
Hellênikê / ἑλληνική: an open-source introduction to ancient Greek

Mary Ebbott, Neel Smith

March 24, 2023

Contents

1	Greek 102-01, S'23: home page	1
1.1	Week at a glance: Mar. 20 - Mar. 24	1
1.2	CBL	1
1.2.1	Notes for review	1
1.3	Welcome back!	2
1.4	Subordinate clauses	2
1.5	Indirect speech	2
1.6	Reading Greek	3
2	Welcome back!	4
2.1	Verbal expressions	4
2.2	In-class assessment	4
3	Formation of participles	5
3.1	In-class assessment	5
3.2	Reviewing participle formation	5
3.3	Written homework	5
3.4	Class preparation	6
3.5	Reviewing principal parts	6
4	Indicative clauses	7
5	The interrogative pronoun	8
5.1	The optative mood	8
6	The relative pronoun	9
7	Practice with the relative pronoun	10
8	Review of verb forms	11
8.0.1	First part	11
8.0.2	Second part	11
8.0.3	Third part	11

8.0.4	Sixth part	12
9	The future participle	13
9.1	The active and middle voices	13
9.2	The passive voice	13
10	The infinitive	14
11	Indirect speech	15
12	Variations on third-declension patterns	16
12.1	In-class assessment	16
12.1.1	Verbs to know	16
13	Some common irregular verbs	17
14	Grammar assignment 1	18
15	Reading and analysis 1	20
15.1	Syntax	20
15.2	Translation	20
16	Composition 1	22
17	CBL, S'23	23
17.1	1) Project proposal	23
17.2	2) Rehearsal of lesson	24
17.3	3) Delivery of lesson at Worcester East Middle School	24
18	Greek 102, S23: syllabus	25
19	Contact information	26
20	Goals	27
21	Community-based learning	28
22	Organization of the course	29
22.1	Textbook	29
23	What to expect	30
23.1	Tips	30

24	Course requirements and grades	31
24.1	Portfolio assignments	31
24.2	Written homework assignments	32
24.3	In-class assessments	32
24.4	CBL lab	32
24.5	Determination of final course grade	33
25	Policies	34
25.1	Class attendance	34
25.2	Masking and testing	34
25.3	Diversity and Inclusivity	35
25.4	Accommodations for disabilities	35
25.5	Academic integrity	35
26	Peer tutoring	36
27	Previous “week at a glance” summaries	37
27.1	Week at a glance: Mar. 13 - Mar. 17	37
27.1.1	MWF classes	37
27.1.2	CBL	37
27.2	Week at a glance: Feb. 20 - Feb. 24	37
27.2.1	MWF classes	37
27.3	Week at a glance: Feb. 6 - Feb. 10	38
27.3.1	MWF classes	38
27.3.2	CBL	38
27.4	Week at a glance: Jan. 30 - Feb. 3	38
27.4.1	MWF classes	38
27.4.2	CBL	38
27.4.3	Written homeworks and in-class assessments	38
27.5	Week at a glance: Jan. 25 - Jan. 27	39
27.5.1	MWF classes	39
27.5.2	CBL	39
27.5.3	Written homeworks and in-class assessments	39
28	Lysias, Oration 1: annotated reader	40

1 Greek 102-01, S'23: home page

- Wednesday, **Mar. 22**: no class; teaching in Worcester East Middle School
- Friday, **Mar. 24**: vocabulary assessment on verbs from last week's homework introducing indirect speech
- Last dates for portfolio assignment revisions:
 - analyzing verb forms: Monday, Mar. 27
 - translation 1: Monday, Mar. 27
 - composition 1: Friday, Mar. 31

1.1 Week at a glance: Mar. 20 - Mar. 24

We review noun and adjective forms, and add some variations on third-declension patterns.

1.2 CBL

- No CBL lab this week: teaching in Worcester East Middle School

1.2.1 Notes for review

Overview of infinitive formation:

Voice	Present	Future	Aorist
Active	ἄρχειν	ἄρξειν	ἄρξαι
Middle	ἄρχεσθαι	ἄρξεσθαι	ἄρξασθαι
Passive	ἄρχεσθαι	ἄρχθησεσθαι	ἄρχθῆναι

Deadlines to note:

- ☑ Class preparation includes written preparation to be submitted the previous day by 3:00 pm

- ☞ In-class assessment
- ☞ Portfolio assignment due

1.3 Welcome back!

Dates	Monday	Wednesday	Friday	Notes
<i>Jan 23, Jan 25, Jan 27</i>	<i>no classes</i>	Welcome back!	Verbal expressions	Mon: <i>No classes.</i>
<i>Jan 30, Feb 1, Feb 3</i>	☞ Participle formation	☞ Circumstantial participles	Indicative clauses	

1.4 Subordinate clauses

Dates	Monday	Wednesday	Friday	Notes
<i>Feb 6, Feb 8, Feb 10</i>	The relative pronoun	☞ Practice with the relative pronoun	The future participle	
<i>Feb 13, Feb 15, Feb 17</i>	class cancelled	The optative	Sequence of moods and purpose	

