

Intermediate Greek

M/W/F | Murphey Hall 220 | 11:15am-12:05pm

Course Description

Welcome to the world of Ancient Greek prose!

This course focuses on reading Classical Greek prose and developing the skills necessary to approach different types of Greek texts. The course starts with a famous Athenian courtroom speech by Lysias, a 5th century orator. The second half of the course will focus on a dialogue by the philosopher Plato. As part of the study of these texts, you will review the basics of ancient Greek, including vocabulary, syntactical structures, and rhetorical style, and also begin to think about these texts in their historical contexts. In addition to gaining greater comfort and fluency in reading Greek prose, you will also learn study habits and strategies that will help you succeed in this and other classes. By the end of this course, you will have a strong foundation in reading original Greek prose texts, as well as a better understanding of both the Greeks and the workings of language in general (including English!). Prerequisites: GREK 101, 102; Gen Ed: FL.



Instructor

Dr. Suzanne Lye

Office Hours

MU 226
Mon/Wed 3:30-4:30pm
(also, by appointment
and by chance)

Required Texts

1. *Oxford Grammar of Classical Greek*.
Author: James Morwood.
ISBN: 978-0195218510
Available at UNC Bookstore
2. *Lysias I and Plato's Crito*
Editor: Geoffrey Steadman.
ISBN: 978-0984306565
Available online & at amazon.com

Optional Text

1. *Lysias: On the Murder of Eratosthenes with Commentary* by Malcolm Campbell.
ISBN: 9780934034340
Available at UNC Bookstore

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Course Instruction

This course uses a variety of learning tools to improve your fluency and knowledge of Ancient Greek language and culture.

Multiple Learning Opportunities

You will need to put in full effort throughout the semester. Each class meeting will contain many opportunities to learn from both the instructors and your peers. This class is designed to be challenging but also rewarding and will give you skills you can use in both academic and real-world settings.



High-Structure Course Design

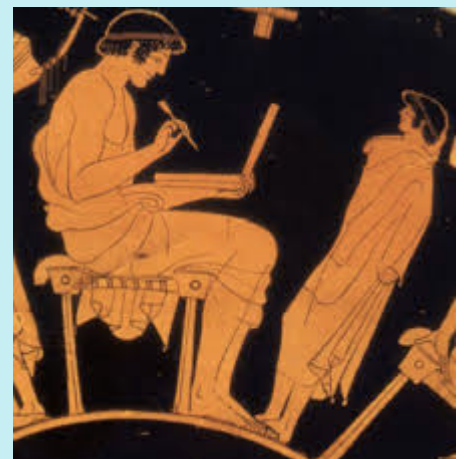
This course is designed as a high-structure course, meaning that you will have daily opportunities to learn and gain credit for your work through individual, group, and online assignments and games.

Learning by Doing

In this class, you will gain field-specific knowledge of Classics by taking on many roles: student, teacher, expert, researcher, presenter, writer, collaborator, and colleague.

LEARNING OUTCOMES

- Ability to read the assigned Greek prose texts with minimal assistance
- Ability to identify and produce Greek vocabulary, morphological forms, and syntax
- Ability to recognize rhetorical devices and their intended effects
- Ability to identify and use available offline and online resources to read different texts
- Ability to create and execute a learning plan
- Ability to explain concepts through short presentations
- Ability to work individually and in groups of various sizes



Course Requirements

This course is a language course but we will also discuss the readings as historical documents which both represented and reinforced Greek self-identity. While improving your skills at Greek, you will also engage in research and then apply this knowledge to a final “capstone” project and presentation.

Reading Greek

You are required to read assigned prose texts to show proficiency at reading Greek and analyzing grammatical and rhetorical structures. You will also read the entire texts in English.

Commentary

You are required to write a personalized commentary on the Greek texts and bring it to each class. Instructions for this will be given in the first week of class. Your commentary is both a learning and self-assessment tool to track your progress. You will be delighted in how much you can accomplish!

Class Discussions & Activities

You are required to engage in discussions related to our readings, particularly in class but also online. Your involvement in class discussions and activities will be the primary way that the instructor will assess your progress.

In-Class Presentations

You are required to give both individual and group presentations on topics related to our readings throughout the course. Assignments will be handed out weekly. Some will be informal and others will require advance preparation.

Final Project and Presentation

You are required to complete a final project, which will be determined by class interest and will involve applying the skills and research you have used throughout the term. You will then present this project at the end of the term.



