

INTERMEDIATE GREEK: PLATO AND MORE!

MWF 10:30 – 11:20 am (O'Shaughnessy 204)

CLGR 20003/60003

Office Hours: M/W/F 11:30 am – 12:30 pm
(or by appointment)

Prof. Amy Pistone
apistone@nd.edu
Office: 352 Decio

COURSE DESCRIPTION AND GOALS

In this course, we will read a lightly adapted version of Plato's *Symposium* (*Eros at the Banquet*) with a focus on reviewing and reinforcing the grammar and morphology from Beginning Greek. We will also read short selections from a variety of other authors (both poetry and prose), as chosen by members of the class. You should leave this course with the ability to read 5th century Attic prose and a basic familiarity with several other Greek genres. We will also learn how to use commentaries and other reference materials that you will need to read other Greek texts on your own.

Classes will consist of translation, grammatical analysis, and discussion of the text. You are expected to attend class regularly, to be prepared for each day's lesson, and to participate actively in discussions during class.

Grading Structure

| | |
|--|----------------------|
| Attendance, Preparation, and Participation | 20% |
| Quizzes (c. 10) | 15% |
| Individual text presentation | 10% |
| Short writing assignments/responses | 5% |
| Midterms (2) | 15% each (30% total) |
| Final Exam (Cumulative) | 20% |

Final letter grade thresholds:

| | | |
|--------------|-------------|--------------|
| | A = 93–100 | A- = 90–92.9 |
| B+ = 87–89.9 | B = 83–86.9 | B- = 80–82.9 |
| C+ = 77–79.9 | C = 73–76.9 | C- = 70–72.9 |

REQUIRED TEXTS

There is only one required text for this course:

- Louise Pratt. *Eros at the Banquet: Reviewing Greek with Plato's Symposium* (University of Oklahoma, 2011). ISBN 978-0806141428

This text is recommended as an additional resource, but not required:

- James Morwood. *Oxford Grammar of Classical Greek* (Oxford, 2003). ISBN 978-0195218510

Any other course readings will be available in electronic format or will be provided to you in class.

COURSE SCHEDULE

We will see how much progress we make as a class, and come up with some general reading goals that reflect the speed of the class. The midterm dates are fairly firm, but the rest of the schedule is flexible and we will adjust to accommodate the needs of the class.

Week 1 (8/22 – 8/24): Introduction to reading real Greek!

Week 2 (8/27 – 8/31): 1A

Individual text selection due by 8/31

Week 3 (9/3 – 9/7): 2A

Week 4 (9/10 – 9/14): 2A-2C

Week 5 (9/17 – 9/21): 6A-B

Vocab quiz on 9/19

Week 7 (9/24 – 9/28): 6C-D

Week 8 (10/1 – 10/5): 6E, 8A

MIDTERM #1 ON OCTOBER 5TH

Week 9 (10/8 – 10/12): 8B-9A

Week 10: Fall break! Have fun and be safe! Get lots of sleep!

Week 11 (10/22 – 10/26): 9B-C

Vocab quiz on 10/26

Week 12 (10/29 – 11/2): 9D-E

Week 13 (11/5 – 11/9): 9F-G

MIDTERM #2 ON NOVEMBER 9TH

Week 14 (11/12 – 11/16): 9H-I

Week 15 (11/19, Thanksgiving): TBD

Week 16 (11/26 – 11/30): 9J

Vocab quiz on 11/28

Week 17 (12/3 – 12/5): TBD

Final Exam: Wednesday, December 12, 4:15 – 6:15 pm

TEST AND QUIZZES:

Tests and quizzes are meant to help us see where your strengths are and where you have room to improve. They are not meant as punishment! Quizzes will be mostly unannounced (aside from vocab quizzes) and are all designed to be low-stakes opportunities for me to evaluate how you are doing in the class. Quizzes will be graded on a ✓/✓+/✓- scale (✓ = 90%, ✓+ = 96%, ✓- = 86%), and you will be allowed to drop your two lowest quiz scores. I do not want you to be afraid or of stressed out about quizzes. The stakes are very low. They are to help your learning. Quizzes force you to retrieve information you know, or to recognize that you don't know what you thought you knew. This is how learning happens!