1.5 Indirect speech

Dates	Monday	Wednesday	Friday	Notes
<i>Feb 20, Feb 22, Feb 24</i>	Interrogative pronouns and indirect questions	☞ Review of verb forms	Introduction to reading assignment 1	
<i>Feb 27, Mar 1, Mar 3</i>	Reading and analysis workshop	Composition 1 workshop	<i>No class</i>	Fri: <i>No class.</i>
<i>Mar 6, Mar 8, Mar 10</i>	<i>spring break</i>	<i>spring break</i>	<i>spring break</i>	
<i>Mar 13, Mar 15, Mar 17</i>	Review portfolio 1 composition	The infinitive	Indirect speech	Mon: <i>Classes resume.</i>

Dates	Monday	Wednesday	Friday	Notes
<i>Mar 20, Mar 22, Mar 24</i>	☞ More noun and adjective patterns	<i>Teaching classes in Worcester East Middle School</i>	Some important irregular verbs	Wed: <i>No class: teaching at Worcester East Middle School.</i>
<i>Mar 27, Mar 29, Mar 31</i>	Simple and generalizing conditions (present and past time)	Contrafactual conditions (present and past)	Future conditions	
<i>Apr 3, Apr 5, Apr 7</i>	Portfolio workshop	Portfolio workshop	<i>Easter break</i>	Wed: <i>Last class before Easter break.</i>

1.6 Reading Greek

Dates	Monday	Wednesday	Friday	Notes
<i>Apr 10, Apr 12, Apr 14</i>	<i>Easter break</i>	class	class	Tue: <i>Classes resume.</i>
<i>Apr 17, Apr 19, Apr 21</i>	class	class	class	
<i>Apr 24, Apr 26, Apr 28</i>	class	<i>no class: Academic Conference</i>	class	Wed: <i>Academic conference.</i>
<i>May 1, May 3, May 5</i>	class	class	class	
<i>May 8, May 10, May 12</i>	class	<i>Study period</i>	<i>Exam period</i>	Mon: <i>Last day of classes. Tue: Study period begins. Thu: Final examinations begin.</i>

2 Welcome back!

In today's class, we'll get organized for S23, and review some important ideas from Greek 101.

No written homework assignment, but in addition to the broad topics on the review sheet emailed before the first day of class, we'll refresh ourselves on substantive declensions.

2.1 Verbal expressions

We'll review the following kinds of verbal expressions we saw in Greek 101:

- independent clauses with finite verbs, normally coordinated by a conjunction or particle
- subordinate clauses with the indicative mood, introduced by a subordinating conjunction
- circumstantial participles
- attributive participles

You saw a version of section 15 of Lysias 1 last semester. Look at the (complicated!) first sentence only of that section here. You will not recognize all the vocabulary, but try to figure out the type of each verbal expression. (The second version with highlighting and indentation should help!)

2.2 In-class assessment

In today's class, we will have a brief language assessment asking you to provide all forms for the phrase, τὸ κακὸν πρᾶγμα.

3 Formation of participles

In class today, we will review the formation of the present and aorist participles.

3.1 In-class assessment

Declension of τὸ κακὸν πρᾶγμα.

3.2 Reviewing participle formation

Review the summary of participial forms in your text book here. Notice the following patterns:

- in the *active voice*, present and aorist participles follow a 3-1-3 pattern (third declension in masculine and neuter, first declension in feminine)
- in the *middle voice*, present and aorist participles follow a 2-1-2 pattern (second declension in masculine and neuter, first declension in feminine)
- the *present passive* is identical to the the present middle
- the *aorist passive* follows a 3-1-3 pattern

3.3 Written homework

Using the list of verbs below, fill in the cells of a table like this one with the *nominative and genitive singular* for each following participle:

Tense and voice | Masculine | Feminine | Neuter |

— | — | — | — |

Present active | | |

Present middle | | |

Present passive | | |

Aorist active | | |

Aorist middle | | |

Aorist passive | | |

For example, for the verb κελεύω, the first row would be

Tense and voice | Masculine | Feminine | Neuter |

— | — | — | — |

Present active | κελεύων, κελεύοντος | κελεύουσα, κελευούσης | κελεύον, κελεύοντος |

Please complete this table for:

- γίγνομαι
- λέγω
- ποιέω

3.4 Class preparation

Read in English sections 12-14 in Caroline Falkner's translation of Lysias 1. These sections include a number of long, complex sentences. If you were going to express these English ideas in Greek, which sections could you try to express with a participle?

3.5 Reviewing principal parts

Review the principal parts of these important verbs.

On Wednesday, we'll practice a short in-class assessment on the first half of the list (βάλλω through ἔχω), and will take an in-class assessment on Friday.

4 Indicative clauses

In your textbook, read the sections on:

- simple indicative clauses.
- the relative pronoun
- relative clauses

5 The interrogative pronoun

Read the first part “Interrogative pronoun” in section 7.10 of your text book, Interrogative and indefinite pronouns.

