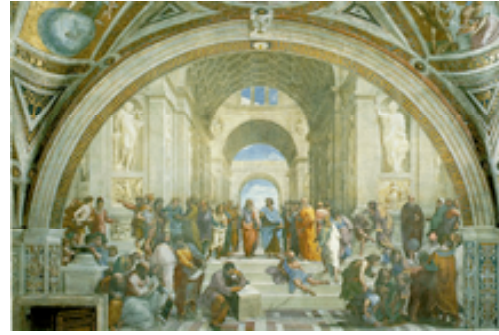


Introduction to Ancient Greek

GRK101 • Fall 2004 • Wheaton College
MWF 10:30 – 11:20 + 1 hour TBA
Location: Knapton Hall 315

Instructor: Bret Mulligan
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Office Hours: MWF 8-10am, 1-2pm & By Appointment



Raphael's "The School of Athens" (1510-11)

Course Description

Greek 101 is the first semester of a yearlong introduction to Attic Greek, the spoken and written language of Athens's Golden Age in the fifth century BCE. Attic Greek (that is, the Greek spoken in Attica, the territory around Athens) is the language of Sophocles, Euripides, Aristophanes, Plato, and many other luminaries. Learning Attic Greek is also excellent preparation for reading the Greek dialects used by Homer, Sappho, and the writers of the Septuagint (the Greek translation of the Hebrew Scriptures) and the New Testament. Although Ancient Greek is no longer spoken, it was a living language for two and a half millennia before evolving into the Greek that is spoken today. Since a language is intimately linked to the culture in which it developed, as we learn Greek we will learn about the people who used this language: in the theater, in the courtroom, in the stadium, in the fields, at dinner, in the nursery, at the altar, in the fields, and in the bedroom.

Learning a language in adulthood can be a challenge, but the reward is rich. After one year's time, you may begin to read the seminal epics of Homer, charged verse of the Greek Lyricists, matchless plays of Athenian dramatists, searching dialogues by Plato, histories by the "Fathers of History," startlingly modern satires of Lucian, rollicking ancient romances, Christian and Jewish texts, and much, much more.

This course is designed for students who have had little or no prior experience with ancient Greek.

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Course Goals

The primary goal of this course is to help students develop their ability to read, understand, and appreciate Greek literature while introducing them to the major events, myths, and personalities of ancient Greek cultures. By the completion of the course, students should be able to:

- Demonstrate proficiency at reading and understanding Greek as a natural language (vs. “decoding” and translating).
- Discuss the major social, political, and cultural aspects of ancient Greek culture from its rise in the late Bronze Age (Mycenaean Culture) to its flourishing in the aftermath of Alexander’s conquests.
- Demonstrate a greater understanding and appreciation of the strengths and limitations of the English language.
- Explain the importance of ancient Greek culture for subsequent cultures.

Website

The website can be accessed directly at: http://homepage.mac.com/bmulligan/classics/grk101_2004/
The course website will host updated assignments, copies of handouts should you misplace those distributed in class, links to on-line resources, and news about Greek and the Classical World.

Alternatively, you can access the course website at www.bretmulligan.com. On my homepage, under the heading “Currently Teaching,” you will see a link to “Introduction to Ancient Greek”.

Required Texts and Materials

- **Athenaze** = M. Balme and G. Lawall, *Athenaze: An Introduction to Ancient Greece: Book I*, 2nd edition. New York: Oxford University Press, 2003.
- **Workbook** = G. Lawall, J. Johnson, and L. Miraglia. *Workbook I: Athenaze: An Introduction to Ancient Greece*. New York: Oxford University Press, 2003.
- 3-Ring Binder (preferably with pockets)
- Blank Index Cards

Optional Materials

- Classical Greek Vocabulary Cards. Visual Education.

A Note on Feedback

I am dedicated to making this learning experience worthwhile and enjoyable. Throughout the semester, I will be soliciting feedback and will do everything in my power to make sure that you are comfortable in the class, but please remember that I cannot respond to requests or comments that I have not heard. If you have *any* comments, criticisms, or suggestions, please let me know. If you would like to submit anonymous comments, feel free to leave messages in my mailbox in Knapton’s main office.

Course Format and Schedule

Class meets four hours a week, including the TBA (to be announced) hour. Much of our class time will be devoted to learning and discussing aspects of Greek language and culture, and reading, examining, and discussing Greek stories to develop skills and strategies for accurately and enjoyably reading Greek. Above all, learning any language requires consistent, diligent preparation of our activities. By necessity, the majority of your engagement with Greek will occur outside the classroom in individual and group exercises. Generally speaking, you should budget *at least* one to one and a half hours per day outside of class (for a total of no less than ~10 hours per week) to the learning, reading, studying, and practicing of Greek.



Our Textbook:

Our textbook, *Athenaze*, uses readings and exercises to promote the ability to read continuous passages of Greek. Developed around the story – told in Greek, of course - of the life and times of a fictional Athenian farmer living in 432 BCE, it includes real details about Greek life, religion, mythology, medicine, and history. In addition, each chapter contains unadulterated readings from ancient Greek literature, and from the Greek New Testament.

Each chapter contains vocabulary to memorize, paragraphs to read, grammar explanations, word studies, and written exercises, as well as a short essay on various topics such as Greek politics, agriculture, slavery, history, literature, myth, and women. The back of the book contains charts of Greek grammar and forms, and Greek-English and English-Greek glossaries. The workbook contains supplementary exercises and readings, and also provides useful summaries of vocabulary and forms every five chapters.

