

**LATN 200/300/400: INTERMEDIATE/ADVANCED GREEK:**  
**HOMER'S *ILIAD*, SPRING 2015 (.25 CREDIT)**

**MEETING DAYS, TIMES, AND PLACE:** W, 3:00-4:15, Wallace 102

**INSTRUCTOR INFORMATION:**

Dr. Robert Holschuh Simmons  
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Office Hours: Monday-Friday 9-10 AM, and by appointment.

**PREREQUISITES:** Successful completion of GREK 102 or satisfactory performance on the Greek diagnostic exam.

**FOR WHOM PLANNED:**

This course is designed for anyone interested in reading the classical Greek texts that GREK 101 and 102 have prepared you to read.

**COURSE DESCRIPTION:**

The general aim of this course is to improve your Greek reading and comprehension skills and to contribute to your exposure to a variety of texts in Greek. The specific goal of the course this semester is to read selections from the Homer's *Iliad*, develop skills in scanning the dactylic hexameter, and learn about the genre of Greek epic from the first extant text that we have of it. Furthermore, this course is designed to help you continue developing the cognitive abilities that come from learning this challenging language. Greek 200 can fulfill partial requirements for a major in Greek, Latin, or Classics.

**STUDENT LEARNING OUTCOMES:** Upon successful completion of this course, students should be able to do the following, and more:

- 1) Read original texts of Greek with accuracy, with the help of vocabulary and grammar notes.
- 2) Learn certain passages well enough to be able to read them without reference to notes.
- 3) Accurately read certain passages you have never seen before without reference to any vocabulary or grammar notes.
- 4) Continue your development of a vocabulary of English grammatical terms that will be necessary for reading Greek and analyzing its structure.
- 5) Scan lines of dactylic hexameter without any aids.
- 6) Explain the context in which Homer wrote this epic and specific ways in which this work is exemplary of the epic genre.
- 7) Demonstrate an understanding of and sensitivity to Greek culture and the differences between ancient Greek culture (and language) and other cultures (and other languages).
- 8) Analyze a range of circumstances more intelligently due to skills developed through close study of a language that is very different from English.

**EVALUATION AND GRADING:**

**HOMEWORK:**

Before each class, you are to complete your assigned lines of reading as follows: you may write out a

translation, but in class, I would like you to refer only to vocabulary and grammar notes to help you as you are translating. Please do NOT write those notes on your text; you may mark up the text with notes about roles words are playing in the sentence, subordinate clauses, and the like, but vocabulary and other more specific grammar notes should be off of the text. I will check your notes each day we meet; if you have very few notes, I will expect that your performance in class will show that those are all the notes you need. If you struggle at all in class with the amount of notes you have, though, I will count that against you in your "Preparation and Performance" score. When you have lines to scan, that scansion may be done directly on your text, or on a printout of the lines in question.

#### CLASS PERFORMANCE:

Active participation in class is essential to your learning, and to your grade. Class performance includes not only being prepared, attentive, and involved in class, but also coming to class on time and bringing all required materials with you. You must be ready to translate the passage assigned for the given week, to scan whatever is asked of you, to answer questions in class about that assignment, to volunteer to answer questions when they are offered to the class as a whole, and to take notes to support your understanding of the material as necessary. We will go over all of each assignment in class, and you may (and should) write down notes during that time that will cement your understanding of the text covered. I will keep notes on your class performance, and if it differs notably from your scores on homework (for better or worse), I will adjust your preparation and performance score accordingly. I will drop your two lowest week's class performance scores (including those incurred for missed classes), but every other score (including zeroes) will count against you.

#### TESTS:

There will be two exams: one at the midterm and one at the end of the term. The specific date and material for which you will be responsible on each one will be announced far enough in advance to give you sufficient time to study well for each. Exams may be taken ahead of time for acceptable reasons if we make arrangement well in advance of the scheduled date. **Missed exams, however, may be made up only if missed for one of the following reasons, and only with sufficient documentation:** debilitating or contagious illness, family emergency, mandatory religious obligation, or participation in authorized College activities. You must make every effort to contact me **before** the exam if a make-up is necessary, and you must take the make-up exam within five class days of the scheduled date. In certain circumstances, however, I will allow exams to be made up for partial credit even if I do not find the justification for missing it to be particularly valid.