All tests will be passages you have not seen before (the dreaded sight translation!). This too is not meant to torture you. I want you all to leave this class with a better ability to read a Greek text you've never seen before. So we will be taking tests that measure exactly that. I am not concerned with how well you've memorized the particular text we're reading. I want to know how well you can actually read Greek. Exams will have plenty of glossed vocab and grammar notes – if you bring the Greek fundamentals, I'll bring all the additional resources you should need!

If you score higher on your second midterm than your first, the second midterm will count for both midterm grades. The goal is to improve, and if you score higher the second time around, you're improving, so there should be some reward for that!

Learning happens when we feel like we're struggling—it may not feel like it, but struggle is good, and it creates memory and knowledge!

INDIVIDUAL TEXT ASSIGNMENT

Each student will select a text that interests them and present it to the class. Presentations will take place throughout the term, and as part of your presentation, you will guide the class through translating your chosen passage while also contextualizing that text. I will assist you with choosing a commentary and an appropriate (and viable) passage. You can choose any non-*Symposium* text for this assignment. The only requirement is that you choose a text that is of particular interest to you! Below are the different elements of this assignment.

- 1) Choose a text (due at the end of Week 2)
- 2) Identify which portion of the text you would like to present. You should choose a paragraph or two, depending on the genre and author. Definitely no more than a page of Greek. (due at the end of Week 3)
- 3) Present your text to the class and lead them through a translation and discussion. I will model what I expect of you in advance so that you have an idea what this looks like. You may provide the class with context in advance (via a handout, for example) or you may do so in class, but you should make sure that your colleagues have some idea what this text is, so they are not lost and confused while approaching your chosen text. (various deadlines)
- 4) Complete a response paper (rubric and assignment details will be provided separately) that reflects on your experience choosing a text and facilitating a class discussion about it. (due no later than the start of the final exam)

Grade breakdown:

- Steps 1 and 2: 10%
- In-class preparation and presentation (Step 3): 25%
- Response paper (Step 4): 65%

COURSE POLICIES

Attendance: Reading the texts on your own is not sufficient to perfect your Greek. Your success will depend on prior preparation and in-class reinforcement and refinement of your translations. Thus, you will be expected not only to do the assigned reading and homework beforehand but also to attend class and to be prepared to answer questions and translate in class. **You are allowed three (3) unexcused absences.** Any unexcused absences beyond that limit *may* reduce your attendance grade by one point per absence (talk to me about why you're absent and we will discuss if it is a reasonable/appropriate absence). If you miss class due to an *excused* absence, I will be happy to meet with you during office hours to review the material for that day.

Translations: I will (at least temporarily) allow you to bring in your notes to class. But please do not bring in a complete translation that you have written out. We will intersperse sight reading as well. The goal here is for you to (eventually) be able to look at a Greek text and translate it, so we will be slowly removing the scaffolding, so to speak, so you can be a free-standing Greek reader.

Weekly Section Assignments: Throughout the semester, I will ask you to complete some low-stakes writing assignments as preparation for our class. Completing these assignments will ultimately count towards your grade. They will generally be due by midnight, the night before class (unless otherwise indicated – sometimes they will be due by the end of the week). These will mostly be graded on a done/not-done basis. I will inform you in advance if there is a different grading scheme.

Religious Observances and Service to the University: If a class session or due date conflicts with your religious holidays or a commitment that you have to a university group (athletics or other contexts in which you are representing Notre Dame), please notify me so that we can make alternative arrangements. In most cases, I will ask you to turn in your assignment ahead of your scheduled absence, but in accordance with university policy on religious/academic conflicts, your absence will not affect your grade in the course.

Basic Needs: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess. The same applies if you are worried about affording books for this class. Please contact me, as you feel comfortable, and I will work to make sure that you are able to afford the books for this course.

