

CLASSICAL LITERATURE  
Greek 101  
LABUS

### General Information

- Meeting Time: MWF 12:00-12:50 p.m., Tuesdays from 3:30 to 4:20 p.m.
- Meeting Place: Class: Clough 302; Tutorial: Buckman 205 (in the Language Center)
- Instructor: Kenny Morrell
- Office: 515C Rhodes Tower
- Office Hours:

My scheduled office hours this semester will be on Mondays from 9:00 to 10:00 a.m., Tuesdays from 9:00 to 10:00 a.m., and Fridays from 3:00 to 4:00 p.m. I am always willing to meet by arrangement, if you can not come during my scheduled hours. You may also assume that I am available for consultation whenever I am in my office with the door open. Finally, if all else fails (or as an alternative that does not require you to come all the way to the fifth floor of Rhodes Tower) you can reach me by e-mail. You can also reach me by IM. My screen name is PenfieldA481.

- Telephone: 901-843-3821 (office), 901-452-8669 (home)

I am generally on campus between 8:00 a.m. and 6:00 p.m. on weekdays. If I am not on campus, feel free to call me at home between the hours of 6:00 a.m. and 12:00 midnight. You can leave a message at both numbers. You can also try reaching me on my cell phone: 901-830-4094.

### Objectives

The overall goal of this course is for you to develop the ability to read, understand, and respond to texts written in Greek during the classical period of ancient Greek society, which began in the sixth century B.C.E. and came to a close with the rise of Macedonian power in the Mediterranean during the last half of the fourth Century. The skills you develop will also allow you to understand the earliest ancient Greek texts, including Homer and archaic lyric poetry, and texts that appeared during the Hellenistic period and the Roman Empire, including the New Testament. As a rich and dynamic medium of expression, you will also discover that ancient Greek will serve as a means for oral and verbal communication between you and your fellow students of ancient Greek both in and outside of class. Because language is a cultural artifact, acquiring ancient Greek will require you to become familiar with Greek civilization. As we work through *Athenaze* and the other materials in the course, you will become familiar with the society of ancient Greece through the fictional lives of Dicaeopolis and his family, which are based loosely on characters that appear in the *Acarnians*, a play by Aristophanes.

More specifically here are our goals for the semester divided into five domains:

- Morphology
  1. Nouns of the 1st, 2nd, and 3rd declensions
  2. Adjectives of the 1st, 2nd, and 3rd declensions
  3. Definite articles
  4. Pronouns
    1. Personal pronouns for the 1st, 2nd, and 3rd persons
    2. Reflexive pronouns
    3. Demonstrative pronouns
    4. Interrogative and indefinite pronouns
  5. Verbs
    1. Active and middle verb forms in the present tense, in both the indicative and imperative, for -v category verbs including non-contracted verbs and the contracted verbs with stems ending in -e

2. Future active and middle
  3. 1st and 2nd aorist in active and middle
  4. Impersonal verbs
6. Accents
    1. Typology: acute, grave, circumflex
    2. Enclitics and proclitics
    3. Recessive accent on verbs
    4. Persistent accent on nouns and adjectives
  7. Infinitives in the active and middle voices and in the present, future, and aorist tenses
  8. Participles in the active and middle voices and in the present, future, and aorist tenses
- Syntax
    1. Grammatical case
      1. Case assignments in verbal constructions
      2. Case in prepositional phrases
      3. Adverbial use of case
    2. Prepositions and preverbs
    3. Agreement (i.e., the relationships between subjects and verbs and nouns and adjectives)
    4. Voice
      1. Active (transitive and intransitive verbs)
      2. Middle (transitive and intransitive verbs)
    5. The use of definite articles
      1. Indicator of case
      2. Pronominal uses
      3. Predicative and attributive positions
    6. Variation in word order and the role of particles
  - Vocabulary
    1. A minimum recognition vocabulary of 350 word families [The vocabulary from the first twelve chapters of *Athenaze* represents 312 word families: verbs (111), nouns (94), pronouns (6), adjectives (35), adverbs (37), prepositions (15), and conjunctions (14). There will be some additional words from the contexts listed below.]
    2. Approximately 150 word families of production vocabulary
    3. Contexts: names, familial relationships, introductions, building elements, household items, and numbers (which come in chapter 8).
  - Pronunciation and Conversation
    1. You will develop the ability to introduce yourselves with appropriate phrases and responses relating to names, familial relationships, and state of being.
    2. You will be able to respond in Greek to simple comprehension questions concerning the passages in each chapter.
    3. As you read texts and converse in Greek you will account for differences between long and short vowels and accentuation.
  - Greek Society
    1. Over the course of the semester you will develop a basic understanding of Greek society with regard to the family, including the status and role of slaves.
    2. You will become familiar with the basic conventions of the Athenian *polis*.
    3. You will develop a basic sense of the geography of Greece, in general, and Attica, in particular.