Then read section 7.12, “Indirect statement and indirect question using the optative.”

Begin memorizing the forms of the interrogative.

5.1 The optative mood

In your textbook, read section 7.7, “The optative mood,” and begin to learn forms.

6 The relative pronoun

- Memorize the forms of the relative pronoun

7 Practice with the relative pronoun

Combine each of the following pairs of sentences twice. The first time, use the relative pronoun to combine them; the second time, use a participle.

1. προσήλθε αὐτῷ τις πρεσβύτες ἄνθρωπος, ὑπὸ γυναικὸς ὑποπεμφθεῖσα.
2. ἐκεῖνος ἐμοίχευεν τὴν γυναῖκα.
3. ὁ γὰρ ἀνὴρ ἐχθρὸς ὧν ἡμῖν ἐτύγχανε.
4. ὁ ἀνὴρ ὕβριζε εἰς σέ καὶ τὴν σὴν γυναῖκα.
5. ἔλαβε τὴν θεραπείαν.
6. ἡ θεραπαινὴ ἐβαδίζουσε εἰς ἀγορὰν καὶ ἐδιακονοῦσε αὐτῷ.
7. ἐρατοσθένης ὤηθεν ὁ ταῦτα πράττων ἦν.
8. ἐρατοσθένης διέφθαρκεν πολλὰς γυναῖκας.

8 Review of verb forms

Please write a synopsis of πράττω and of λαμβάνω using the following model.

8.0.1 First part

Active

- imperfect indicative active
- present optative active
- present active participle

Middle

- imperfect indicative middle
- present optative middle
- present middle participle

(Passive identical to middle)

8.0.2 Second part

- future indicative participle
- future middle participle

8.0.3 Third part

Active

- aorist indicative active
- aorist optative active
- aorist indicative participle

Middle

- aorist indicative middle

- aorist optative middle
- aorist middle participle

8.0.4 Sixth part

Aorist

- aorist indicative passive
- aorist optative passive
- aorist passive participle

Future

- future passive participle

9 The future participle

9.1 The active and middle voices

In the active and middle voices, the future participle:

- uses the *same endings as the present participle*
- adds those endings to the *second principal part*

Example: from κελεύ-ω, second principal part κελεύσ-ω :

Voice	Present participle	Future participle
Active	κελεύων, -ουσα, -ον	κελεύσων, -ουσα, -ον
Middle	κελευόμενος, -ομένη, -όμενον	κελευσόμενος, -σομένη, -σόμενον

9.2 The passive voice

The future passive participle:

- is built on the *sixth principal part*
- *extends the sixth-part stem* with -ησ-
- uses the same endings as the middle voice

Example:

- ἐκελεύσθην yields a stem κελευσθ-
- extended future stem: κελευσθησ-όμενος, κελευσθησ-ομένη, κελευσθησ-όμενον

10 The infinitive

In your textbook, read Infinitives in ancient Greek.

11 Indirect speech

In your textbook, read Three structures of indirect speech.

Memorize the infinitive endings illustrated in this synopsis of ἄρχω:

Voice	Present	Future	Aorist
Active	ἄρχειν	ἄρξειν	ἄρξαι
Middle	ἄρχεσθαι	ἄρξεσθαι	ἄρξασθαι
Passive	ἄρχεσθαι	ἀρχθησεσθαι	ἀρχθῆναι

On Monday, we will have an in-class vocabulary assessment on the following verbs that can introduce indirect speech. First, five verbs you have already learned:

- δείκνυμι, δείξω, ἔδειξα δέδειχα, δέδειγμαι, ἐδείχθην show, demonstrate
- ἡγέομαι, ἡγήσομαι, ἡγησάμην, —, ἡγηναι, ἡγήθην think, consider, believe
- λέγω, λέξω, ἔλεξα or εἶπον, εἶρηκα, λέλεγμαι, ἐλέχθην say, speak, tell
- ὁράω, ὄψομαι, εἶδον, ἑώρακα or ἐόρακα, ἑώραμαι or ὤμμαι, ὥφθην see, look, understand
- φημί, φήσω, ἔφησα, —, —, — say, assert, affirm

In addition, please memorize the parts of these two verbs that you have encountered with glosses:

- ἀκούω, ἀκούσομαι, ἤκουσα, ἀκήκοα, —, ἠκούσθην hear, listen to
- νομίζω, νομιῶ, ἐνόμισα, νενόμικα, νενόμισμαι, ἐνομίσθην think, believe

12 Variations on third-declension patterns

In your textbook, read

- Additional third-declension noun patterns
- Further adjective declensions.

12.1 In-class assessment

For the seven verbs listed below, be able to fully identify any form you know in the context of a sentence. For finite forms, explain the use of the mood; if infinitive or participle, explain why.

Example sentence:

εἶπε Ἑρατοσθένη ταῦτα οὐ δεῖξαι.