#### ATTENDANCE:

Attendance is crucial in a class like this. You may occasionally, however, need to miss a class for illness or other reasons. **Thus you will not be penalized for your first two absences, whatever the reason for them. If you miss more than two classes, however, your grade or status in the class will be affected according to the following parameters:**

- For your third absence, your attendance grade for the semester will drop to 95%.
- For absences four and above, your attendance grade will drop five percent for each absence (to 90%, then 85%, etc.).

Normally, the two-absence cushion should account for matters outside of your control that would keep you from attending class, so the third one, even if it could be excusable on its own, serves as the consequence for classes missed previously that were within your control, and it underscores the

importance of your being present: any absence, for whatever the reason, detracts from your learning in the class. However, I recognize that a person can, at times, run into circumstances that can keep her or him out of class on several occasions without any fault on the student's part. If your first two absences were both due to debilitating or contagious illness, family emergency, mandatory religious obligation, or participation in an authorized College activity (for any of which I may require documentation), I would be willing to consider not penalizing you for a third absence either, if that also was precipitated by one of those circumstances. For absences beyond the first two that you believe should be excused, you should contact me beforehand if you are in position to know about the absences in advance (such as if you have a mandatory religious or College obligation); if the absence is the result of an emergency, you should notify me within three days of the missed class. Please speak with me if you have a different reason for your absence that you think may be excusable. I will be the sole arbiter as to whether an absence will be considered excused. Further details:

- Missing 25 or more minutes of class (whether at the beginning, middle, or end) counts as an absence.
- Three times arriving late counts as an absence.
- If you walk in after I have taken attendance, it is your responsibility to make sure I have marked you present for the time that you were in class.

GRADE BREAKDOWN:	Attendance	10%
	Homework and class performance	30%
	Average of exams	60%

Factoring into the overall grade as well are the factors of preparation, participation, and progress. At the end of the semester, you will explain how well you thought that you did throughout the semester in regard to these factors, and they will have an impact on the final grade you are assigned.

#### PERCENTAGE/GRADE EQUIVALENTS:

98+ = A+	87-89 = B+	77-79 = C+	67-69 = D+	59 and below = F
93-97 = A	83-86 = B	73-76 = C	63-66 = D	
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-	

#### REQUIRED MATERIALS:

Steadman, Geoffrey. *Homer's Iliad 6 and 22*. Geoffrey Steadman, 2012.

#### COURSE ENGAGEMENT EXPECTATIONS:

This course is scheduled to meet 1 day per week for 50 minutes throughout the semester, plus a final exam. You should expect to spend approximately two hours outside of class for every hour in class on course reading, scansion, review of familiar concepts, and learning of new concepts. Intensive studying for exams will be in addition to the standard weekly preparation, but will likely average out to an extra one hour per week. The time estimates for the course thus break down as follows:

In class activities	1.0 hours
Homework, review, and learning of new concepts	2.0 hours
Intensive studying and preparing for projects (averaged out)	<u>1.0 hours</u>
<b>Average per week:</b>	<b>4 hours</b>

**CLASS BEHAVIOR EXPECTATIONS:**

To maintain a classroom environment in which everyone can learn, please show the respect and courtesy to others that you would expect in turn. Here are a few of the ways in which you can show respect and courtesy:

- Be in your seat on time for class, and remain for the duration of each class.
- Have a notebook, pen, and relevant materials out and ready to use throughout class.
- Be ready to answer questions about the day's homework and other relevant subjects, to work on in-class assignments individually and with peers, and to share your work in small groups with the whole class.
- Remain quiet while I or others in class are speaking.
- Show support for those who speak in class by your demeanor and body language.
- Focus on the content of the class, not on personal electronic devices; all such items should be turned off and packed away during class, unless they are being used for class matters, in a way that is not distracting to your classmates or me.
- You may eat and drink in class, but only if it is not distracting to other students or me.