Successfully completing the midterm and final examinations will require you to master these domains.

## proach

*Athenaze* first appeared in England in 1980 and represents an attempt to bring the teaching of ancient Greek more closely in line with recent advances in the study of how people acquire languages. This year a second edition has appeared, which we will use. It is a "reading" course, which refers to the primary means of experiencing and acquiring the language. We will use the text as the foundation for this course and expand on it in a number of ways that are designed to make ancient Greek an active part of your life. For example, we will work on developing the ability to verbally communicate with each other in simple conversational contexts. Please bear in mind that the materials and methodology are always in a state of evolution, so be prepared to try new ways of experiencing and

## Hints:

You will hear me refer to the process of "acquiring" instead of "learning" Greek. I make this distinction because human beings have the innate ability to use language, and this ability is not learned. Acquiring a language is not like learning the principles of chemistry or even learning to play a musical instrument. As human beings we use language every waking and sleeping moment, and you are constantly developing your ability. In fact, you have been acquiring language from the moment of your birth (quite possibly even before you were born) to the time of your reading this syllabus, and this process will continue subconsciously for the rest of your life. Acquiring a second language involves many of the same processes that acquiring your native language involved.

Although you will use your well-developed linguistic and cognitive skills to "learn" or "master" some information (e.g., the location of Athens, the concept of case, and the dates of the First Persian War), you can not "learn" ancient Greek or any other language, you must acquire it. At first, when you encounter a Greek sentence, you might employ "learned" strategies for decoding the grammatical information embedded in the morphology (the changes that words undergo depending on their role in a sentence, for example, the transformation of the pronoun "she" to "her" when it appears as the object of an action), but, later on, the ability to comprehend Greek with any degree of fluency is acquired. Here are the fundamentals of acquiring a second language.

1. You must be exposed to the language in ways that make the language comprehensible to you. In other words, you can be surrounded by people using a foreign language, but if you never understand any of it, you will never acquire the language.
2. The more you are exposed to the "target" language in comprehensible forms, the faster you will acquire the language. If you are exposed to sufficient amounts of comprehensible language (or "input") you will automatically and unavoidably acquire the language. In fact, you could not completely prevent this process, even if you wanted to.
3. Because it is impossible to immerse you completely in an optimized environment for acquiring the language to the exclusion of other academic activities on campus, the next best approach is for you to gain exposure to the language (for example, working through the text and assignments) on a **regular, daily** basis. Do not get in the habit of devoting six hours to your Greek on Saturday and not doing any work outside of class for the rest of the week. Plan on spending time every day on your Greek. Keep in mind, too, that you do not need to devote a large, continuous block of time to Greek. Acquiring any language is a process that you can effectively fit conveniently into modest amounts of time between other activities and commitments as long as you concentrate and focus on the task.
4. If you compare acquiring a language to the operation of an electric motor, your ability to use the language is the motor itself, and comprehensible input is the electrical current. If the motor is in good functioning condition (and, incidentally, your motors are all in excellent condition because you have made it to college), the only factor that can impede the operation of this system is anxiety, which is the functional equivalent of friction. The more nervous you are about working with the language, the slower the process of acquisition. RELAX and ENJOY your experience with one of the great languages of human history.

## Journal:

To make your language study more effective and to document your work in this course you will need to keep a journal. The information you record will serve three crucial functions. First, it will help structure your study sessions and make the time you spend with the language more productive. Second, it will provide crucial documentation about your interaction with the language. Finally, your journal will help guide our work in class to address aspects of the language that require further explanation and practice. Naturally you are free to organize your journals as you find most convenient and helpful. I suggest, however, that you have one bound notebook such as the ones they use in lab courses. Because the information on the journal is so important, you don't want pages falling out. You should also have a folder or three-ring binder to collect vocabulary lists, worksheets, and other materials I hand out in class. Your journals should contain the following information in the entries, which you are free to organize as you wish:

Consequently, the information about the date and time of your study will determine whether you have completed your assignments by the time they are due.) You will also be responsible for recording your attendance in class and tutorial.