- εἶπε: third singular aorist indicative active. Indicative verb in main clause stating a fact.
- δεῖξαι: aorist infinitive active. Infinitive in indirect statement after a verb of speaking or thinking.

12.1.1 Verbs to know

- δείκνυμι, δείξω, ἔδειξα δέδειχα, δέδειγμαι, ἐδείχθην show, demonstrate
- ἡγέομαι, ἡγήσομαι, ἡγησάμην, —, ἡγῆμαι, ἡγήθην think, consider, believe
- λέγω, λέξω, ἔλεξα or εἶπον, εἶρηκα, λέλεγμαι, ἐλέχθην say, speak, tell
- ὁράω, ὄψομαι, εἶδον, ἑώρακα or ἐώρακα, ἑώραμαι or ὤμμαι, ὤφθην see, look, understand
- φημί, φήσω, ἔφησα, —, —, — say, assert, affirm
- ἀκούω, ἀκούσομαι, ἤκουσα, ἀκήκοα, —, ἠκούσθην hear, listen to
- νομίζω, νομιῶ, ἐνόμισα, νενόμικα, νενόμισμαι, ἐνομίσθην think, believe

13 Some common irregular verbs

In your textbook, read this section on some common irregular verbs.

14 Grammar assignment 1

Using the supplementary vocabulary list below, fully identify the following finite verb forms (PNTMV) and participles (TVGCN):

- ἀναμνησκόμενος
- ἀπεκλήσθη
- ἀπηλλάγη
- διαγενομένου
- διέφθειρε
- ἐγένετο
- εἶπε
- εἰποῦσα
- ἐνθυμούμενος
- ἐμοίχευεν
- ἐξηῦρεν
- ἐπιτηροῦσα
- ἐταράττετο
- ἐφοίτα
- ἐφύλαττεν
- ἐψόφει
- νομίζουσα
- ὀργιζομένη
- πράττων
- προσελθοῦσα
- προσήλθε
- ὑποπεμφθεῖσα

Additional vocabulary

(Parts 1,2,3 and 6 only listed here)

- ἀναμνησκω, ἀναμνήσω, ἀνέμνησα, -, -, ἀνεμνήσθην: “call to mind, remind”; middle, “recall, remember”

- ἀπαλλάττω, ἀπαλλάξω, ἀπήλλαξα, -, -, ἀπηλλάχθην or ἀπηλλάγην: active, “release”; middle or passive, “depart, leave”
- ἀποκλείω, ἀποκλείσω, ἀπέκλεισα, -, -, ἀπεκλήσθην: “shut in, lock in”
- διαφθείρω, διαφθερῶ, διέφθειρα, -, -, διεφθάρην: “corrupt, destroy”
- ἐπιτηρέω (regular): “look out for, keep an eye on”
- εὕρισκω, εὕρήσω, ἤυρον or εὔρον, -, -, εὔρέθην: “find, discover”
 - ἐκ + εὕρισκω: “find out, search out”
- ἐνθυμέομαι (regular, passive forms only): “take to heart, ponder”
- μοιχεύω (regular): “commit adultery with a woman”
- ὀργίζω, ὀγιῶ, ὤγισα, -, -, ὠργίσθην: “anger”; passive, “become angry”
- ταραττώ, ταραῶ, ἐτάραξα, -, -, ἐταράχθην: “trouble, disturb”
- φοιτάω (regular): “visit frequently”
- φυλάττω, φυλάξω, ἐφύλαξα, -, -, ἐφυλάχθην: “keep watch, guard”
- ψοφέω (regular): “make a noise”

15 Reading and analysis 1

μετὰ δὲ ταῦτα χρόνου μεταξὺ διαγενομένου προσήλθέ τις πρεσβύτες ἄνθρωπος, ὑπὸ γυναικὸς ὑποπεμφθεῖσα ἦν ἐκεῖνος ἐμοίχευεν.

αὕτη δὲ ὀργιζομένη καὶ ἀδικεῖσθαι νομίζουσα, ὅτι οὐκέτι ὁμοίως ἐφοίτα παρ' αὐτήν, ἐφύλαττεν ἕως ἐξηῦρεν ὅ τι εἴη τὸ αἴτιον. προσελθοῦσα οὖν ἐγγὺς ἢ ἄνθρωπος τῆς οἰκίας ἐπιτηροῦσα εἶπε,

“Ἐρατοσθένης Ὁῆθεν ἔστι ὁ ταῦτα πράττων, ὃς οὐ μόνον τὴν σὴν γυναῖκα διέφθειρε ἀλλὰ καὶ ἄλλας πολλὰς.”

ταῦτα εἰποῦσα ἐκείνη μὲν ἀπηλλάγη, Εὐφίλητος δ' εὐθέως ἐταράττετο, καὶ μεστὸς ἦν ὑποψίας, ἐνθυμούμενος μὲν ὡς ἀπεκλήσθη ἐν τῷ δωματίῳ, ἀναμνησκόμενος δὲ ὅτι ἐν ἐκείνῃ τῇ νυκτὶ ἐψόφει ἢ μέταυλος θύρα καὶ ἡ αὐλῆος, ὃ οὐδέποτε ἐγένετο.

