
ELEMENTARY ANCIENT GREEK I in Fall 2019 (GK1005)

Course Code	GK1005	Professor(s)	Jula Wildberger
Prerequisites	None	Office Number	Grenelle 106
Class Schedule	: 01:00-01:30 in G-106	Office Hours	Wed 17-18 or on appointment
Credits	4	Email	jwildberger@aup.edu
Semester	Fall 2019	Office Tel. Ext.	681

Course Description

This is a course in ancient Greek for beginners. By reading simple texts and trying to write (or, if you like, speak) some ancient Greek yourself, you learn the first grammar essentials and acquire a basic passive vocabulary of c. 1000 words. Specialization on a particular aspect, e.g. New Testament Greek, is possible.

The standard textbook used at AUP is JACT Reading Greek 2nd. edition, but we can work with a different textbook as well. For example, visiting students have made use of this possibility in order to assure a smooth transition to the next level at their home university upon their return.

Those who do not wish to continue and only want a taster course to get a first impression of this language, can replace some of the coursework with readings on the historical background of the texts (Option: "Greek language and culture") and/or more detailed studies of the relation between ancient Greek and the modern languages ("Etymological Studies", as explained below).

The course is taught in tutorial style. This means that you study on your own or in a small team (if you find fellow students to form a little study group). Your work is closely monitored with weekly assignments, tests, and at least one weekly face-to-face meeting. The meetings will be held in my office, Grenelle 106, at a time we arrange in such a way that it fits your overall schedule. ***Once you have signed up for the course, please get in touch immediately (jwildberger@aup.edu) so that we can find you a suitable time slot for your appointments.***

Assessment is based on the general learning goals and individual progress: during the first three weeks student and instructor decide on your personal learning plan in which the learning goals and the steps toward it are set out. If this plan deviates from the standard course outline below, e.g. because a different textbook is used, the modifications will be set out in writing to constitute your personalized version of the syllabus. In order to guarantee that grading is fair to everyone, certain minimum requirements must be met whatever the individual learning plan. If you fail to meet them, you may still pass the course with a good grade, but it will no longer be possible for you to achieve the highest grade A.

Your work will consist in sustained textbook study and weekly written assignments, e.g. written translations or exercises or some grammar analysis. By attending the weekly meetings well prepared and able to do what you were supposed to train during the week, you demonstrate your continuous learning progress (1/2 of grade) and increase your chances to do well in the two oral examinations during the semester (together 1/4 of grade; 15 minutes each) and in the final written exam (1/4 of grade).

Course Learning Outcomes

You will be able to understand and read fluently written ancient Greek at the level reached in the textbook.

You will be able to use the language actively yourself, e.g. by writing easy sentences.

You will improve your language learning skills through intensive experience in explicit and self-directed learning.

You will have a passive vocabulary of c.1000 ancient Greek words, i.e. you will know their meaning and understand them. You will also be able to learn new words effectively and make educated guesses about their meaning since you have understood basic principles of word formation and realized the presence of Greek in English, French and (depending on your language skills) possibly other modern languages.

You will have a good grasp of the grammar covered in the textbook, i.e. you will know the tables and be able to recognize (parse) the forms (morphology), you will understand how the words function together in order to form sentences (syntax), you will understand the meanings of the forms and the syntactic constructions (semantics), and you will also be able to explain the grammar of sentences -- all this up at the level you have reached in your textbook.

Talking about grammar in this explicit way will enhance your understanding of grammar and the workings of language in general. You practice applying elementary grammar terms to your own language as well when translating Greek into English and training your understanding of grammar concepts with English examples. You learn how to communicate more effectively about linguistic features of any text .

You will enhance your reading and writing skills in English (any other language you know): (a)

You deepen your understanding of words deriving from ancient Greek; and you learn (b) how to pay meticulous attention to linguistic detail, and (c) how expressing your observations in precisely. (d) Continuous comparison between Greek and the other languages will alert you to characteristic features and expressive means in each of them.

You will enhance your ability to learn actively and independently in general, to be aware of your own needs and communicate your questions and needs effectively to your teacher. You will gain a better understanding of your role as a learner: that it is you who do the learning and how you can take responsibility for both the content and the success of your learning.

You will become acquainted with elements of ancient Greek culture and history, especially of 5th century BC Athens, and become aware of both alterity and continuity. You will thus encounter a common cultural and linguistic inheritance that stems from classical antiquity and still shapes our lives and languages today. This learning goal will be achieved through discussion of the textbook readings as well as study of Greek vocabulary and its etymology. You will have widened your historical perspective on language also more generally, having reflected on the phenomenon of language change and having learned about the Indo-European background of Greek in English, French or any other modern language you know and speak. This learning goal will again be achieved mostly through discussion of grammar, etymology studies and our discussions of vocabulary in the readings.

