

**Greek 101.001-Elementary Greek I- Fall 2018**  
**MWF 1:00-1:50 PM**  
**Mitchell Hall: Room 206**  
**THE UNIVERSITY OF NEW MEXICO**  
Department of Foreign Languages and Literatures - [fll.unm.edu](http://fll.unm.edu)

**Instructor:** Christine Ellis

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**Office:** Ortega Hall: 315D

**Office Hours:** T/Th 9:30-11 or by appt.

**Credits:** 3

**Lower-Division Coordinator:** Marina Peters-Newell, Ortega Hall 319B; 277-0525; [mpnewell@unm.edu](mailto:mpnewell@unm.edu)

**Course Description:** An introduction to Ancient Greek language and culture.

**Required Texts (Available at the UNM Bookstore):**

C.W. Shelmerdine, *Introduction to Greek, 2<sup>nd</sup> ed.*, Newburyport, MA: Focus Publishing/R. Pullins. 2008.  
ISBN: 978-1-58510-184-9

**Course Objectives:**

- Learn basic vocabulary of ancient Greek language
- Read and understand short, basic authentic ancient Greek texts
- Accurately translate short, basic authentic ancient Greek texts
- Use elementary grammar skills to analyze ancient Greek texts
- Identify patterns of cultural behavior or customs that have been discussed in class
- Express thoughts and opinions on a variety of issues related to the classical Hellenic world

**Student Learning Outcomes**

By the end of this course, students will:

- have a basic sense of the history of the Greek language
- have a basic understanding of ancient Greek grammar
- have learned a basic vocabulary of ancient Greek words
- be able to use a lexicon to find appropriate meanings of Greek words within basic authentic Greek texts
- be able to read (aloud) and understand short, basic passages from authentic Greek texts
- be able to translate short, basic passages from authentic Greek texts
- be able to analyze the grammar and syntax of short, basic passages from authentic Greek texts
- be able to write short and basic sentences in ancient Greek that are grammatically correct
- be able to discuss cultural behavior or customs represented in course texts within the classroom

**Assessments:** Students will be assessed in the following areas:

- Reading Comprehension
- Translation
- Identification of cultural patterns discussed in class

Assessments are an opportunity to inform both the student and the teacher of the effectiveness of course learning and teaching. In some cases, assessments will be reflected in the overall student grade. In others, they are opportunities to ensure that course objectives are being met.

**Student self-assessment:** Students will be charting their own progress through the course via “can-do statements.” These will be available throughout the course during the review sessions held before each of the three exams.

**Class Policies**

- Please turn off/silence all electronic devices for the duration of class. Such devices include: phones, mp3 players, laptops, PDAs, etc.
- Respect the differences among your teachers, class guests, classmates and yourself. All University policies regarding sex, gender, sexual orientation, race, creed, color and disability apply to this class.

**Grading Scale**

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%
A	93-96%	B	83-86%	C	73-76%	D	63-66%		
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%		

**Grade Distribution:**

Quizzes	20%
Exams (2)	20%
Final Exam	20%
Homework	20%
Attendance and Participation	15%
Cultural Assignments	5%

**Quizzes:** Students in this course will be given weekly take-home quizzes and vocabulary quizzes in order to solidify a fundamental knowledge of ancient Greek. Vocabulary quizzes will be given at the beginning of class, so be punctual. Take-home quizzes will be available online by Friday and **due Monday in class most weeks**. Late take-home quizzes will not be accepted, unless prior permission has been given. There will be a total of 24 quizzes (12 Take-Home, and 12 Vocabulary); the lowest quiz grade from each type of quiz will be dropped at the end of the semester.

**Exams:** Exams will include sections on reading comprehension, translation, grammar, and other questions pertinent to the translation. The first 2 exams will each be worth 10% of your grade, and the final exam will be worth 20% of your final grade. You do not need to bring a bluebook to the exams.