15.1 Syntax

1. Break up each sentence in the reading selection into *verbal expressions* (complete subject/verb ideas). Place each verbal expression on a separate line, and circle the verb.
2. For all *finite* verb forms, explain the choice of mood.

15.2 Translation

Using the supplementary vocabulary list below in addition to the verb list for your previous grammatical analysis assignment, please translate the above passage into idiomatic English.

Vocabulary

- αἴτιον, αἰτίου, τό: “reason, cause”
- αὐλῆος, ον: (2-ending adj.) “belonging to the court yard (αὐλή)”; the αὐλῆος θύρα is the door connecting the court yard (αὐλή) to the outside, the outside or house door.
- ἕως: conjunction, “until”
- ἐγγὺς: adv., “near, nearby”
- θύρα, θύρας, ἡ: “door”

- μέταυλος, ον: (2-ending adj.): “belonging to the inner court”; the μέταυλος θύρα is the door connecting the courtyard (αὐλή) to the interior of the house
- μόνον: neuter accusative singular of μόνος, μόνη, μόνον used adverbially, “only”
- οὐδέποτε: adv., “never”
- οὐκέτι: adv., “no longer”

16 Composition 1

Using the vocabulary glosses for your previous grammatical analysis and reading assignment, compose a brief composition according to the following instructions.

1. All sentences should be coordinated: you should have no cases of *asyndeton*.
2. Use at least three participles.
3. Use at least three optative verb forms in subordinate clauses.
4. Use all the items in the appended glossary list at least once.

Your composition should express the following ideas. For clarity, the instructions use few pronouns but in your composition you are free to use names, nouns, pronouns, and implied pronouns such as implied subjects of finite verbs, as you choose.

1. The woman whom Eratosthenes regularly visited secretly sent an elderly woman to observe Euphiletos' house.
2. When the elderly woman approached Euphiletos, he asked who had sent her.
3. She said that Eratosthenes happened to be the enemy of her mistress because Eratosthenes had ruined her mistress, as well as Euphiletos' wife, and then immediately departed.
4. Euphiletos was disturbed, because he recalled that his wife had locked him in his room on that night.
5. He pondered the fact that the door had made a noise during the night, and in the morning, he discovered that his wife had gone out.
6. She said that she had gone next door to get a light from the neighbors.
7. Euphiletos was filled with suspicion.

Glosses

- γείτων, ονος, ό, ή : "neighbor"
- ἐνάπτω, ἐνήψω, ἐνήψα, -, -, ἐνήφθην : "kindle, set on fire"; middle voice, "get a light"

17 CBL, S'23

This semester, your CBL project will be with the Worcester Public schools as our community partner. You will work in groups to develop and deliver a lesson to 7th graders at Worcester East Middle School while they are studying ancient Athens in their social studies curriculum. The curriculum is connected to the state Frameworks standards, which for 7th grade social studies on ancient Greece includes the following that are related to our work with Lysias 1 “On the Murder of Eratosthenes”:

Ancient and Classical Greece c. 1200–300 BCE [7.T4b] Supporting Question: How does the democracy of Athens compare to the democracies of today?

3. Explain the democratic political concepts developed in ancient Greece. a. the “polis” or city-state
b. civic participation and voting rights c. legislative bodies d. constitution writing e. rule of law

CBL project grade: Your project will be evaluated in three phases. Each phase is worth two points: one for submission on time, and one for satisfactory completion. Successfully completing each phase allows you to continue to the next phase. The phases are:

1. Project proposal
2. Completed rehearsal of lesson
3. Delivering the lesson at Worcester East Middle School

CBL lab participation: There will be *up to* 9 CBL lab meetings this semester. You will earn one point for each lab meeting you prepare for, attend, and participate in respectfully.

17.1 1) Project proposal

Your proposal will be a complete written lesson plan. In support of your development of this proposal, we will do the following in CBL lab meetings.

- February 1 & 2 lab meeting: prepare for that meeting by re-reading the entire speech in translation (as a reminder, here is a link to that: <https://hellenike.github.io/textbook/reference/falkner/>) and an “Introduction to the Athenian Legal System” (https://www.stoa.org/demos/article_intro_legal_system@page=all&greekEncoding) to get you started on your research.

- February 8 & 9 lab meeting: Colleen Kelly, the History & Social Science Liaison for the Worcester Public Schools and a Holy Cross alumna, will visit lab to tell you more about the context for the project: the curriculum, the Frameworks standards, and Worcester East Middle School.
- February 15 lab meeting: both lab sections will meet together on Wednesday evening, February 15. Mary Beth Cashman, the Director of the Teacher Education Program (TEP), and senior TEP students will visit to give a presentation on how to prepare a lesson plan for 7th graders.