**E-MAIL COURTESIES:**

When sending me e-mail, please observe the following courtesies:

- Begin the message with a salutation of some sort (Dr. Simmons, Prof. Simmons, Magister Simmons, etc.).
- Include a reasonably accurate subject line.
- Capitalize and punctuate where appropriate, and proofread to make sure that you are communicating clearly.
- At the end of the message, please identify yourself by the name by which I know you (first name or nickname).

I will get back to you as soon as I can. Sometimes a response will be immediate; on other occasions it may take me several hours, and quite possibly a full day if you write late in the day, at night, or on a weekend, if I need to give some thought to a response before providing one, or if I simply have other things I need to get done before I can get to e-mails.

**SPECIAL NEEDS:**

Anyone who has a special need that may require some modification of seating, testing, or other class requirements should see me as soon as possible. I will be pleased to make the appropriate arrangements in consultation with you. Depending on the modification, you may need to be registered with Disability Services

**ACADEMIC HONESTY:**

From the Monmouth College Academic Honesty Policy: "We view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally – will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student's responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor's syllabus."

"The following areas are examples of violations of the academic honesty policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students, i.e., not doing one's own work on outside assignments specified as group projects by the instructor;
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

“Please note that this list is not intended to be exhaustive.”

The complete Monmouth College Academic Honesty Policy can be found on the College web page by clicking on “Student Life” then on “Student Handbook” in the navigation bar on the top of the page, then “Academic Regulations” in the navigation bar at the left. Or you can visit the web page directly by typing in this URL: <http://www.monmouthcollege.edu/life/residence-life/scots-guide/academic.aspx>.

In this course, any violation of the academic honesty policy will have varying consequences depending on the severity of the infraction as judged by the instructor. Minimally, a violation will result in an “F” or 0 points on the assignment in question. Additionally, the student's course grade may be lowered by one letter grade. In severe cases, the student will be assigned a course grade of “F” and dismissed from the class. All cases of academic dishonesty will be reported to the Associate Dean, who may decide to recommend further action to the Admissions and Academic Status Committee, including suspension or dismissal. It is assumed that students will educate themselves regarding what is considered to be academic dishonesty, so excuses or claims of ignorance will not mitigate the consequences of any violations.

#### **HELP OUTSIDE OF CLASS:**

You should not hesitate to talk with me about any difficulties you are having—Greek is a difficult language, and I want to help you do the best you can at it. Speak with me as soon as you are having trouble; letting a problem fester is likely to make it worse. Also, tutoring is available; I will let you know the details of “when” and “where” as soon as I have them.

#### **CAVEAT:**

Things can change in the course of the semester. Any substantive changes to the syllabus will be provided in writing.

**SCHEDULE OF ASSIGNMENTS (TENTATIVE AND INCOMPLETE):**

The schedule from week to week will largely be determined by how things are going in the class. However much you get done in one week in two hours of work will give us our starting point for the next week, and it will also determine whatever supplementary assignments you will do (to learn concepts to which you were not exposed in Greek I and II).

**For week two, though, your rough assignment is as follows:**

- Read (in English) all of the text from v-xx.
- Scan (on a printout of the text) four lines more than we scan on the first day of class.
- Read (in Greek, and taking notes on unfamiliar vocabulary and constructions) whatever more you can within a two-hour window of preparation (including the first two parts of the assignment noted above this one).

For the following unfamiliar concepts in the lines you are likely to read for next week, refer to the sources given:

- 6— $\mu\iota$  verbs: for forms, see pp. 148-149, and reinforce, if you would like, with *Alpha to Omega* lessons 46-48 (pp. 319-340)
- 12—accusative of respect: see *Alpha to Omega* p. 349, Section 284
- 15, 19, 153— $\sigma\kappa$ - infix: indicates iterative imperfect
- 15—anastrophe—a preposition's accent moving to the penult when it follows its object; this term is also used to express that inversion of word order: see note on p. 48
- 19, 26—dual: see notes on pp. 3 and 24
- 22—dative of interest: not mentioned specifically in *Alpha to Omega*, but this is the broad heading for uses of the dative that refer to the individual “for whom something is or is done, or in reference to whose case an action is viewed” (Smyth 1474)
- 24 and 25—dative of respect: see *Alpha to Omega* p. 349, Section 284