2. Take notes on vocabulary. As you become more fluent in the language, you will spend less and less time looking up words and taking notes. Nevertheless, taking notes about certain vocabulary items, particularly those not included among the basic recognition vocabulary, can help improve your reading comprehension and help you review passages. By all means record any items that are causing difficulty, so we can discuss them during our next meeting.
3. Note any unusual grammatical constructions or passages that prove problematic even when you are confident about the meanings of the words. We will discuss these in class.
4. At the end of your session, write a summary of the passage. Often we spend so much time working through individual passages that we lose sense of what is happening in the narrative. Writing a summary will help ensure that you are reaching an appropriate level of comprehension.
5. When there are written assignments, be sure to do your work in your journal. We will review the assignments in class or tutorial so you can make notes and corrections if you wish. If you don't do the written assignments in your notebook (or on the handouts), you won't get credit for your work.

With regard to the process of reading itself, here are some tips:

1. Before you begin reading a new passage, take time to recreate the context of your reading by going back and reviewing the material that you read in the previous session. Go through your journal entry to familiarize yourself with the vocabulary and contextual issues you confronted while reading the previous selection. Finally, read through your summary.
2. Skim over the passage you are reading and look for proper nouns. While you make mental notes about the persons and places you will encounter, be sure to observe the case of the proper nouns. The case will often give you clues about the roles the people or places will play.
3. As you read, try not to stop each time you encounter a word that looks unfamiliar. Develop the habit of reading entire sentences or sections before you begin looking up words. You will find that the meaning of a word you have seen before often comes back as you read further and develop a clearer sense of what is happening in the text. After you have been through a section, begin consulting the lexicon by looking up words you don't recognize. Avoid immediately looking up words you have looked up several times before. First try to derive their meaning from context.
4. As noted above, take time to record questions you have or observations. Feel free to take notes on unusual vocabulary items you are not likely to encounter very often. As you go back and review an entry in your journal before your next session, the unusual vocabulary items will often best remind you about the context.
5. Once you have been through a selection, go back and read it through at least two or three more times before you write your summary. You will squander much of your effort if you consistently neglect to review the selection at the end of a session. The second and third times through the text are ultimately more important, because the "input" will be more comprehensible, and the internal process of acquiring the language will work more efficiently.

Grading:

**Attendance:** You will be expected to attend **every** class meeting and come prepared to play an active role in the activities of the class. Your time in class contributes to your progress in the language as much as the time you spend in careful individual or group study. Not only will your coming unprepared, not participating, and missing classes not contribute to the improvement of your skills, they will also adversely affect your grade. The attendance policy is simple and straightforward. You will keep track of the scheduled classes and tutorial sessions you attend. If you are absent, regardless of the reason, you will not receive credit. At the end of the semester, I will divide the total number of times you have attended class and tutorial by the number of scheduled classes and tutorials. That percentage will account for ten percent (10%) of your final grade.

**Assignments:** Acquiring a foreign language is different than learning about history or any other subject, so the way you study should also be different. Because the emphasis will be on regular, consistent exposure to the language, you will be expected to devote the majority of your time to working through the assigned

designed to enhance your familiarity with morphological and syntactic aspects of the language. On occasion, assignments will take the form of supplementary readings. Your written exercises will not be graded, but we will go over the assignments in class, which will give you a chance to correct your work. Every Monday I will distribute the schedule of readings and assignments for the week. The schedule will clearly outline when a set of readings and exercises are *assigned* and when they are *due*, i.e., when it should be completed so we can review it in class. Your journal, including the written assignments, will account for twenty percent (20%) of your final grade.

**Conversation.** Part of our experience with ancient Greek will involve using the language to communicate with each other in simple conversations. At the end of the course there will be a brief examination of your oral proficiency. This aspect of the course will account for ten percent (10%) of your final grade.

**Chapter Tests:** After we complete each chapter, you will receive a chapter test to complete outside of class. These will evaluate how well you have mastered the reading selections, the morphological elements, the syntactical constructions, and the vocabulary presented in each chapter. Please note, these tests are designed with the assumption that you have carefully read and studied the reading selections **at least four times**. You will be able to drop the two lowest chapter tests. The average of your scores on the chapter tests will account for forty percent (40%) of your grade.

**Examinations:** There will be two examinations during the semester. I will be very explicit about the nature of the examinations and the material they will cover. As a way of helping you prepare for your first examination, I will distribute a pre-examination, which will give you a clear idea about the format of the exam. Please keep in mind that these examinations are designed both to give you a clear idea about your progress and to give you the opportunity to work with the language in a constructive and informative manner. In scope and format, the final examination will resemble the midterm examination given during the semester. Your average grade on examinations will account for twenty percent (20%) of your final grade.

Here is a summary of the graded components of the course:

Attendance	10%
Assignments	20%
Conversational Proficiency	10%
Chapter Tests	40%
Examinations	20%

#### Course Materials

- Primary Texts:

*Athenaze*, Volume I by Maurice Balme and Gilbert Lawall