

Ancient Greek  
Dr. Buhler  
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### **Required Books:**

- Athanaze (2nd Edition): Book I, Balme and Lawall

### **Handouts (provided)**

- Plato
- Tricky words and phrases
- Declensions

### **Course Description:**

The aim of this course is to enable you to begin reading, understanding, and translating Ancient Greek.

Following the “Athenaze” text and workbook, we will cover the fundamentals of the ancient Greek language, including the alphabet, pronunciation, grammar, and a working vocabulary of about 500+ common words. The Athanaze course focuses upon frequent and early reading of continuous Greek, progressing from Classical prose and poetry (such as Heraclitus, Xenophon) to the Greek of the New Testament.

Students will also become familiar with relevant cultural history of Greece and Rome, which will open up a wealth of thought, culture, and literature which will be discussed informally throughout the term, and which you can connect with your learning in other classes.

By the end of the year, students will be excited and empowered to read, understand, and translate the New Testament directly from the original Greek. Advanced study will involve advanced declensions, conjugations, tenses, accent marks, and enclitics.

Language-learning is a discipline built on rote memorization and immersion into the thought-patterns of a foreign time and place. The goal is not only to be able to translate English thoughts into Greek words but to “think in Greek” as soon as possible. As a result, students are expected to devote time and energy to memorizing vocabulary, practicing declension and conjugation forms, practicing “Grenlish” (speaking Greek and mixing in English vocabulary) and doing translations in and out of class.

### Learning Goals:

- To memorize the Greek alphabet, especially new letters such as epsilon, upsilon, omicron, dzeta, theta, phi, chi, psi.
- To learn Greek word-concepts like 'logos', 'bios', 'paidos'.
- To read, understand, and translate short Greek sentences and longer Greek primary texts such as Plato, Xenophon, and the New Testament

### Required Texts:

*Athenaze: An Introduction to Ancient Greek.* Balme and Lawall *Athenaze Workbook I.* Lawall, Johnson and Miraglia *A Reader's Greek New Testament.* Goodrich and Lukaszewski

### Scope, Sequence, and Grades:

This course is divided into sixteen units of about two weeks each. Student work in each block consists of memorization, reading, quizzes, and eventually translation and composition.

### Grading

You will be graded primarily on reading, participation, and tests, plus applicable extra credit.

Assessment category	%
Participation	25%
Quizzes	25%
Homework	25%
Exams	25%

The best way to earn an 'A' is to spend time every day memorizing new vocabulary and grammar forms and practicing what you have already learned., participate, and study well for the tests.

### Participation:

One of the primary goals of this class is to improve in the live reading, understanding, and translating of Greek into good English (and English into Greek). Hence we will *speak* Greek and *read* Greek almost every class.

To earn participation points, you will *voluntarily* share your thoughts in discussion *at least once per week* and respond when called upon. *You are responsible to talk in class.* Even if you are confused, tired, or unmotivated, I expect you to make yourself participate and engage. Get out of your comfort zone into your growth zone. Come *prepared*. Read, take notes, reflect, and come ready to share your viewpoint, defend it, listen to others' viewpoints, and critique theirs.

Everyone starts at an 80% (B-) for the participation grade. Outstanding participation is marked by preparation, diligence, attentiveness, articulateness, insight, and respect. You will move

up or down depending on whether you pay attention and speak at least once per week. Other discussion ground rules are posted online.

Daily participation will be scored on a scale of 1-5, according to the following criteria:

**5:**

Students always take a voluntary and active role in their own learning. They challenging themselves on a daily basis. They consistently demonstrate a genuine desire to learn and share ideas with the teacher and their classmates. They listen actively to others, initiate discussions, ask significant questions, provide creative and thoughtful insight and ideas, and act as leaders within the group. These students are always well prepared to contribute. Their in-class work ethic and faithfulness with homework demonstrates their high regard for learning.

**4:**

Students consistently take an active role in their own learning. They participate satisfactorily in class discussions and work. They demonstrate preparation and thoughtfulness when prompted to respond with an answer, and are ready to ask questions and offer insight relevant to the work at hand. They listen respectfully and display attentiveness towards others.

**3:**

Students inconsistently take an active role in their own learning, sharing relevant ideas, asking appropriate questions, and answering thoughtfully. They contribute sparingly to class discussions and work. They may need occasional reminders to stay on task make the most of our class time, and to increase their level of commitment to the course. In class, the work ethic and focus demonstrated generally needs improvement.

**2:**

Students rarely take an active role in their own learning. They often do not participate and rarely share ideas or ask questions. As a result of being unprepared for or disengaged from class, these students are unable to offer ideas even when called upon. In class, their work ethic and focus is significantly lacking.

**1-0:**

Students are absent, unprepared, disrespectful, inattentive, or otherwise posing a significant behavioral and/or academic concern in class.

## **Quizzes**

Short reading quizzes will assess that you read the assigned text. These are “easy points” if you are diligent in reading. Some days may not have reading quizzes, and some quizzes may not be announced. So always be prepared for a quiz!

**Tests/Exams**

Tests and exams will assess how well you have mastered the core material of the class. That material includes dates, names, facts, concepts, causes, and arguments pertaining to the history of Macedon, Greece, Rome, Israel, and the Early Church.

**Quality Work Guidelines:**

Only quality work from students will be accepted. Quality work is clean, clear, properly titled, formatted, and stapled according to the assignment's specifications. Unless otherwise stated, electronic assignments are to be turned in online and paper assignments are to be hand-written and completed in pencil. When the use of pens is allowed, only black ink will be acceptable.

Late work will not be accepted. In the case of emergencies or absences known ahead of time, contact Dr. Buhler to develop a plan for satisfactory completion of required work. Assignments will be considered on time when they are ready to be turned in at the beginning of class.

**Course Outline**

A detailed course outline will be available online.

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**Parent / Student Signature (please return this page only)**

I have read and understand the above rules and responsibilities. By signing this document, I agree to abide by the expectations above and to make a positive contribution to this class.

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Student Signature

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Parent Signature

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Date