**Homework:** Students are expected to **read all assigned sections before class**, and to memorize all vocabulary and paradigms for each chapter. In addition to this, all the homework assigned for a single week is due the **FIRST** class day on the following week. **NO LATE HOMEWORK WILL BE ACCEPTED.**

*Example: Week 1* homework will be due Monday, August 24<sup>th</sup> and **Week 3** homework will be due Wednesday, September 9<sup>th</sup> (since there will no class on Monday because of Labor Day).

**Attendance/Participation:** Students are expected to be prepared and on time, and to contribute to class in both group and individual work. Students are allowed 2 unexcused absences, after which Attendance & Participation grades will be docked per absence/late arrival. *\*In order for an absence to be considered excused you will need to contact the Dean of Students Office and provide proper documentation.\**

**Cultural Assignments:** Students will be assigned one brief research paper (2 pages, double spaced, size 12 font) on topics dealing with Ancient Greek literature and culture.

**Extra Credit:** You may earn a maximum of 3% extra credit:

1. For absolutely perfect attendance, you may earn 1%.
2. There will be other opportunities to earn a total of 2% and they will be announced in class.

Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact me ASAP to make necessary accommodations for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Accessibility Services at 277-3506.



**ACCOMMODATION STATEMENT** Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

**INCOMPLETE GRADES:** - In accordance with University policy, incompletes are granted only in the most extreme and unusual circumstances. An unapproved incomplete given by a teaching assistant will be converted to “F.”

**WITHDRAWAL:** After the deadline to drop a course without Dean’s approval (12th week of the semester for 16 week courses – check registrar.unm.edu for all course deadlines), you must obtain approval from the Dean of your college. Through your advisement center you may petition for Dean’s approval. This process is for dropping one or more courses but not all courses for the semester. If you need to drop all of your courses, please meet with the Dean of Students Office (dos.unm.edu).

**Criteria: Students may be allowed to drop courses because they have extenuating circumstances that prevent them from completing their course. Extenuating circumstances include but are not limited to:**

- Medical condition of student or immediate family member that has made it impossible to continue the course;
- Death of an immediate family member that necessitates leaving the University;
- A work schedule that is requiring travel, extended work hours, or reassignment.

**ACADEMIC INTEGRITY** – Review the student code of conduct in the Pathfinder regarding honesty and plagiarism: <http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>

## **TITLE IX STATEMENT**

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg. 15 -

<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

## Tentative Schedule

\*Note that homework assignments and chapter readings should be completed *before* each class meeting

Week	Date	Lesson	Homework
Week 1	20-Aug	Syllabus. Introductions. Chapter 1: Greek Alphabet (1)	<b>BUY A COPY OF THE TEXTBOOK.</b>
	22-Aug	Chapter 1: Breathings and Accents (2-6)	Exercise 1 & 2
	24-Aug	<b>VOCAB QUIZ 1- Greek Alphabet</b> Chapter 2: Verb Formation (1-2)	Take Home Quiz 1
Week 2	27-Aug	<b>TAKE HOME QUIZ 1 DUE</b> Chapter 2: (3-5)	Exercise 5 & 7. <b>Due Today:</b> Ex. 1, 2; Take Home Quiz 1
	29-Aug	Chapter 3: Nouns/Definite Article/1st Declension Feminine Nouns (1-6)	Exercise 10 & 12
	31-QAug	<b>VOCAB QUIZ 2</b> Chapter 3: Future Tense (7)	Exercise 15, Take Home Quiz 2
Week 3	3-Sep	<b>LABOR DAY</b>	<b>NO CLASS</b>
	5-Sep	<b>TAKE HOME QUIZ 2 DUE</b> Chapter 4: Definite Article (1-2)	Study and Catch up on Vocab. <b>Due Today:</b> Ex. 5, 7, 10, 12, and 15, Take Home Quiz 2
	7-Sep	<b>VOCAB QUIZ 3</b> Chapter 4: Imperfect Tense. (3-5)	Exercise 17 & 19, Take Home Quiz 3
Week 4	10-Sep	<b>TAKE HOME QUIZ 3 DUE</b> Chapter 5: Second Declension (1)	<b>Due Today:</b> Take Home Quiz 3; Ex. 17, 19
	12-Sep	Chapter 5: Aorist Tense and Aspect (2-5)	Exercise 26
	14-Sep	<b>VOCAB QUIZ 4</b> (ch.2-3) Chapter 6: Second Declension Neuter (1-2)	Exercise 23, Take Home Quiz 4
Week 5	17-Sep	<b>TAKE HOME QUIZ 4 DUE</b> Chapter 6: Infinitives (3-6)	Exercise 28. <b>Due Today:</b> Ex. 23, 26; Take Home Quiz 4
	19-Sep	Chapter 7: Attributive and Predicate Adjectives (1-3)	
	21-Sep	<b>VOCAB QUIZ 5</b> Chapter 7: εἰμί (4-6)	Exercise 30, 31

