

Readings In Greek Literature I — GRK 203, Fall '06

Andrew Scholtz, Instructor

Room:	LT 1107
Time:	M W F 8:30–9:30am
Instructor's office:	LT 1113
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Terms and Conditions

By enrolling in this course, students agree to abide by all terms and conditions set forth in this syllabus.

Tuition Incentive

Through the generosity of Saul Levin, Distinguished Professor Emeritus of Classics, and because of his and his family's ongoing commitment to the study of ancient Greek at Binghamton University, students who enroll in this course will be eligible for a monetary award upon receiving a grade of "C" or higher.

For more information, visit the Greek I website:

http://bingweb.binghamton.edu/~grk101/syllabus.htm#tuition_incentive

Goals

- To finish our introduction to ancient Greek (i.e., to finish up *Athenaze*)
- To improve Greek skills through . . .
 - reading and translating aloud
 - reviewing-analyzing grammar
 - discussing content
- To gain an appreciation of
 - the literary and intellectual qualities of our target texts
 - the social, political, cultural context for the production of those texts

Texts: Required

Balme, M. G., and Gilbert Lawall. *Athenaze: An Introduction to Ancient Greek. Vols. 1 & 2.* 2nd ed. New York and Oxford: Oxford University Press, 2003.

Helm, James J. *Plato. Apology.* Chicago: Bolchazy-Carducci, 1981.

Texts: Recommended

Liddell, Henry George, and Robert Scott. *An Intermediate Greek-English Lexicon: Founded upon the 7th ed. of Liddell and Scott's Greek-English Lexicon.* (Aka "Middle Liddell.") Oxford: Clarendon Press, 1975.

↳ Online @ <http://perseus.mpiwg-berlin.mpg.de/cgi-bin/resolveform>

Smyth, Herbert Weir, and Gordon M. Messing. *Greek Grammar.* Rev. ed. Cambridge,: Harvard University Press, 1956.

↳ Online @ [Textkit: Greek and Latin Learning Tools](#)

Marinone, Nino. *All the Greek verbs = Tutti i verbi greci.* London: Duckworth, 1985.

Attendance

- **Required!** Unexcused absence will compromise your grade

Academic Honesty

In taking this course, students agree to abide by University regulations pertaining to academic honesty and integrity. Note that dishonesty will result course failure and referral of case to the appropriate procedures and authorities. See further @:

http://bulletin.binghamton.edu/program.asp?program_id=291

Grading

Participation (attendance, preparation, recitation):	35%
Grammar assignments out of <i>Athenaze</i> :	15%
Assigned written translation:	35%

Course Work

Coursework will be divided into two phases, the first to finish up our introduction to the language as rapidly as possible, the second to start reading, translating, and interpreting "real" Greek.

At all points think not in terms of the "thing" you are producing — its objective correctness/quality — but in terms of *the quality of your learning*.

- To go for the former inevitably leads to short-cuts, grade-obsessed tunnel vision, abuses of one sort or another
- To go for the latter gives you permission to make mistakes on the road to learning and intellectual growth; it allows you to boost your grade in a *meaningful* way

Coursework Phase 1: Sept–Oct

Rapid review-continuation of *Athenaze* vol. 2

- Exercises, written/oral translation of stories out of *Athenaze* vol. 2
- Assignments announced IN CLASS, not on pre-set schedule
- No civ. material; no quizzes/exams. This will be intensively assignment-focused
- Assignments will start approximately where we left off end last semester (GRK 102) and will continue through to about

Coursework Phase 2: Oct–Dec

Reading of Plato's *Apology*: oral, written translation thereof. For any given class-meeting, expect to prepare

- **Oral work:** For homework, read and translate an assigned passage or passages
 - Be prepared — you'll be graded
 - Do not crunch vocab or grammar as your first move. Read slowly and out loud; ponder. If you look up vocab, do not default to the first dictionary gloss
 - Avoid “trots” (published translations). If you must use one (and we all do sometimes), avoid over-reliance. *Do not simply parrot trots; try to understand the Greek*
 - Notes in preparation for class are OK, as are notes taken in class, but *do not read from notes or prepared translations in class!*
 - *Do not write our running translations as we work through texts!*
 - Be prepared for class discussion. Pick out questions/issues you want addressed
- **Written work:** Also for homework, prepare a typed translation, accurately and elegantly phrased, of an assigned portion of the previous class-meeting's oral assignment. Hand this in to me in class
 - So, for instance, for a given Monday, you'll . . .
 - (a) prepare new material for oral recitation
 - (b) supply a written rendering of an assigned portion of the previous Friday's oral work
 - Triple/quadruple space! Supply *generous* space for corrections
 - Avoid trots for reasons stated above, or at least use them minimally
Do not lift or echo others' renderings beyond the occasional brief phrase. Do not copy or paraphrase in extenso others' translations in your written work — do not present it as if your own. That's plagiarism.