Local and Global Perspectives: Students will enhance their intercultural understanding of languages, cultures, and histories of local societies and the global issues to which these relate. (CCI LO1)

Exploring and Engaging Difference: Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class. (CCI LO3)

General Education

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present. This course can be used to fulfill the -C requirement (“Comparing Worlds Past and Present: Historical and Cross-Cultural Understandings”):

- First acquaintance with elements of ancient Greek history and culture and awareness of both alterity and continuity. (Unless you take the option “Greek language and culture” this learning goal will be achieved through the textbook readings and our discussion of the texts.)
- Awareness of a common inheritance, both cultural and linguistic, stemming from classical antiquity and in particular ancient Greece. This learning goal will be achieved through discussion of the textbook readings, study of Greek vocabulary and in particular the etymology studies.
- Acquisition of an even wider historical perspective on language through explanations of

linguistic features that refer, e.g., to the Indo-European background of Latin or principles of language change.

- Understanding the presence of Greek in English, French or any other language you know and speak. This learning goal will again be achieved mostly through etymology studies and our discussions of Greek vocabulary in the readings.

Course Outline

How much you achieve in this course depends entirely on yourself. Every student learns at a different pace, and in this course you alone determine how fast you go, not the professor or the whole class. The minimum requirements are set in such a way that a hard-working average student has a fair chance to meet them and be rewarded with a good grade. If you manage to achieve more than the minimum, care will be taken that this is not to your disadvantage in the final examination. You then have the choice either to be tested only on the minimum requirement, or to be examined on all the lessons covered and receive extra credit for writing a more difficult exam. Progress beyond the minimum can also remedy things that got wrong earlier during the semester and improve the overall grade, e.g. if you had a bad day and didn't do very well in an oral exam. (You shouldn't plan on this, however. All students tell me that the course is challenging, and it will be a rare bird that actually manages to get further even if everything goes well throughout the semester.)

Since this is a taster course, we will keep the minimum requirements flexible. There are three options:

Option 1: Maximum Greek

Option 2: Ancient Greek and Its Culture

Option 3: Ancient Greek and Etymology; Language Comparison

You will have fulfill the minimum requirements

either by completing Option 1

or by completing Option 2

or by completing Option 3

or by completing a combination of Option 2 and 3 and working through the textbook up to chapter 9 in *Athenaze*.

Whatever option you choose, you should plan to spend at least c. 10 hours per week on Greek. Be assured that it is a very demanding course. You must work regularly and steadily, starting right at the beginning of the semester. Greek is a difficult language. I have not yet met the student for whom it was not a challenge. You have to learn new letters, and Greek is an inflecting language with many forms to memorize. It functions in a manner different from English and many other modern languages. And everywhere you'll meet that odd but important irregularity that you'll have to remember as well. If you are motivated, it is doable, and effort will be rewarded with success, if you can make yourself work really hard to overcome certain initial difficulties. Experience shows that students that took it too easy in the first half of the semester, struggle in the second half.

OPTION 1: MAXIMUM GREEK

Consists only of textbook work; all sections up to and including chapter 12 of Athenaze, Book 1. You should plan the first week for learning the letters and then one whole chapter per week.

OPTION 2: ANCIENT GREEK LANGUAGE AND CULTURE

Textbook work combined with more in-depth study of the cultural background as it is introduced in the textbook and accompanying readings as agreed upon (depending on what you are interested in).

- You work through the textbook up to chapter 10 in Athenaze
- and you study the cultural, literary, political or historical background to the texts in more detail. Possible activities:

Grading: 4/5 textbook language learning; 1/5 cultural background and original readings in translation.

You will be examined not only on language but also on the additional readings.

OPTION 3: ANCIENT GREEK ETYMOLOGY; LANGUAGE COMPARISON

Textbook work combined with more in-depth study of the relations between Ancient Greek and modern languages.

- You work through the textbook up to chapter 10 in Athenaze.
- You enhance your learning experience by intensive etymological studies as suggested

below and are examined on these studies too.

Grading: 4/5 textbook language learning, 1/5 etymology

ETYMOLOGY AND LANGUAGE COMPARISON

Some study of etymology will be essential for your progress whatever option you chose. The following are suggestions for more systematic work. An individual selection will be made for you if you choose option 3.

Gain awareness of connections between Greek and other languages through collecting c. 1000 ancient Greek words that have English, French or other cognates,

- as a revision aid on the basis of the vocabulary introduced on the textbook,
- but also beyond the textbook, using etymological dictionaries or dictionaries containing information about the etymology of words.

Awareness of systematic etymological connections between Greek and English (and/or French or other languages) by working through selected chapters in a suitable textbook, e.g.

- Dominik, William J. ed. *Words & Ideas*. Corrected 2nd ed. Wauconda, Ill.: Bolchazy-Carducci Publishers, 2006.
- Green, Tamara M. *The Greek & Latin Roots of English*. 3rd ed. Lanham et al.: Rowman & Littlefield, 2003.

Comparison of the grammar of Greek, English, French or some other language you know.

Look at Greek as one of the Indo-European languages and thus recognize connections with other languages of the same family, such as English or French.

