

Christ College

Concordia University Irvine

GRE 101	Greek 1	<i>Fundamentals of Ancient Greek</i>
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Semester Credit Hours: 4

Fall, 2013

Instructor: Dr. Clinton J. Armstrong

MF, 9:30-10:20

TR, 11:10-12:00

Beta 101

Office: Beta 205B

Office hours: TWR 9:30-10:30 and by appointment

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Course website and links at bracchiumforte.com

all course documents, including this syllabus, may be found at the above web address

The MISSION of Concordia University

Concordia University, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.

Institutional Learning Outcomes for Undergraduate Students

Written Communication (WC): Students will compose focused and coherent written content; organize and logically develop their ideas; find, analyze and integrate appropriate sources; and demonstrate facility in discipline- or genre-specific conventions of writing.

Oral Communication (OC): Students will make verbal presentations in which they articulate a central message, organize main ideas, integrate appropriate supporting information, employ language appropriate for the topic and audience, and utilize delivery techniques that enhance the presentation.

Systematic Inquiry (SI)—Critical Thinking & Information Literacy: Students will explain a problem, articulate a (hypo)thesis, investigate using appropriate sources, analyze the information, and craft logical conclusions and creative solutions to the problem.

Quantitative Reasoning (QR): Students will demonstrate understanding of quantitative facts and concepts, perform calculations successfully, and apply problem solving strategies to analyze quantitative data and to draw appropriate conclusions.

Christian Literacy and Faith (CLF): Students will describe the contents and contexts of the Bible, Christianity's major teachings, how the Christian faith connects to their academic discipline(s) and vocations in life, and have many opportunities to receive instruction in the Christian faith.

Service to Society and Church (SSC): Students will serve society in ethical and merciful ways, examining benefits gained and challenges encountered, and Christian students have many opportunities to serve the church.

Informed and Responsive Citizenship (IRC): Students will explain how political and economic systems have influenced citizenship in the United States and the world; interact effectively and ethically with people of various cultural/global contexts; engage with and analyze the arts; articulate how the culture of scientific knowledge relates to other disciplines; and describe healthy lifestyles.

Specialized Knowledge (SK): Students will apply knowledge in a specific field that draws on current research, scholarship and/or techniques in the field.

The PURPOSE of Christ College

The purpose of Christ College is to enable students to understand, communicate, teach, defend, and believe the Christian faith through systematic inquiry of the Bible, of the doctrines of the Church, and of other statements of faith. Christ College also equips students for professional church work in their chosen field. The school guides students interested in receiving certification for ministerial vocations in The Lutheran Church–Missouri Synod.

Christ College Program Learning Outcomes

Comprehension of Scripture

Outcome: Students will be able to express an understanding of the language, contents, history, culture, and themes of the Bible

Understanding of Doctrine

Outcome: Students will be able to integrate and articulate Biblical doctrine in systematic constructs.

Acquaintance with Other Theological Thought and Expression

Outcome: Students will be able accurately to describe prominent religions, denominations, and philosophies of the past and present.

Engagement with Western Philosophy

Outcome: Students will articulate an understanding of Western philosophical history, classic texts, argument analysis, and the interaction of philosophy with Biblical faith, theology and other thought systems.

Development of Faith in Christ

Outcome: Christian students shall articulate a personal faith in Christ that is well informed from a biblical perspective.

Mission-Oriented Church Leadership

Outcome: Christian students, whether preparing for called ministry or lay leadership in Christ's church, will demonstrate skills and attitudes effectively to live out and lead the church in the Great Commission and lives of service.