In the following two weeks (including the February 22/23 and March 1/2 lab meetings), your group will

1. draft a proposed lesson plan;
2. share your draft with your assigned 7th-grade teacher at Worcester East Middle School;
3. meet with your assigned 7th-grade teacher at Worcester East Middle School for feedback on your draft;
4. revise your draft according to that feedback.

Due Date: Your project proposal, including your lesson plan and a report on your meeting with and feedback from the Worcester East teacher, is due to Professors Ebbott and/or Smith, by 3 pm on March 3.

17.2 2) Rehearsal of lesson

When your proposal is approved as “satisfactory,” you and your group will rehearse delivering it. The lab meetings on March 15/16 and March 22/23 and in time on your own will be devoted to rehearsal. You must give a complete rehearsal to Professor Smith or Professor Ebbott by March 23. That rehearsal must be deemed “satisfactory” or you will be given feedback and asked to rehearse again.

17.3 3) Delivery of lesson at Worcester East Middle School

You will deliver your lesson with your group members at Worcester East Middle School during the week of March 27–31.

18 Greek 102, S23: syllabus

19 Contact information

Instructor: Neel Smith. **Email:** at holycross.edu, user name nsmith

Regular class meeting times: MWF 9:00-9:50, Fenwick 420. CBL sections: Wednesday 6:00-6:50 pm, Thursday 8:00-8:50 am, in Fenwick 420.

Regular drop-in hours (S23): Wednesday 12:30-2:00, Thursday, 12:00-2:00, Friday 1:15-2:30, in Fenwick 415, or anytime by appointment.

Manuscripts, Inscriptions and Documents Club: Friday, 2:00 pm - ?, fourth floor of Fenwick Hall.

Please wear masks in class meetings and in my office.

20 Goals

Greek 102 is the continuation of Greek 101. Our curriculum is inspired by the Latin 101-102 sequence developed by several members of our department at Holy Cross, led by Professor Machado, and shares a directly parallel set of overarching goals. By the end of this course, you will:

- identify ways that language structures our understanding of the world we live in
- articulate how the Greek language has shaped and continues to shape structures of power in the modern world
- read and pronounce Greek with confidence and accuracy
- analyze syntax and sentence structure in Greek and English
- express complex ideas in written composition both in Greek and in English
- read authentic, unaltered Greek texts with minimal glossing

21 Community-based learning

Community-based learning (CBL) is an essential part of our course. We are privileged to be able to study Greek together in our MWF class meetings. In your CBL work, you will share some of that experience with others. Community-based learning helps us to understand our language study in a broader context. The active engagement it requires also will improve your development of the language skills required for your study of Greek.

In the spring semester of 2023, our community partner will be the Worcester Public School system. The Massachusetts state frameworks for middle-school social studies includes topics about ancient Greek democracy. Your CBL work will include a weekly CBL section meeting on campus, where you will learn more about the Athenian legal system, and will develop a lesson plan that will culminate in leading a class for middle-school students at nearby Worcester East Middle School.

22 Organization of the course

All course material will be available on the course web site at <https://neelsmith.github.io/greek102/>.

22.1 Textbook

We will continue to use the open-source *Hellênikê* textbook:

- current on-line version <https://hellenike.github.io/textbook/>
- current PDF of the textbook <https://github.com/hellenike/textbook/raw/main/pdf/hellenike.pdf>.

After introducing features of the ancient Greek language, each module of the textbook includes reading that connects the topics you are studying to contemporary experience, and concludes with a reading selection from an authentic ancient text. This semester, our reading selections continue to draw on Lysias 1, *On the Murder of Eratosthenes*.

23 What to expect

The fall semester introduced the most frequent features of the Greek language. It is essential to master this material, both because you will encounter it constantly in reading Greek, and because it will give you a framework that will make it easier to learn further features of the language this semester. In the first weeks of the spring semester in particular, we will periodically pause to review briefly material introduced in the fall.

Some concepts may sink in immediately, and others may take more practice. Review and practice are as important as your initial introduction to a topic, so every graded assignment offers you the opportunity to repeat it as often as you need in order to complete it satisfactorily.

Most of our class time together will be devoted to actively applying and using ideas from your class preparation. Since much of the value of this time results from your active engagement with course material, and cannot be replicated by passively watching someone else's involvement, I do not plan to record our class meetings.

23.1 Tips

These practices will help you absorb material most effectively:

- Schedule regular times both for newly assigned homework and review of previously covered material.
- Spread your study across several days each week. Multiple, shorter sessions are better preparation than an equal amount of time in a single marathon.
- Practice your Greek aloud. Vocalizing Greek and listening to yourself will help you progress more rapidly than reading silently.
- When you are studying, focus only on Greek. Turn off your cell phone and any other electronic communications. Turn off any music: you should see, hear and speak only Greek.