Grading

Grading and assessments will be divided into two major buckets: mastery in reading Greek and professional skills that will help you to do well in this class and in any future employment. In this course, you will be required to attend all classes and participate in a variety of class activities. Alongside this, you will be asked to make an individual work plan that is tailored for your learning style and schedule so that you meet course goals.

Each of the following elements will be assessed in a variety of ways throughout the class, including games, discussions, group work, and traditional quizzes. During the first few weeks, we will discuss various strategies as a class for assessing each element throughout the term and refine as needed. There will be individual milestone meetings throughout the term so you know your status in each category and how that translates into a traditional grade.

Language Mastery (50%)	Professional Skills (50%)
• Reading (prepared; at sight)	• Participation and Engagement
• Translating (verbally; on paper)	• Attendance (on time)
• Morphology	• Preparedness (quality of work)
• Vocabulary	• Meeting deadlines
• Syntax	• Completing assignments and assessments on time
• Composition	• Working with peers
• Textual Analysis	• Ability to analyze & synthesize information
• Explaining concepts to others	• Communicating (written/verbal; public/private)
• Creating Greek learning tools, including effective study tools and assessments	• Presentations (formal/informal)
• Applying knowledge to new scenarios	• Writing a commentary

“γνώθι
σεαυτόν”



GREK 203 Syllabus

A schedule of specific assignments and activities will be made available weekly. Please check class announcements and online class discussion boards frequently.

Week 1 (Aug. 22-24): Introduction

Week 2 (Aug. 27-31): Lysias 1

Week 3 (Sep. 3-7): Lysias 1
Sep. 3 – NO CLASS MEETING

Week 4 (Sep. 10-14): Lysias 1

Week 5 (Sep. 17-21): Lysias 1

Week 6 (Sep. 24-28): Lysias 1

Week 7 (Oct 1-5): *Project Week!*

Week 8 (Oct. 8-12): Lysias 1 — Presentations

Week 9 (Oct. 15-19): Plato

Week 10 (Oct. 22-26): Plato

Week 11 (Oct. 29-Nov. 2): Plato

Week 12 (Nov. 5-9): Plato

Week 13 (Nov. 12-16): Plato

Week 14 (Nov. 19-23): Plato
Nov. 21, 23 – NO CLASS MEETING

Week 15 (Nov. 26-30): Plato

Week 16 (Dec. 3-5): *Final Project Week!*

Final Meeting: Tuesday, Dec. 11th, 12-3pm

Frequently Asked Questions

The following will cover most of your burning questions, but if other questions, issues, or concerns arise, please email Professor Lye.

What can I expect from this class?

This class will be highly interactive and based on experiential learning principles. Therefore, attendance and active participation in class is mandatory. The class will focus on gaining fluency in Greek and on discussing famous Greek prose works. To accomplish this, there will be translation exercises, micro-lectures, drills, group activities, oral presentations, and assessments led by YOU as well as the instructor. Just showing up to class is not enough to get full credit, and you cannot receive participation points if you are absent. You will work both individually and in groups to read texts and discuss important themes. In this class, you can expect to be treated as partners in your own learning. Remember: With much power comes much responsibility!

What do I need to bring?

For each class, you should bring the assigned text, your commentary, the grammar book, paper, and a pen/pencil. In addition, bring whatever else you need to have a successful class, including a positive attitude, questions, and prepared work.

Can I use electronic devices in class?

The use of electronic devices for non-course purposes is not permitted except during designated “tech breaks.” Recording or taking images of class instruction is not permitted without consent of the instructor. Studies have shown that electronic devices both distract and detract from the learning experience. If you have trouble putting your device away, consider giving it to the instructor for safekeeping during class time.

How can I best contribute to the class?

You can come to each class meeting with an open mind and a commitment to meeting class goals. All students are expected to follow the university’s honor code of behavior for students (<https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>) and to exhibit mature behavior in class. This includes refraining from conversations about outside topics and other disruptions, doing homework for other classes, reading newspapers or other materials unrelated to the class, etc. Punctuality is important, so be on time and do not leave class early (unless you inform the professor that you have a reason to leave early). It is expected that everyone approach the material and the other people in the class (both classmates and the instructor) with respect and an open mind during all conversations.

What if I need to miss class?

First, notify the instructor and then your classmates by email to let them know not to expect you. In this class, we will rely on each other to optimize the learning process. If you are absent, we will miss you! Students are allowed **3 excused absences** during the course of the term, as long as the

student informs the professor in writing before class. All assignments for class and responsibilities to your classmates must still be completed on time and with the coordination of relevant parties. Finally, you can stop by the professor's office hours for additional help.

What is the homework like for this course?

