
ELEMENTARY GREEK 002 – SPRING 2019

PROFESSOR SILVERBLANK



COURSE INFORMATION:

Instructor: Professor Hannah Silverblank

Pronouns: She/her/hers

Email: hsilverb@haverford.edu

Appropriate forms of address: “Professor Silverblank” or “Professor”

Office: Hall 203 – Note office change, just across the hall.

Office hours:

Tuesday, 1:05pm-2:00pm

Friday 10:30am-11:25am (Feel free to bring your lunch or breakfast to my office! I promise that I won't steal any of it from you.)

Class room and time:

MWF: 9:30am-10:30am, in Gest 103

TTh: 9:00am-10:00am, in Gest 103

COURSE OBJECTIVES:

This two-semester course provides an introduction to the fundamentals of *Attic Greek*. We will learn all basic [grammar](#), [vocabulary](#), [syntax](#), [accents](#), and [pronunciation](#).

Our goal is to gain an ability to read a wide range of texts in Greek, and to apply our learning to the reading of different Greek dialects at the more advanced level.

In every chapter, and therefore at every step of the way in our work together, you will be reading real Greek written or composed by real *archaic, classical, and Hellenistic* authors, and we should all revel in the beautiful language, provocative ideas, and the strange proximity and distance between *Greek language and ourselves*.

You will get a sampling of a wide range of moments in literary, philosophical, religious, historical, grammatical, and medical history, and depending on your individualized interests, I can emphasize some of these aspects in particular as we read along.

ANOTHER OBJECTIVE of the course is to instill in you all the particular and nuanced brand of work ethic that is particularly conducive to the acquisition of languages – particularly this language. You will leave this course with a greater understanding of what it takes to apply oneself to a language, to get to know its quirks and its beauty, and to develop certain patterns of thought and study that will help you succeed at your linguistic pursuits.

We will aim to complete our grammatical introduction to Greek about halfway through the spring semester, and by spring break (2019), we will begin to read extended prose in Attic Greek. These texts will be chosen collectively based on student interest, but may include Lysias 1, *On the Murder of Eratosthenes*, Plato's *Crito*, Plutarch's *Moralia*, *The New Testament*, Palaephatus' *On Unbelievable Things*, and Aelian's *On Animals*.

OUR FINAL GOAL will be to work together to create an atmosphere of enthusiastic, diligent, and friendly learning. We will all no doubt be challenged by the rigor and the complexity of this language, and we will also confront some of the histories of thought – many remarkable, many stunning, many troubling, many violent – associated with the ancient Greek world. In order to do our best work as a class, we must support one another's healthy academic practices with friendly encouragement and mutual inspiration, and I hope that we can do this with a blend of silliness and seriousness.

We will all make mistakes with our Greek, and we will do so often: there will be no shame in making mistakes in this classroom, and there will be a strong environment of prepared contribution and serious application of one's own academic energy. In other words, we will treat each other with trust, concern, and respect, and that means we will apply ourselves with rigor and seriousness, but we will also allow for human error and the occasional brain fart.

GRADING

FORMULA

Attendance, preparation, and contribution to class: 20%

Homework ('thesaurus'): 20%

Quizzes and Tests: 20%

Midterm: 15%

Final: 25%

This is the standard formula I use for calculating your grade at the end of the first semester. Although I will calculate your grade based on these numbers, **I will also consider improvement over the course of the semester** as an opportunity to boost the grade slightly, in the event that grades need to be rounded.

You do have an option of proposing an *alternative grade calculation* to me, if this one does not seem like a good fit for you. You can send me your schema by the end of the second week of classes (Fri, Feb. 1), with an explanation of why your grade formula will improve your learning experience and your overall competence in the Greek language, and we will meet to discuss your thoughts and come up with a new formula together.

NOTE HOMEWORK POLICY CHANGE:

Your $\theta\eta\sigma\alpha\upsilon\rho\acute{o}\varsigma$ will live in a 3-ring binder and loose-leaf paper this semester, rather than in a notebook, so that you can submit your homework daily for faster marking turnaround.

Assignments submitted on time with no errors or with very few minor errors will receive a score of 10/10.

Assignments submitted on time with repeated errors will receive 7.5/10.

Assignments that have several errors, and assignments in which a student has not demonstrated that they have grasped the learning concepts, will be returned to the student for resubmission, which can earn up to 10/10 if the second attempt has no errors, and 7.5/10 if it still has more than very few minor errors.

Assignments submitted late will be marked down 2.5 points per day of lateness.

You have **five** pieces of moly to use on homework this semester, such that you can submit it late without any markdown in your grade.

SPRING SEMESTER OFFICE HOURS

My pronouns are she/her/hers, and I prefer to be addressed as Professor Silverblank (not Miss/Ms./Mrs. Silverblank).

Want to set up a meeting during office hours?

- ⇒ Pop into my office, Hall 210, during these times:
 - **Tuesday morning**, 10:05pm-11:00am
 - **Wednesday morning**, 11:35am-12:30pm
- ⇒ I encourage but do not require you to send a Slack message to let me know you're coming and what you'd like to discuss! (Helps prevent waiting times & traffic jams!)

