- As you are working on your homework or studying for quizzes or exams, you might seek assistance from the many online resources for this book.
 - One of them has been assembled, through hundreds of hours of work, by Prof. John Gruber-Miller at Cornell College. The site’s address is the following: http://www.cornellcollege.edu/classical_studies/ariadne/index.shtml. It includes oral readings of Greek letters, diphthongs, words, and sentences, to reinforce your sense of the sounds of Greek. It includes supplementary exercises, images, and readings on ancient Greek culture (with particular attention to the lives of women, the poor, and slaves). It includes Greek greeting and pleasantries. It includes scripts for interactions between people based on the stories and vocabulary you will be learning.
 - The University of Victoria in Canada has some excellent quizzing and review exercises to help you learn vocabulary and other material for *Athenaze* at <http://web.uvic.ca/hrd/greek/>.
 - Another site, the creator of which is not clear to me, has many activities and exercises for Chapters 1-9 at <http://www.tabney.com/athenaze.html>.

Day 1 (Monday, January 12)

- Introduction to Greek
- Go over the alphabet, pronunciation, and techniques for writing
- Greek diagnostic exam

Day 2 (Tuesday, January 13)

Assignments due today:

- **Read** pp. xii-xviii
- **Learn** the Greek lowercase alphabet, including letters’ names and sounds
- **Write** each letter of the Greek alphabet, both lowercase and capital, three times, in alphabetical order, using the writing guidelines on pp. xvii-xviii

Day 3 (Wednesday, January 14)

Assignments due today:

- **Write out** (in Greek) the first five lines of the Greek paragraph at the top of page three, and read it all aloud carefully

Day 4 (Thursday, January 15)

Assignments due today:

- **Read** pp. 3-7
- **Do** ex. 1 α , p. 6

Friday, Jan. 16—last day to drop courses without a feeDay 5 (Monday, January 19)

Assignment due today:

- **QUIZ #1—the alphabet**
- **Prepare** the next five sentences of the paragraph on p. 3, beyond where we have gotten in class

Day 6 (Tuesday, January 20)

Assignment due today:

- **Read** pp. 9-11
- **Do** exx. 1 β (1, 2, and 4), p. 10. For the English to Greek sentences, do not worry about having accents perfect, but please do be sure to do breathing marks accurately.

Day 7 (Wednesday, January 21)

Assignment due today:

- **QUIZ #2—Ch. 1 α and 1 β vocab**
- **Prepare** the next five sentences of the paragraph on p. 8, beyond where we have gotten in class

Day 8 (Thursday, January 22)

Assignment due today:

- **Read** pp. 13-16. Learn about how proclitics work, but I will not ask you to produce accents on homework, quizzes, or exams in a way that shows exhaustive knowledge of proclitic rules.
- **Do** exx. 2 α (1-5) and 2 γ (3-5), pp. 14-15

Day 9 (Monday, January 26)

Assignment due today:

- **Read** pp. 19-21. Learn about persistent and recessive accents, but I am not going to require you to demonstrate mastery of these concepts on quizzes and exams.
- **Prepare** the sentences in the first five lines of paragraph 1, p. 18
- **Do** exx 2 δ (1-5) and 2 ϵ (1, 2, and 4), p. 21

Day 10 (Tuesday, January 27)

Assignment due today:

- **QUIZ #3—Chh. 1-2**

Day 11 (Wednesday, January 28)

Assignment due today:

- **Read** pp. 26-29
- **Do** exx. 3 α (1-5) and 3 β (1-2), p. 27

Day 12 (Thursday, January 29)

Assignment due today:

- **Read** pp. 31-33. Learn about accent shifting, but I am not going to require you to demonstrate mastery of these concepts on quizzes and exams.
- **Do** exx. 3 γ , 3 δ , and 3 ϵ (1-2), p. 33

Day 13 (Monday, February 2)

Assignment due today:

- **QUIZ #4—Ch. 3**
- **Prepare** the next five lines of sentences in the passage on pp. 30-31, beyond what we have read in class

Day 14 (Tuesday, February 3)

Assignment due today:

- **Read** pp. 38-44
- **Do** exx. 4 γ (1, 3-6), 4 δ (1-2), and 4 ϵ (1-2), pp. 42-43
- **Prepare** the first paragraph of the passage on p. 37

Day 15 (Wednesday, February 4)

Assignment due today:

- **Read** pp. 47-50
- **Write out** ex. 4 λ (1), p. 52
- **Prepare** the sentences on lines 1-10, pp. 46-47

Day 16 (Thursday, February 5)

Assignment due today:

- **Bring** any questions you have about next class's exam
- **Do** exx. 2 ϵ (3, 5), p. 21 (just fill in the blanks; don't translate); 3 ϵ (3-4), p. 33; 4 γ (2, 7, 8), p. 42; 4 δ (3), p. 42; 4 ϵ (3), p. 43; and 4 κ (1-10), p. 50

Day 17 (Monday, February 9)

Assignment due today:

- **EXAM 1—Chh. 1-4**

Caveat:

Because so many things can change throughout the semester, I am giving you just the first four-plus weeks' assignment to start, and I may need to update even that part of the schedule. Updates for the remaining weeks, plus any substantive changes to the existing schedule or the rest of the syllabus, will be provided in writing.