Syllabus of Activities:

In order to target the pace of the class as accurately as possible, a detailed syllabus for the following week will be provided every Friday. Study questions and links to additional resources will be provided every Friday *on the course website*. Assignments are due on the day listed. **Have a question? Contact me at bmulliga@wheatonma.edu**

Assignments and Evaluation

Evaluation:

The evaluation for this course will be based on quizzes, daily assignments, and three exams in the following ratio:

- | | | | |
|-------------------------------------|-----|--------------|-----|
| • Daily Assignments & Participation | 45% | • Exams | 25% |
| • Quizzes | 30% | • Attendance | +/- |

People learn at different rates, have different proficiencies, and bring to a course varied knowledge of the material – this is part of the joys of learning in a university setting, as you benefit from the strengths of others and in turn lend your own expertise to your peers. In this course, you will never be evaluated against other members of the class. Only your own abilities and efforts will be taken into account when determining evaluating your performance. That is to say, there will be no curve.

Daily Assignments:

You will be responsible for preparing readings, exercises, and supplementary material (parsing grids, comprehension questions, etc.). Some of these assignments will be evaluated through in-class discussion and presentation; others will be collected for evaluation.

Class Participation:

Participation is crucial to the success of the course. Your participation evaluation is **neither** a measure of simple attendance **nor** that you answer every question in class correctly. Learning is an experimental process and oftentimes the experiments of even the most committed students go awry. This grade will reflect, however, **regular, careful preparation** of assigned material and the **consistent, enthusiastic attempt to learn with and from the other members of the class**.

Quizzes:

Regular, pre-announced quizzes will be given at the rate of roughly one per week. All quizzes are cumulative although they will focus on recent material. When calculating your quiz average, your lowest quiz grade will be dropped. Because of the rapid pace of this course, make-up quizzes will not be given without approval prior to the date of the quiz - and then at my sole discretion.

Exams:

There will be three cumulative hour exams. Exam 1: week of September 27; Exam 2: week of November 1; Exam 3: mid-December (self-scheduled exam).



Attendance:

As you will come to appreciate, language acquisition and cultivation requires *daily preparation, attendance, and participation*. Because of the unavoidable vicissitudes of fate and health, up to **3 absences** in the course of the semester can be excused. More than three absences (i.e. nearly a full week of classes) will result in the reduction of your final grade by 5 points for each additional unexcused absence. This policy will be altered only in cases of severe personal crisis, serious medical incapacitation, or other unforeseen and unavoidable circumstances - and then at my sole discretion following the receipt of a written notice from the appropriate school official.

Tardiness:

The course moves rapidly and our meeting times are brief. Also, important announcements tend to be given at the start of class. Be on time. If you are late, talk to me after class. Habitual, unexcused tardiness will be treated as an unexcused absence.

Late Assignments:

Assignments turned in after the stipulated deadline will be penalized one letter grade for each day or part of a day the assignment is overdue. An assignment will immediately be considered late if it is submitted at any point after the announced deadline. Therefore, if an assignment is due at the start of class and the student misses class or is late to that class, the assignment will be considered one day late and the specified sanction will be applied. Once an assignment is three days late, a maximum of half-credit is available for the assignment.

Extensions and waivers:

Extensions and waivers may be granted for cause at my sole discretion. They must be secured before the deadline for the assignment. If factors external to this course give rise to the request, I may require written confirmation from the appropriate school official. This policy will be altered only in cases of severe personal crisis, serious medical incapacitation, or other unforeseen and unavoidable circumstances will this policy be altered - and then at my sole discretion following the receipt of a written notice from the appropriate school official. Please note, you are expected to manage your obligations for all your courses; extensions will not be granted because a due date coincides with that for assignments in other classes or routine personal obligations.

Academic Integrity:

Having attended an Honor Code institution myself, I treat issues of academic integrity with the utmost seriousness. **Collaborative work on assignments is strongly encouraged** provided that all work you submit under your name represents your own knowledge, not that of your partner(s). Good faith mistakes can and do happen; but willful violators of academic honesty, either by cheating on exams or plagiarizing written work, will, in addition to having cheated themselves out of that most precious of opportunities, the chance to learn something new, reap the proverbial whirlwind.

A Note on Policies:

All course policies are designed to promote consistent progress towards our goals and fairness to all students. All policies are subordinate to one overriding interest: your effective progress towards your personal learning aspirations as they relate to the goals of the course. If you have been working on an exercise and need an extra day to solidify your understanding of the material, extensions and support will be forthcoming; if you hit a rough patch and need further exposure to a particular idea, help will be gladly given. Provided you act out of a commitment to the class and your goals for it, all requests will be generously received.

Office Hours and Contacting Me:

Having difficulty? Interested in learning more about a topic? Confused about anything at all? I have an “open-door” policy and am happy to discuss any topic or concern during my office hours – whether particular to the course, Classics, or the human condition. I will also often be in my office in the afternoon. Feel free to stop by; any assistance or support I can provide will be gladly given. If you need assistance “after hours” feel free to email me. Chances are, I’ll be at my computer (such is the life of a teacher-scholar in the 21st century!) and will respond soon.