<b>Week 6</b>	24-Sep	Review	<b>Due Today:</b> Exercise 28, 30, 31
	26-Sep	<b>EXAM 1.</b>	
	28-Sep	Chapter 8: 3 <sup>rd</sup> Declension and Imperatives (1-3)	Study Vocab and review paradigms, Take Home Quiz 5
<b>Week 7</b>	1-Oct	<b>TAKE HOME QUIZ 5 DUE</b> Chapter 8: Conjunctions (4-5) Reading (p.44)	Exercise 34. <b>Due Today:</b> Take Home Quiz 5
	3-Oct	Chapter 9: 3 <sup>rd</sup> Dec. αὐτός (1-4)	Exercise 37.
	5-Oct	<b>VOCAB QUIZ 6</b> Chapter 9: (5-6) In class Reading (p.49)	Exercise 38. Word List for reading (pg.49), Take Home Quiz 6
<b>Week 8</b>	8-Oct	<b>TAKE HOME QUIZ 6 DUE</b> Chapter 10. 3 <sup>rd</sup> Dec. fut. And impf. of the verb 'to be' (1-2)	Study for Vocab Quiz. <b>Due Today:</b> Ex. 34, 37, and 38, take Home Quiz 6, Word List for Ch.9 Reading
	10-Oct	<b>VOCAB QUIZ 7</b> Chapter 10: Relative Pronoun (3) In Class Reading (p.54)	Word List for reading (pg.54) Exercise 40
	12-Oct	<b>FALL BREAK</b>	Take Home Quiz 7
<b>Week 9</b>	15-Oct	<b>TAKE HOME QUIZ 7 DUE</b> Chapter 11: 3 <sup>rd</sup> Dec. continued (1-3)	Continue reading, study vocab. <b>Due Today:</b> Exercise 40, Take Home Quiz 7, Word List for Ch. 10 Reading.
	17-Oct	Chapter 11: 4-5 In class reading (p. 63)	Exercise 47. Word List for reading (pg. 63)
	19-Oct	<b>VOCAB QUIZ 8</b> Chapter 12: 1-3	Exercise 50, Take Home Quiz 8
<b>Week 10</b>	22-Oct	<b>TAKE HOME QUIZ 8 DUE</b> Chapter 12: Conditions (4-6)	Exercise 52. <b>Due Today:</b> Ex. 47 and 50, Take Home Quiz 8, Word List for Ch. 11 Reading.
	24-Oct	Review	Study for Exam Exercise 52
	26-Oct	<b>EXAM 2</b>	
<b>Week 11</b>	29-Oct	Chapter 13: Infinitive Summary	Exercise 54. <b>Due Today:</b> Ex. 52
	31-Oct	Chapter 13: Infinitive Summary	Exercise 56; Word List for Reading (pg. 78)
	2-Nov	<b>VOCAB QUIZ 9</b> Chapter 14: Labial Stems (1-2)	Exercise 59, Take Home Quiz 9