Can't meet during my office hours, but want to talk anyway?

- ⇒ **Message me on Slack** with a request for a meeting and some days/times when you have availabilities.
- ⇒ In your message, **include information about your goals for the meeting and any questions or concerns** you want to address. This helps me stay organized!

Corresponding online: I check my Slack messages for the course twice daily: once in the mornings, and once in late afternoons. You can expect a reply within 24 hours of emailing me, and I expect the same from you. If you don't hear from me within 24 hours, please resend your message.

Anonymous contact: This course has an online suggestion box where you can provide anonymous feedback, accessibility requests, celebrations, and constructive criticisms. You can leave comments throughout the semester at this link, and I will check the box weekly: <http://freesuggestionbox.com/pub/uyspfz>

NOTE ABOUT DISABILITY, ACCESSIBILITY, AND FINANCIAL BARRIERS:

One of my goals as the professor of this course is to create an environment and a learning praxis that provides equal advantages, opportunities, and opportunities to grow for a variety of learning styles. Although I will always have more to learn, I will strive to make this course as accessible and inclusive as possible for you all, and **I sincerely hope that you will consider yourselves my partners in this process. Your input helps to make these courses better and more accessible for students in the future.**

If you know that you benefit from certain kinds of class activities, exercises, or learning formats, please do let me know, either anonymously here (<http://freesuggestionbox.com/pub/uyspfz>) or by getting in touch with me directly.

I plan to record classes for purposes of accessibility. These class videos will be posted to the course Slack page and will not be circulated elsewhere. They are intended for the sole use of students in the course, as a resource, and as a result, you do not need to worry about the class videos having wider circulation. **If**

you have any questions or concerns about this, I will be happy to discuss them with you and will take them seriously.

If you need **financial support** to fully participate in this course, check out the following resources:

The Sportula: <https://thesportula.wordpress.com/>

LIFTFAR: <https://www.haverford.edu/deans-office-student-life/liftfar-program>

Haverford College is committed to providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment, please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Coordinator will confidentially discuss the process to establish reasonable accommodations.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their verification letter with me and also make arrangements to meet with me as soon as possible to discuss their specific accommodations. Please note that accommodations are not retroactive and require advance notice to implement.

It is a state law in Pennsylvania that individuals must be given advance notice if they are to be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Coordinator of Access and Disability Services and then must speak with me. Other class members will need to be aware that this class may be recorded.

ATTENDANCE AND ABSENCES:

I hope that you come to each class with **strong preparation** and a **willingness to contribute to our intellectual community**. Each class session will include valuable material, exercises, and skill development, and so consistent and routine attendance will support your overall learning process.

What if I'm sick, or have an unexpected emergency?

You are permitted **five excused absences** over the course of the semester (i.e., the number of class meetings in a week), **if you get in touch with me over email to announce that you will miss class**. Other professors tend to expect explanations for absences, but I don't need to know the reasons for your absences unless you wish to share. If you do not communicate with Professor Silverblank about your absence before or shortly after the missed class, the absence will not be excused (unless there are extenuating circumstances).

It is **your responsibility** to email Professor Silverblank about your absence. Notify her of your absence as soon as possible, and make arrangements (as soon as you are able) to follow up with her about any missed material, handouts, announcements, etc. **Students must take the initiative to speak with or message Professor Silverblank to make up the missed work.**

What should I do if I accidentally sleep through my alarm?

If you accidentally slept in a bit and would be late to class, please come anyway, but understand that it is inappropriate to ask questions that would've been addressed in the section of class that you missed; it's your responsibility to find out what you missed in a way that doesn't compromise the valuable class time of other students.

Three late arrivals to class count as an unexcused absence.

What if I didn't do my homework?

If you are *well enough to come to class but for some reason could not complete your homework*, I encourage you to attend class anyway (particularly if you can inform me over email or in person in advance of class/at the start of class that you are unprepared).

Your *class participation grade* should be fairly transparent to yourself and to me. I have a system, borrowed from my colleague (the illustrious Professor Charlie Kuper) and customized for our purposes. Every day of class, you have the opportunity to gain TWO points towards your class participation grade. If you come to class on time, you will gain 1 point. If you come to class on time and you show that you are engaged and prepared (by answering/asking questions, demonstrating what you've learned in your homework, etc.), you can gain 2 points. If you miss class and do not have an excused absence, you will gain 0 points for this day.

In summary:

1 point for **timely attendance;**

2 points for **engaged, prepared, and timely attendance.**

You don't have to get all the answers right to get a good participation grade. You just need to work with your classmates in small groups, share answers and questions with the class, or be willing to answer questions when asked, and demonstrate that you've been dedicating yourself to the study of Greek! Showing enthusiasm and curiosity for the material in class or on the course Slack page also helps!

TECHNOLOGY POLICY:

You may bring tablets, laptops, phones, and all sorts of devices to class if they are instrumental to your learning experience. I encourage you to analyze your own practices for ideal learning, and I trust you to make the right decision for yourself about whether a laptop will be an aid or a hindrance to your level of engagement, comfort, and comprehension in the class.