- Haudry, Jean. *L'indo-européen*. Paris: Presses universitaires de France, 1979. AUP Library - Stacks: 410 H368i
- Renfrew, Colin. *Archaeology and language: the puzzle of Indo-European origins*. New York: Cambridge University Press, 1987. AUP Library - Stacks: 410 R411a

HOMEWORK SUBMISSION

You will receive detailed guidelines how to work with the textbook and which exercises and readings you need to do. The oral and written examinations will be based on the Greek textbook readings to a considerable degree. It is therefore highly recommended that you keep revising, i.e. re-reading, passages translated earlier in the semester. This will improve both your continuous progress and the results of your exams.

Another part of your studies is written homework that you will hand in every week. This is very important for monitoring your progress and recognizing the areas in which you need support. It is therefore important that the homework reaches me *before* the next meeting so that I can see what you need and prepare for our meeting accordingly. I can do this if I receive your homework on the afternoon before the next meeting at the latest. Photos taken with your phone and sent by email are fine. It is your responsibility to make sure that the homework actually arrives in time.

If you cannot come to a meeting, send homework all the same. In this way, you can receive at least some written feedback.

If you like, you are welcome to send parts of homework several times during the week in order to receive some immediate feedback. You can also pass by the office or write if you have questions.

Textbooks

Title	Author	Publisher	ISBN	Required
Athenaze: An Introduction to Ancient Greek. 3rd. ed. Book 1	Maurice Balme / Gilbert Lawall / James Morwood	Oxford University Press	9780190607661	Yes

Attendance Policy

Attendance of every weekly appointment is important. Sometimes students feel bad because they did not prepare as much as they should have and then skip a meeting. This is not a good idea. There is help for you, and you should make sure you can get it.

As far as possible, you will be offered a replacement meeting in case of excused absence due to an AUP activity such as a study trip, to illness, or to another serious cause.

Please keep in mind that the weekly meetings are personal appointments between individuals. This means that you should inform the instructor as soon as possible before the meeting if you are unable to make it to an appointment.

Occasionally, a group meeting for students in Classical Studies may be scheduled. Attendance is mandatory, but of course only if the meeting is scheduled for a time at which the student has no course clash or other long-term obligations.

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially

during the Drop/Add and Exam Periods.

Grading Policy

50 % weekly coursework, as reflected in the learning progress you made during the week in question. Criteria:

- You come to meetings regularly, punctually and well prepared.
- You can perform the tasks and have acquired the skills you should be able to do according to the checklist on your assignment sheet.
- You have learned the new forms or tables, so that you can write out the tables and recognize such forms when they come your way. (What you need to learn will be specified exactly when you are given your assignment.)
- You have learned the new vocabulary. (Unless a different student learning goal is set, only passive understanding is required, i.e. that you know what the word means in English when you see it.)
- You can translate the text of the chapter(s) you have been working on fluently.
- You understand the new grammar and can both recognize and explain examples if they are presented to you.
- As concerns those tasks which do not consist of simple memorizing, account is taken of the fact that you are still learning the new subject matter and may not have been able to figure out everything on your own. In this case – which is perfectly normal – you will not be graded on your perfect mastery of the material but on how well you have engaged with it, i.e. that you have given a serious effort. For example, you can try to identify the problem as precisely as possible and come with detailed questions. Preparing good questions is a very important part of your homework.

When doing translations or exercises you should check your answers with the sample solutions or translations that are made available to you on Blackboard and elsewhere. However, you must observe two very important rules.

(1) If you copy something from sample solutions or translations, indicate that you have done so and do not present it as your own achievement. Failure to do so will be regarded as plagiarism and may be penalized with a FAIL GRADE FOR THE WHOLE COURSE.

(2) It is essential that your instructor sees the mistakes you have made. Do not hand in a neat and faultless copy. Your homework is not graded by counting the errors you have made. It is an exercise and not an exam, and account is taken of the fact that you are still

learning the new material. It is perfectly possible to have made many errors and nevertheless get an excellent homework grade. On the contrary, hiding your errors from your teacher will endanger your overall success in this course. It is like going to a doctor because one is ill and hiding one's symptoms. The written homework is a means for your instructor to see where your problems are and how she can help you. So, please, do self-correct your homework with the help of sample solutions, but KEEP YOUR ERRORS VISIBLE. Otherwise, you can't be taught properly because your teacher thinks there is nothing to explain.

25 % Two oral examinations (one before midterm when roughly 1/3 of the work has been completed; one during the second half, after 2/3 of the course are over; c. 15 minutes each; based on what has been done in that part of the semester).

25 % Final written examination (contains tasks on the basis of the exercises and lessons covered during the whole semester).

If the grade of the final exam is consistently high in all sections and higher than the grades earned during the semester, the exam grade will count for the whole course, since the final demonstrates achievement of the learning objectives for the whole course, irrespective of what may have gone wrong earlier in the semester. In case of a difference exceeding two grade notches, a confirmation oral exam may be required before the higher grade is awarded.

Other