<b>Week 12</b>	5-Nov	<b>TAKE HOME QUIZ 9 DUE</b> Chapter 14: Head Verbs and Indirect statement (3-5)	Exercise 62 & 64; <b>Due Today:</b> Ex. 54, 56, and 59; Take Home Quiz 9; Word List for Ch. 13 Reading.
	7-Nov	Chapter 15: Passive voice (1-3)	Exercise 67.
	9-Nov	<b>VOCAB QUIZ 10</b> Chapter 15: Passive voice (4-6)	Exercise 70. Word List for reading (pg. 95); Take Home Quiz 10
<b>Week 13</b>	12-Nov	<b>TAKE HOME QUIZ 10 DUE</b> Chapter 16: Comparatives (1-3)	Exercise 72. <b>Due Today:</b> Ex. 62, 64, 67, and 70; Take Home Quiz 10; Word List for Ch. 15 Reading
	14-Nov	Chapter 16: Uses of Dative (5)	Word List for reading (pg.104)
	16-Nov	<b>VOCAB QUIZ 11</b> Chapter 16 Reading	Study for quiz, Take Home Quiz 11
<b>Week 14</b>	19-Nov	<b>TAKE HOME QUIZ 11 DUE</b> Chapter 17: Middle voice (1-2)	Exercise 74. <b>Due Today:</b> Take Home Quiz 11, Ex. 72; Word List for Ch. 16 Reading.
	21-Nov	<b>VOCAB QUIZ 12</b> Chapter 17: Middle voice (3-4)	Exercise 76, Take Home Quiz 12
	23-Nov	<b>THANKSGIVING BREAK</b>	<b>NO CLASS</b>
<b>Week 15</b>	26-Nov	<b>TAKE HOME QUIZ 12 DUE</b> Chapter 17: Time expressions (5) and Reading	<b>Due Today:</b> Ex. 74 and 76, Take Home Quiz 12
	28-Nov	<b>NO QUIZ, REVIEW</b>	Study
	30-Nov	Review/Catch up Day	Study
<b>Week 16</b>	3-Dec	Review: Readings and Reading Strategies	Study
	5-Dec	<b>CULTURAL PAPER DUE</b> Review: Grammar	<b>Due Today:</b> Cultural Papers
	7-Dec	<b>REVIEW FOR FINAL</b>	<b>Study</b>

**FINAL EXAM:**  
**Monday, Dec 10. 12:30-2:30, in our regular assigned classroom**

Translation rubric.		80% meets objectives
100%	I am training my replacement	
90 - 99%	Translation is highly accurate, with at most a few technical grammatical details missed, or a few careless errors, or a few vocabulary errors.	
80-89%	Translation is mostly accurate and overall grammatical structure is reflected in the translation, but with several errors, mostly minor, but with occasional major errors, such as wrong tense, wrong category (such as mistaking a noun for a verb), or missing crucial vocabulary	
70-79%	Translation includes some phrases translated accurately or almost accurately, but some phrases garbled. Overall grammatical structure of passage not well reflected in translation due to significant confusion over morphology or missing too much vocabulary.	
60 - 69%	Translation attempted but badly garbled. Several words translated correctly with some grammatical relationships indicated, but some crucial relationships missing or mistaken. Overall grammatical structure is missing or incorrect.	
0-59%	Only isolated words translated correctly; little or no indication of grammatical relationships; no translation of the passage attempted.	

### Reading guidelines: Greek

#### **Novice-Low**

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

#### **Novice-Mid**

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

#### **Novice-High**

Has sufficient control of the writing system to interpret very basic written language. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

#### **Intermediate-Low**

Able to understand main ideas and/or some facts from the simplest connected texts. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

#### **Intermediate-Mid**

Able to read consistently with increased understanding simple, connected texts. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings

personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places.

### **Intermediate-High**

Able to read consistently with full understanding simple connected texts about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

### **Advanced**

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language.

### **Advanced Plus**

Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.