There will be both short-term and long-term assignments that will require you to do additional work outside of our class time. You will have daily reading and review assignments to support what we do in class, including the composition of a personal commentary on the Greek texts we read. There will also be brief individual and group presentations throughout the term.

Long-term projects for this course include a final project and presentation, which we will discuss as a class. The final presentation can take many forms, including: organizing a colloquium, publishing an online commentary, producing a short film, creating a puppet show, etc.

Plan to spend 7-9 hours per week on average outside of class to complete assignments. Please mark specific times in your schedule each day that you plan to devote to this class and mark them in your class contract. If the amount of time is significantly more or less, let's talk!

Are there midterms and a final in this class?

There are ongoing, frequent assessments in this class but no single midterm or final. There will be some assignments that look like traditional quizzes and tests, but they will be used as learning tools to improve language learning rather than for distinct grades on the hundred-point scale. The four types of assessments we will use in this course are:

- *Formative* – activities to assess and improve individual skills (individual and in groups)
- *Summative* – activities that show a certain learning outcome has been achieved (e.g. identify a grammatical structure)
- *Authentic* – activities that ask students to cross-apply their knowledge and skills to new situations
- *Traditional* – activities that test specific knowledge or skills

How do grades work?

Feedback for language mastery and skill development will be given on an ongoing basis. Scores for each assignment will be tabulated over the course of the term, and there will be scheduled individual meetings between the instructor and each student to discuss his or her progress.

How do I contact Professor Lye?

The best bet to get general questions answered — and my preferred form for most communications — is to post your question on the course's discussion board. It is possible one of your colleagues may know the answer and will respond before I can. Also, it is likely others may have a similar question and by keeping questions and answers within the forum, everyone benefits. (I will always respond personally, if further clarification is necessary). Please check the discussion board regularly.

For private matters, please email me directly. I check my email at spaced intervals and will respond to emails within 24 hours Monday through Friday. On the weekends, I will still try to check email but may only respond to urgent matters. If you do not hear from me within 24 hours, email me again as your email may have been lost. Please plan ahead and do not save any time-sensitive questions for the last minute!

How can I succeed in this class?

I hope this class will be fun and rewarding for all participants, but you can also expect it to be challenging. This is not the type of class that you can “cram” for at the last minute before an exam, since assessments will be administered in a variety of ways and will depend on your continuous engagement with the material and active participation in the interactive classroom.

Specific advice: Make Greek part of your daily life. Set aside specific times each day for reading, reviewing, and preparing for class. Ideally, you will spend at least an hour each day devoted to Greek, whether it be reading Greek, reviewing vocabulary, memorizing grammar, translating passages, or thinking of better ways to study. Use the “in-between” times during your day to work on specific skills — you can break up the time into 10- or 20-minute chunks focused on particular aspects of reading, grammar, vocabulary, review, etc.

If succeeding in the course is important to you, please be diligent about participating in class and building good study habits and skills. Most importantly, don't hesitate to ask for help! I want you to succeed!

SOME HELPFUL HINTS

- Do not write out a translation: this is too time-consuming and hurts rather than helps you
- Look at the notes for every line
- Write reminders, flag challenging vocabulary/morphology/syntax, and capture your initial impressions of the content in your commentary
- Do not expect the translation to work as an equivalent to the Greek; on those rare occasions when you get stuck and look at a translation, know exactly why the Greek says what it says, and why you couldn't get it by yourself.
- Reading through each assignment at least twice will be necessary for full comprehension, and if the course is working for you, you'll enjoy the second time a whole lot. This is beautiful poetry, and you will find yourself enjoying it, so you'll want to do it justice. To be able to spend time reading Greek in the original is a unique opportunity!
- Read the Greek aloud as often as your living/studying situation allows
- Form a study group and meet other students in the class to prepare for class
- When someone is called on to translate in class, follow along and act as though you are the person being called on each time – it'll be like having a private tutorial!

GREK 203: Class Contract

This contract reflects your commitment to this class and plan for success. In the box, please write a short paragraph about your goals and expectations for this class. Then fill in answers to each of the following sections. Keep a copy and give a copy of this to Professor Lye.

Study Plan

Please mark specific times in your weekly schedule that you plan to devote to this class.

Focus	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Reading Greek and Writing Commentary							
Skills Practice & Review (e.g. grammar, vocabulary)							
Review - Readings & Notes							
Other Tasks							

My Code

Write 3 specific ways you plan to act in relation to this class (e.g. review previous day's assignment half hour before class, show up 5 minutes before the start of class, speak respectfully to classmates, communicate early/often, learn a new fact about each classmate every week, etc.)

- 1.
- 2.
- 3.