I. Course Description

(From the catalogue:) *A study of the fundamentals of the ancient Greek language. Morphology, syntax and vocabulary for reading simple passages of Greek prose.*

II. Course Learning Outcomes (CLOs)

At the end of the course students will be able to:

- Call to memory high-frequency vocabulary in Greek literature including the New Testament (*SI, CLF, SK; Comprehension of Scripture*)

- Diagram sentences in English and Greek, identifying parts of speech and parts of the sentence (*SI, CLF, SK; Comprehension of Scripture*)
- Analyze syntax with a view to reading, translation, and composition in English and Greek (*SI, CLF, SK; Comprehension of Scripture*)
- Decline noun and adjective forms for translation and composition in Greek (*SI, CLF, SK; Comprehension of Scripture*)
- Conjugate verb forms both for translation and composition in Greek (*SI, CLF, SK; Comprehension of Scripture*)
- Begin to read, translate, and compose simple Greek prose (*SI, CLF, SK; Comprehension of Scripture, Mission-Oriented Church Leadership*)
- Use linguistic and lexicographical tools necessary for further research and study (*SI, CLF, SK; Comprehension of Scripture, Mission-Oriented Church Leadership*)

III. Course Management

A. Class schedule

See separate schedule handout.

B. Course Assignments

This course, in combination with the other course in the sequence (Greek 2), presents a comprehensive instruction in the fundamentals of the Greek language. The student will gain knowledge of the essential forms, grammar, and syntax of the Greek language and familiarity with basic Greek vocabulary; understand how these fundamentals differ from the forms, grammar, and syntax of English, leading to an increased understanding of how both languages function, learn to read, understand, and translate adapted and unadapted passages in Greek with appropriate assistance; and become acquainted with the daily life and culture, as well as the values and social attitudes, of the Archaic, Classical, Hellenistic and 1st century Mediterranean world in which Attic and Koine Greek were spoken, particularly as these are embedded in the language we are studying.

Expectations:

Each class session will present new information, following basically the plan of the Groton text, chapter by chapter.

The best way to learn is to dive in and learn from your mistakes. If you plan on making no mistakes, please take another class. If you plan on taking this class, please realize that learning a foreign language is impossible without your active participation. You will learn through daily assignments, quizzes, and regular practice in class.

Other than your daily assignments, your obligation is as follows: Arrive on time to class and remain until the end. Attend class meetings consistently, prepared and ready to participate in a productive manner. Take this course seriously: it is a challenging course, as every foreign language course is. Invest a significant amount of time in it. If you find that you are having trouble in the course, I expect you to come to office hours or contact me outside of class and seek advice as early as possible in the term. If you are having personal problems, I also expect that

you make me aware of the situation (no details necessary!) as soon as possible. If you wait until the week before the end of the semester, there is very little that I can do.

Homework:

You are expected to do daily work both in class and in preparation for the next session, whether such daily work counts for a grade or not. The pace is regular but intense when learning any language; there is no substitute for simply disciplining yourself and honoring a time commitment of at least 2 hours of *regular* study outside of class for every hour you spend in class.

Daily assignments ensure your active participation and continuing progress in learning Greek. We will be doing lots of work together in class, so be prepared to be singled out quite a bit and expected to participate in class exercises.

Comparison with an archetype and the work of your peers also produces multiple benefits individually, for the class, and for me as your instructor and evaluator.

With this in mind, you will send me COMPOSITION collation assignments once a week on Wednesday evenings via email which will be evaluated the class day following. Your individual assignment will be collated with those of your peers as well as my own archetype and then somehow evaluated in class near the beginning of the hour. In order to accomplish this with the maximum efficiency, you will need to submit your assignment to me **via email, in a text file format, no later than 10 pm on the day it is due.** The format of your assignment needs to follow this protocol:

101B 1 CJA The quick brown fox jumps over the lazy dog.

101B 2 CJA Six big devils from Japan quickly forgot how to waltz.

101B 3 CJA Jackdaws love my big sphinx of quartz.

107B 1 CJA Pack my box with five dozen liquor jars.

107B 2 CJA Bright vixens jump; dozy fowl quack.

107B 3 CJA A wizard's job is to vex chumps quietly in fog.

Notice the exercise number is a code, a space and the number of the problem following that code; notice a space and an identification code following that, and a space and your answer to the problem following that. After a few tries, I'm sure we can get any kinks worked out, and this should be a pretty fluid process.

In addition to the email assignments, you will turn in regular assignments from the Groton text or supplementary work I give you once a week, in class on Monday. There will be several brief PERICOPE assignments near the second half of the semester as well.

You must be present in class for me to accept homework assignments.