24 Course requirements and grades

You determine your own course grade by satisfactorily completing a number of assignments in these categories:

1. portfolio assignments
2. written assignments for class preparation
3. in-class assessment of specific features of language or vocabulary
4. CBL lab work
5. CBL project

All assignments will be graded satisfactory/unsatisfactory according to an explicit specification of requirements: if you complete all requirements, the assignment is satisfactory.

Portfolio assignments, written homework assignments and in-class assessments may be repeated or revised as often as you like up until a deadline for revisions that will be included with each assignment. Normally, the deadline will be 3:00 pm on Friday of the following week.

24.1 Portfolio assignments

Over the course of the semester, you will develop a portfolio of *up to 9* longer assignments. Three of these will demonstrate mastery of basic features of language by analyzing and explaining forms and constructions; three will be analyses and translations of passages in Greek; three will be compositions in Greek.

Throughout the semester, we will set aside class meeting time to workshop drafts of these longer assignments.

Each portfolio assignment earns one point for a complete submission on time, and a second point if it fulfills all the requirements for a satisfactory grade by the deadline for revisions.

Portfolio assignments may be revised as often as you like up to the deadline for revisions for each module.

The total points you can earn in this category is 18.

24.2 Written homework assignments

The course schedule will include *up to 6* brief written assignments as part of your routine class preparation. Each assignment can earn up to two points: one point for a completed *submission* by the specified deadline, and a second point for a grade of *satisfactory*.

The specifications for these assignments are straightforward: a submission is satisfactory if all responses are correct; an error means that the assignment is not satisfactory. If you submit an assignment on time (earning one point), but have an error, you may resubmit a corrected version as often as you like up until the deadline for final revisions for that module. When a revised submission is satisfactory a second point will be recorded for that assignment.

For written assignments, deadlines for submission are *3:00 pm* the day *before* class.

The total points you can earn in this category is 12.

24.3 In-class assessments

In addition to written preparation, we will have regular in-class assessments. *Up to 10* of these will focus on vocabulary; *up to 8* will focus on features of language or grammar.

In-class assessments will always be announced ahead of time, and we will always do at least one practice version together at least one class before we have a graded in-class assessment.

In-class assessments earn up to two points, one point for completing the assessment, and a second point if all answers are correct. You may retake these assessments as often as you like up until the deadline for retakes. You may not retake an assessment that you have missed for an unexcused class absence.

The total points you can earn in this category are 20 for vocabulary assessments and 16 for language assessments.

24.4 CBL lab

Throughout the year, you will participate in a weekly CBL lab.

You will receive two grades for CBL lab work.

- participation: *up to 9* CBL sections are scheduled to meet at Holy Cross. You earn one point for each section you attend, for a possible total of 9.
- small group project: satisfactory completion of projects in 3 steps. Each step can earn 2 points, for a total possible of 6 points.

24.5 Determination of final course grade

For each category except the CBL project, the preceding sections define the *maximum* number of assignments. If the daily course schedule changes, and we have fewer than the maximum number of assignments, you will receive full credit for any dropped assignments. For example, if we have 7 in-class language assessments instead of the maximum of 8, you will receive 2 points for the omitted assignment; that plus your points on the seven completed assignments would be your total for the semester in the category of language assessments.

Your course grade will be recorded from the following table. In the row for each grade, the numbers in each column represent the minimum number of points required in that category.

Course grade	Portfolio (18)	Homework (12)	Vocab. assessments (20)	Language assessments (16)	CBL partici- pation	CBL project
A	17	12	18	16	9	6
A-	17	11	16	15	9	6
B+	16	10	16	14	8	6
B	15	10	16	13	8	6
B-	14	9	14	12	8	6
C+	14	9	13	12	6	6
C	12	8	13	12	6	4
C-	12	8	12	12	5	4
D	10	6	10	8	5	4

25 Policies

25.1 Class attendance

Active participation in class is one of the most effective ways to learn ancient Greek. My expectations for your class attendance follow the college policies posted at <https://catalog.holycross.edu/requirements-policies/academic-policies/#coursepoliciestext>.

If at some point in the semester you are unable to complete the required preparation for a single class, please come anyway: staying away only compounds the difficulty of catching up. If you let me know that you're not prepared, I will not call on you in class.

If you are experiencing symptoms of a communicable disease, please let me know and do *not* come to class. If you are unable to attend class for whatever reason, for a shorter or longer period of time, please get in touch with me so we can work out a plan to get you caught up.

25.2 Masking and testing

It is impossible to foresee how COVID and other viral diseases will develop this semester, and we continue to teach and learn in ways we did not anticipate. We will monitor the spread of communicable diseases and re-evaluate our masking practices periodically throughout the semester.

Because even a "mild" case can have serious consequences for at-risk populations, as the semester begins, medical-grade or better masks are required in class and in drop-in hours until further notice.

Masking is equally uncomfortable for us all, but feeling unsafe creates a poor learning environment so please do your part. Please continue to proactively monitor, test, and isolate at the onset of COVID-19 symptoms and close contact with any individuals with known infections. We will continue to closely monitor viral surges and current College recommendations in regards to COVID-19 and any other infectious diseases (e.g., monkeypox) that might emerge as we move through the semester.

