

GRE 1121 section 0608
BEGINNING ANCIENT GREEK 2

MTWR per. 3 (9:35-10:25), FLI 113

Instructor: Dr. Victoria Pagán

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Office Hours: Thursday per. 4 or by appointment, in 115C Dauer Hall (enter at 125 Dauer)

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COURSE OBJECTIVES

This is the SECOND course of a two-part beginning series at the University of Florida. Students will continue in Greek morphology (verb and noun forms) and syntax. The student's goal for the semester is to master the vocabulary, morphology, and syntax in units 10-17 of *Greek: An Intensive Course*, and practice in the fluid translation of Greek to English and English to Greek. Students will leave this class prepared to read ancient Greek texts at an intermediate level.

ACTIVITIES

Written homework will reinforce the inflectional patterns of ancient Greek and aid in memorization. Students will have regular practice reading Greek and translating into English. Oral drill and recitation will establish proper pronunciation and also aid in memorization of the language. There will be quizzes on vocabulary, grammatical forms, and translation. We will work toward reading texts in the original ancient Greek, and students will complete a semester-long project on a Greek text of their choice.

TEXTBOOKS

Hardy Hansen & Gerald M. Quinn, *Greek: An Intensive Course*. 1992 (2nd ed. rev.) (**required for every class meeting**)

H. Paul Brown, *Twenty Greek Stories designed to accompany Hansen and Quinn*. 2014.
required for Thursday Fun Reading Days.

POLICIES

1. Your perfect attendance at all course meetings is expected. If you are late to class and your classmates have finished taking the quiz for the day, you may not take the quiz, and consequently forfeit your quiz grade for that day. Otherwise, if you are late, you may work on your quiz until everyone who was on time is finished. If you leave before the end of class, you forfeit your attendance point for the day. **The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences. Students with perfect attendance for the semester will receive a certificate.**
2. There will be no make-up work except in extraordinary cases with supporting documentation.
3. Please only use your GatorLink (@ufl.edu) email for all correspondence. Emails, if necessary, will be sent to that address alone, so be sure to check this address regularly.

4. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation. Requests for classroom accommodation should be presented **five business days** before needed, to give the instructor time to communicate with the Dean of Students Office.

5. The use of cellphones or electronic devices during lecture (in any capacity) is strictly prohibited. Refusal to comply results in immediate dismissal from class. Thank you for your cooperation.

6. Academic Honesty is expected at all times. We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

7. Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

8. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus counseling center: (352) 392-1575, or the student mental health center: (352) 392-1171. Please do not wait until the end of the semester to seek help.

PERFORMANCE EVALUATION

Grading Scale Assessment

A = 100-90

B+ = 89-87

B = 86-80

C+ = 79-77

C = 76-70

D+ = 69-67

D = 66-60

E < 59

20% Homework: 11 assignments to be completed over the weekends

20% Attendance: 50 attendance points

20% Quizzes (lowest 3 out of 10 dropped)

10% Test 1

15% Test 2

15% Final Project (5% for 5 check ins, 3% content, 4% critical thinking, 3% communication)
= 100%

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> on grading policies.

COURSE SCHEDULE
(subject to change)