Every homework assignment counts toward your grade. Homework counts a total of 20% towards your final grade.

Weekly quizzes:

There will be multiple quizzes per week (you will have no longer than 5-10 minutes apiece for these quizzes) this term covering the previous day's emphases (see calendar). Three (3) quiz grades will be dropped.

Weekly quizzes count 35% towards your final grade.

Exams:

3 midterm exams will commence at intervals through the term following completion of chapter 8, 16, and 24 (see calendar). They will consist of paradigms and an extended prose piece for translation. The exams count 10% each towards your final grade (30% total).

A final exam will consist of paradigms and an extended prose piece for translation. The exam counts 15% towards your final grade. The exam will be scheduled for Tuesday, December 17th, 9:00-10:50am.

Breakdown of evaluation:

Various homework assignments and translations	Quizzes:	Midterm #1	Midterm #2	Midterm #3	Final Exam
20%	35%	10%	10%	10%	15%

C. Evaluation

Grading Scale:	B+: 89-87	C+: 79-77	D+: 69-67
A: 100-95	B: 86-83	C: 76-73	D: 66-63
A-: 94-90	B-: 82-80	C-: 72-70	D-: 62-60
			F: 59 and below

D. Requirements

Texts:

1. Groton, Anne. *From Alpha to Omega: A Beginning Course in Classical Greek*. Rev. 3rd ed. Newburyport, MA: Focus, 2000. ISBN 9781585100347
2. Goodrich, Richard J. and Albert L. Lukaszewski, eds. *A Reader's Greek New Testament*. 2nd ed. Grand Rapids: Zondervan, 2007. ISBN 9780310273783
3. Danker, Frederick William. *The Concise Greek-English Lexicon of the New Testament*. Chicago: U of Chicago P, 2009. ISBN 9780226136158

(Optional: Nestle-Aland, *Novum Testamentum Graece*. 27th ed. Stuttgart: Deutsche Bibelgesellschaft, 1898-1993. ISBN 9783438051004)

The editions ordered for class through the campus bookstore are the required editions.

You need to attend class, be ready and willing to participate meaningfully in discussion, take notes on lectures, and read the assigned texts. You will practice Greek every day, spending at least 2 hours outside of class in preparation for each hour you spend in class. During the term

you will turn in various practice and review assignments, various composition assignments, various pericope assignments, other translation work, complete quizzes on a nearly daily basis, 3 midterm exams, and a final exam.

E. Attendance and Participation

Students are expected to attend all classes, to have completed the readings and assignments for that day, and to be active and involved in class discussion. On average, students should expect to spend two hours in preparation for each hour of class time.

The following notes about attendance and participation attempt to address specific problems I've had in classes over the past ten years of teaching. They begin from the assumption that you and I are professionals, embarking on a serious task that requires preparation, respect, and a willingness to enter together into a contract for the class, the formal substance of which this syllabus constitutes. Above all I attempt to treat students fairly, and I can summarize my expectations of students in class and in relation to the department and university similarly: treat others as you would like to be treated.

Students are expected to attend all classes, to have completed the readings and assignments for that day, and to be active and involved in class discussion. On average, students should expect to spend at least two hours in preparation for each hour of class time.

It is not my policy to give makeup work (if you miss weekly quizzes, etc.). You are a professional as I am, and understand the need for fairness among all parties involved in a professional undertaking such as this. You will be able to miss one quiz without penalty, so choose wisely if you decide to skip class for any reason. Absences for athletes or others involved in campus commitments (music, student government, etc.) are "excused," so to speak, but you will need to make up work (quizzes, exams, and such), preferably *before* your commitment, and you will be held to account for all information missed. You will need to get notes from someone else in class if you need to miss for any reason.

I do not normally give extra credit. If your syllabus includes an extra credit assignment, it will be worth up to a half a quiz grade. No other extra credit assignments will be assigned, so please do not bother asking for one.

I will not tolerate conversation unrelated to the subject at hand in class at the time, including texting. If you are having difficulty attending to lecture, you are expected to find another place to sit to accommodate your needs in this regard.