25.3 Diversity and Inclusivity

The study of the ancient Mediterranean world belongs to all of us: if you have chosen to study ancient Greek, then you belong here. The diversity that our student body brings to this class is a resource, a strength and a shared benefit for all of us.

In developing this course, our aim has been to make the course materials and our interactions with each other respectful of diversity of all kinds: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. If you have suggestions about how to improve the effectiveness of the course for you personally, or for other students or student groups, please share them.

25.4 Accommodations for disabilities

Any student who feels the need for accommodation based on the impact of a disability should contact the Office of Disability Services to discuss support services available. The office can be reached by calling 508 793-3693 or by visiting Hogan Campus Center, room 215A.

If you are already registered with Disability Services, please let me know as soon as possible, so that I can take account of this in planning for tests or other course activities.

25.5 Academic integrity

You should be familiar with the College's policy on Academic Integrity posted at <https://catalog.holycross.edu/requirements-policies/academic-policies/#academicintegritytext>

26 Peer tutoring

The Department of Classics and the Classics Department Inclusion Committee offer a peer-based tutoring program for Greek 101 students. The tutors have received training through Academic Services and Learning Resources, and can discuss course with you, help you understand how to solve problems, and suggest independent learning strategies.

Tutoring workshops run as an appointment-based service of 40-minute sessions, at time arranged between you and the Peer Tutor. To set up an appointment with one of the tutors, please contact your professor.

27 Previous “week at a glance” summaries

27.1 Week at a glance: Mar. 13 - Mar. 17

27.1.1 MWF classes

We review the first suite of portfolio assignments. New material: we introduce three forms of indirect speech.

27.1.1.1 Written assignments

- Portfolio assignment: grammatical analysis 1
- Reading and analysis assignment 1
- Composition assignment 1

27.1.2 CBL

Dress rehearsals for upcoming classes at Worcester East Middle School.

27.2 Week at a glance: Feb. 20 - Feb. 24

27.2.1 MWF classes

We introduce the interrogative pronoun, and formation of both direct and indirect questions.

Practice forming and recognizing verbs with this list of frequent verbs:

- ἡγέομαι, ἡγήσομαι, ἡγησάμην, —, ἡγήμαι, ἡγήθην lead; think, consider, believe
- κελεύω, κελεύσω, ἐκέλευσα, κεκέλευκα, κεκέλευσμαι, ἐκελεύσθην bid, order, command, exhort
- λαμβάνω, λήψομαι, ἔλαβον, εἵληφα, εἵλημμαι, ἐλήφθην take, receive, catch, grasp
- λέγω, λέξω, ἔλεξα or εἶπον, εἵρηκα, εἵρηκα, λέλεγμαι, ἐλέχθην say, speak, tell
- ὁράω, ὄψομαι, εἶδον, ἑώρακα or ἐόρακα, ἑώραμαι or ὤμμαι, ὤφθην see, look, understand
- ποιέω, ποιήσω, ἐποίησα, πεποίηκα, πεποίημαι, ἐποιήθην do, make, create, compose
- πράττω, πράξω, ἔπραξα, πέπραχα or πέπραγα, πέπραγμαι, ἐπράχθην do, accomplish, make, act

- τελευτάω, τελευτήσω, ἐτελεύτησα, τετελεύτηκα, - τετέλευτημαι, ἐτελευτήθην bring to an end or come to an end, die.
- τυγχάνω, τεύξομαι, ἔτυχον, τετύχηκα, —, — happen (happen to be, happen upon), obtain, get

27.3 Week at a glance: Feb. 6 - Feb. 10

27.3.1 MWF classes

We introduce the relative pronoun, and the future participle.

27.3.2 CBL

Full CBL schedule now available.

27.4 Week at a glance: Jan. 30 - Feb. 3

27.4.1 MWF classes

We review the forms and use of participles, and compare participles with subordinate clauses using the indicative mood.

27.4.2 CBL

For your first CBL meeting, please read this introduction to the Athenian legal system, and reread one or both translations of Lysias 1 in your textbook. (You can further resources on Athenian democracy on the “Dēmos” web site.)

What can we learn about the Athenian legal system from reading Lysias 1?

27.4.3 Written homeworks and in-class assessments

- Monday: “the wretched business” (decline τὸ κακὸν πρᾶγμα)
- Friday: in-class vocabulary assessment: principal parts of first half of this review list.

27.5 Week at a glance: Jan. 25 - Jan. 27

27.5.1 MWF classes

We review the declension of substantives, and the types of verbal expression we encountered in Greek 101.

27.5.2 CBL

No CBL section meetings this week.

27.5.3 Written homeworks and in-class assessments

- Friday: “the wretched business” (decline τὸ κακὸν πρᾶγμα)

28 Lysias, Oration 1: annotated reader

The *narratio* – the part of the speech where Euphiletus tells the jury the story of what happened – begins at section 6, and continues through section 25.