Accommodations for Students with Disabilities: I am fully committed to ensuring the full participation of all students, and to making learning as accessible as possible for all of my students. If you have a disability and need an accommodation to participate in this class or to complete course requirements, please contact Sara Bea Disability Services to obtain documentation of the accommodations that you need. Then, please share this documentation with me as soon as possible, preferably within the first few weeks of class. I will treat as private and confidential any information that you share.

Students who have questions about Sara Bea Disability Services or who have, or think they may have, a disability are invited to contact Sara Bea Disability Services for a confidential discussion in the Sara Bea Center for Students with Disabilities or by phone at 574-631-7157. Because the University's Academic Accommodations Processes generally require students to request accommodations well in advance of the dates when they are needed, students who believe they may need an accommodation for this course are encouraged to contact Sara Bea Disability Services at their earliest opportunity. Additional information about Sara Bea Disability Services and the process for requesting accommodations can be found at sarabeadisabilityservices.nd.edu.

Mental Health Accommodations: As a student, you may experience challenges that negatively affect your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty with eating or sleeping, grief/loss, and alcohol or drug problems. I am deeply committed to working with you to address these issues in a way that will allow you to perform as well as possible in this class. If you are experiencing mental health issues, please discuss this with me as you feel comfortable, so that we can discuss appropriate accommodations and support.

Email: I encourage conducting most correspondence over email. In the case of illness (mental or physical) or family emergency, please only feel obligated to provide the most relevant details. If it is easier to discuss your

reasons in person, please come to office hours or make an appointment. I will do my best to respond to all student emails within 24 hours (48 on weekends).

Technology: Laptops can be a powerful tool, but they can also be a serious distraction. There will also be many ways that we will be using technology as a part of this course, and you are welcome (nay, encouraged!) to use your laptop instead of printing things out, if you prefer reading off a screen. Laptops are not banned, nor are they generally discouraged, but I reserve the right to remove laptop privileges if you are not using your laptop for course-appropriate purposes.

Honor Code and Ethical Behavior: Building on others' words and ideas is an essential element of effective scholarship. However, we must give credit to those whose words and ideas we incorporate into our writing. Using someone else's words, ideas, or work without proper attribution is plagiarism, and such an act is considered a serious ethical violation within the university community. If you complete an assignment for one course and then submit that same assignment as original work for a different course, you are also committing plagiarism. If you have additional questions about how to reference material that you find in books or online, please let me know.

It can be difficult know what constitutes ethical/unethical behavior in the context of translating. I know that you will sometimes consult an English translation when reading. I am aware of the existence of the Perseus Project and Google – when you use other translations to assist your translation, those words will get in your head and will often influence your translations. That's how brains work, and it's not "cheating," though I would *strongly* encourage you not to resort to published translations except as a last resort. Bring your questions into class – published translations can become a crutch and hinder your ability to grow as a reader of Greek. Remember that you are not being graded on whether your in-class translation is flawless, so you do not need to worry if you have questions and problems.

You, as students, and I, as your professor, are required and expected to abide by the University Academic Code of Honor, under which each of us pledges, "As a member of the Notre Dame community, I acknowledge that it is my responsibility to learn and abide by principles of intellectual honesty and academic integrity, and therefore I will not participate in or tolerate academic dishonesty." You will find more information at <http://honorcode.nd.edu>. Please do not hesitate to ask me any questions you may have.

CLASSROOM CONTRACT

I think of our classroom as a reciprocal relationship. Below are the ground rules that I expect from myself and from you. I have left additional bullet points here because you are welcome to add to this contract.

My responsibilities:

- Return your quizzes and homework promptly and provide feedback for how to improve.
- Provide grade updates intermittently (and when requested).
- Solicit feedback and adjust my teaching accordingly, to address your needs.
-

Your responsibilities:

- Arrive on time and be prepared for class. Adequate preparation means you have done the homework and have the textbook and the workbook with you at every class.
- Keep your cell phone generally on silent and away during class.
- Participate in class. If you are uncomfortable speaking in class, you need to talk to me as soon as possible. I will gladly work with you to find ways to make participation easier, but participation is a critical element in this class.
- Check your email at least once a day. I will send out notifications and specific instructions for class via email.
-