You will not get an attendance grade. Nevertheless, you are expected to attend actively and participate by listening, taking notes, discussing, asking questions when appropriate, and paying attention. It is in your best interest to attend, as there are assignments you will need to submit that must be handed to me in class, and there are from time to time opportunities for free grades based on your simply being in class.

I will not be using Blackboard as a regular communication tool, though there may be times it is convenient to have you access the class site. I will inform you about it in class – another reason

to attend regularly. I have office hours for a reason – to assist the communication with you. Take advantage of the time I make available to you, because there will be little else I can offer (I have many more students than you have instructors).

I keep a gradebook. I will not post it on Blackboard, because it's a timesucker and a hassle for me. Another 10 years and better software, perhaps I'll change my mind. For now, though, if you want to know your grade, show up to class and get your graded papers back and calculate it yourself. Or just ask me. I bring my computer to class most days, to office even more than that. Catch me before or after class or during office hours and I'll be very happy to open the gradebook and show you how you've done and what you can expect based on projected grades for assignments to come.

If you are going to be absent, be absent. You are a professional, and so am I; this syllabus is our agreement about what you can expect to receive or not if you decide you need to be absent or present on any given day. Do not ask me "is it ok?" – you know for yourself what is "ok" or necessary any given day. I really don't deal in the currency of "excused" or "unexcused" – there is a finite amount of work in the course that will either be completed or not completed by you by the end of the course. You will receive the grade you want based on your investment in the course.

Emergencies occur, and I expect you will communicate any needs as quickly as possible. If you find that you are having trouble in the course, I expect you to come to office hours or contact me outside of class and seek advice as early as possible in the term. If you are having personal problems, I also expect that you make me aware of the situation (no details necessary!) as soon as possible. If you wait until the week before the end of the semester, there is very little that I can do.

I am fully aware of my requirements at the level of the department, the school, and the university. I am not required to give you academic warnings if you are failing this course. It is your responsibility to figure out what you need to do in school to achieve your own ends. Nevertheless, I will send out academic warnings this term twice if you are receiving below a C: once after the first midterm, and finally after the second midterm.

Don't plagiarize or cheat in any other way. If I discover it, I will automatically fail you for the course and inform the department chair, the dean of the school, and the dean of student life. Only after that will I confront you.

I seek your success in the course. If there is anything I can do to help you achieve such, please communicate with me. If you feel uncomfortable talking to me but still feel there is something you'd like to address, you may speak with my supervisor, Dr. Mueller, Dean of Christ College.

F. Policy on Honesty and Plagiarism

This course seeks to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student should derive personal satisfaction and a sense of

accomplishment. Plagiarism and cheating subvert these goals and will be treated according to the policy stated in the Code of Conduct.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to SafeAssign via Blackboard. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents.

G. "Reasonable Accommodation" statement

Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact the Disability and Learning Resource Center (DLRC). The DLRC is located in Suite 114 on the 1st floor of the Administration Building. You can reach the DLRC at 949-214-3039.

H. Library Resources

The Concordia library holds over 18,500 print volumes and is an excellent place to conduct academic research throughout the week. In addition, many library resources are available to students online including electronic catalog, hundreds of thousands of journals, ebooks, and other titles found in over 30 research databases.

I. Technological Resources

At any time you experience technical problems, you may contact our Information Technology Services (ITS) department. The email address is ITS@cui.edu and the phone number is 949 214-3175. For specific hours of operation and additional help information, go to <http://www.cui.edu/it>.

Passwords: Concordia provides a 24 hour 7 days a week self-help password assistance program. To access this service, go to myaccount.cui.edu. If you need further assistance, please email ITS@cui.edu or call ITS at 949 214-3175.

CELT: Concordia University has developed a student resource page named the Center for Excellence in Learning and Teaching (CELT) found at celt.cui.edu/Student.htm. This page provides a wide variety of resources ranging from links to MyRecords (Banner) to help with Microsoft Office. There are also hundreds of video tutorials for a large number of software packages. This tutorial repository can be accessed directly at <http://movies.atomiclearning.com/highed/highed>. For your class, the username for the service is "cui" and the password is "eagles".