WEEK/UNIT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
1/10		<i>January 6</i>	<i>January 7</i>	<i>January 8</i> attendance 1 read Unit 1 stories
2/10	<i>January 12</i> attendance 2 homework 1	NO CLASS	<i>January 14</i> attendance 3 quiz 1	<i>January 15</i> attendance 4 initial proposal due read Unit 2 stories
3/11	NO CLASS	<i>January 20</i> attendance 5	<i>January 21</i> attendance 6 quiz 2	<i>January 22</i> attendance 7 read Unit 3 stories
4/11	<i>January 26</i> attendance 8 homework 2	<i>January 27</i> attendance 9	<i>January 28</i> attendance 10 quiz 3	<i>January 29</i> attendance 11 text and work plan due read Unit 4 stories
5/12	<i>February 2</i> attendance 12 homework 3	<i>February 3</i> attendance 13	<i>February 4</i> attendance 14	<i>February 5</i> attendance 15 TEST 1
6/12	<i>February 9</i> attendance 16 homework 4	<i>February 10</i> attendance 17	<i>February 11</i> attendance 18 quiz 4	<i>February 12</i> attendance 19 read Unit 5 stories
7/13	<i>February 16</i> attendance 20 homework 5	NO CLASS	<i>February 18</i> attendance 21 quiz 5	<i>February 19</i> attendance 22 translation due read Unit 6 stories
8/14	<i>February 23</i> attendance 23 homework 6	<i>February 24</i> attendance 24	<i>February 25</i> attendance 25 quiz 6	<i>February 26</i> attendance 26 read Unit 7 stories
S P R I N G B R E A K				
9/15	<i>March 9</i> attendance 27 homework 7	<i>March 10</i> attendance 28	<i>March 11</i> attendance 29 quiz 7	<i>March 12</i> attendance 30 read Unit 8 stories
10/15	<i>March 16</i> attendance 31 homework 8	<i>March 17</i> attendance 32	<i>March 18</i> attendance 33 quiz 8	<i>March 19</i> attendance 34 TEST 2
11/16	<i>March 23</i> attendance 35 homework 9	<i>March 24</i> attendance 36	NO CLASS	NO CLASS
12/16-17	<i>March 30</i> attendance 37 homework 10	<i>March 31</i> attendance 38	<i>April 1</i> attendance 39 quiz 9	<i>April 2</i> attendance 40 3 page summary due read Unit 9 stories
13/17	<i>April 6</i> attendance 41 homework 11	<i>April 7</i> attendance 42	<i>April 8</i> attendance 43 quiz 10	<i>April 9</i> attendance 44 read Unit 10 stories
14	<i>April 13</i> attendance 45 two presentations	<i>April 14</i> attendance 46 two presentations	<i>April 15</i> attendance 47 two presentations	<i>April 16</i> attendance 48 two presentations
15	<i>April 20</i> attendance 49 course evaluations presentations if needed	NO CLASS	<i>April 22</i> attendance 50 final class and attendance certificates	

Final Project

Because you should have a lasting product to take away from a year's worth of hard work, you will spend spring semester studying a 50 word passage of Greek that you have selected. You will be able to read the passage aloud (ideally memorized), translate it, and understand its grammar. You will be able to explain the context of the larger work from which your passage is selected and you will research the life and times of the author. Finally, you will be able to convey to an audience why the passage is so fascinating, what you like about it, and what you think you may remember about the passage ten years from now.

Because you have the advantage of having more than a dozen other classmates, you will complete the project in pairs, which will cut the workload in half and double the fun.

There will be 5 check-in assignments for 5% toward the grade for the final project:

January 15: Find a partner and submit an initial proposal for author and title at least.

January 29: Hand in a copy of the text and a work plan that specifies which partner is responsible for which parts of the presentation to the class.

February 19: Hand in a translation of the text.

February 26: Hand in five grammatical explanations of items from the text that we learned from Hanson and Quinn.

April 2: Hand in a three-page outline of the life and times of the author. Bullet points are sufficient but must be ample.

Oral Presentation

1. Introduce the passage by explaining the context from which it is drawn (one partner).
2. Read the passage aloud (each partner must read an equal part).
3. Translate the passage (each partner must translate an equal part).
4. Identify 4 grammatical points of interest (each partner must explain two points of grammar).
5. Explain the life and times of the author (the other partner).
6. Why did you choose it? What do you like about it? Why is it memorable? (both)
 - Be creative in your use of audio-visuals.
 - Practice the oral presentation very carefully for 25 minutes MAX.

Rubric for Oral Presentations

3% Content

Context of the passage

Life and Times of the author

4% Critical Thinking

Translation

Grammatical Explanations

3% Communication

Ability to read Greek aloud

Ability to speak clearly, audibly, make eye contact