

COURSE OUTLINE

ANCIENT GREEK LANGUAGE II

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	8 TH
COURSE TITLE	ANCIENT GREEK LANGUAGE II		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon completion of the course, students will be able to:

- Analyze and interpret linguistic phenomena through selected texts, examining grammar and syntax in conjunction with the historical, social, and cultural context of antiquity.
- Analyze complex linguistic structures, approaching language as a living means of communication and understanding the interaction between language and culture.
- Approach translation not merely as a simple transfer of meaning, but as part of a broader process of understanding ancient Greek discourse, incorporating cultural, social, and historical elements.
- Interpret texts that refer to aspects of private and public life.
- Independently produce ancient Greek discourse, applying methods of intentional grammar, shaping linguistic rules through observation and practice, and developing the ability to create authentic sentences.
- Practically apply grammatical and syntactic rules when analyzing and composing ancient Greek sentences, developing linguistic competence in real-life conditions.
- Use the ancient Greek language to develop rhetorical and expressive skills, focusing on the structure of arguments, persuasive techniques, and adapting style according to the communicative context.
- Connect language with the cultural, social, and historical reality of ancient Greece, gaining a deeper understanding of the thought processes and actions of the ancient Greeks.
- Understand the significance of language as a reflection of society, examining how language reflects private and public life in ancient Greece.
- Dive into stylistic and syntactic analyses of ancient texts, understanding how the form of language influences its communicative power and the meaning of texts.
- Develop critical thinking and linguistic sensitivity by evaluating texts both linguistically and

culturally, analyzing the impact of social and political realities on linguistic usage.

General Skills

Name the desirable general skills upon successful completion of the module

<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>
<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>
<i>Decision making</i>	<i>Respect for the natural environment</i>
<i>Autonomous work</i>	<i>Sustainability</i>
<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Critical thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Production of new research ideas</i>	

- Search, analysis and synthesis of data and information, ICT Use
- Autonomous work
- Teamwork
- Critical thinking
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1	<ul style="list-style-type: none"> • The Space and the Place • Private Life - Family and Relationships 	<ul style="list-style-type: none"> • Introduction to students and presentation of the content, objectives, learning outcomes, and course requirements • The Statement of Place in Ancient Greek • TextStudy – Exercises • Greek Prose Composition based on provided texts
2	<ul style="list-style-type: none"> •The Time • Domestic Life 	<ul style="list-style-type: none"> • The Statement of Time in Ancient Greek • Text Study - Exercises • Greek Prose Composition based on provided texts
3	<ul style="list-style-type: none"> •The Manner and the Amount • Education 	<ul style="list-style-type: none"> • The Statement of Manner and Amount in Ancient Greek • Text Study – Exercises • Greek Prose Composition based on provided texts
4	<ul style="list-style-type: none"> •The Cause and the Reference • Leisure Time 	<ul style="list-style-type: none"> • The Statement of Cause and Reference in Ancient Greek • Text Study - Exercises • Greek Prose Composition based on provided texts
5	<ul style="list-style-type: none"> •The Prompting, the Command, the Prohibition, and the Wish • Sports 	<ul style="list-style-type: none"> • The Statement of Prompting, Command, Prohibition, and Wish in Ancient Greek • Text Study - Exercises • Greek Prose Composition based on provided texts
6	<ul style="list-style-type: none"> •The Purpose • Religion and Worship 	<ul style="list-style-type: none"> • The Statement of Purpose in Ancient Greek • Text Study – Exercises • Greek Prose Composition Production of Ancient Greek Discourse based on provided texts
7	<ul style="list-style-type: none"> •The Condition and the Concession • Festivals 	<ul style="list-style-type: none"> • The Statement of Condition and Concession in Ancient Greek • Text Study – Exercises • Greek Prose Composition based on provided texts
8	<ul style="list-style-type: none"> •The Conclusion and the Hesitation • Political Life 	<ul style="list-style-type: none"> • The Statement of Conclusion and Hesitation in Ancient Greek • Text Study – Exercises • Greek Prose Composition based on provided texts
9	<ul style="list-style-type: none"> •Direct Questions – Interrogative Words • Legislation - Justice 	<ul style="list-style-type: none"> • Text Study – Exercises • Greek Prose Composition based on provided texts
10	<ul style="list-style-type: none"> •Indirect Speech • War 	<ul style="list-style-type: none"> • Text Study – Exercises • Greek Prose Composition based on provided texts
11	<ul style="list-style-type: none"> • Love 	<ul style="list-style-type: none"> • Text Study – Exercises • Greek Prose Composition based on provided texts

12	• The Arts – The Art of Music	<ul style="list-style-type: none"> • Text Study – Exercises • Greek Prose Composition based on provided texts
13	Recap	<ul style="list-style-type: none"> • Recap and Resolution of Queries • Student Feedback on the Course

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning 												
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to course content • Communication with students via email 												
<p>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay</td> <td>50</td> </tr> <tr> <td>Bibliographic research & analysis</td> <td>27</td> </tr> <tr> <td>Written examination</td> <td>4</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	50	Bibliographic research & analysis	27	Written examination	4	Total	120
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Total	120												
<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Formative</p> <p>Written midterm exam: 20%</p> <p>Assignment (mandatory): 25%</p> <p>Written final exam: 55%</p>												

5. SUGGESTED BIBLIOGRAPHY

<p>GRAMMAR</p> <ol style="list-style-type: none"> 1. Sihler, A. L. 2009 <i>Συγκριτική γραμματική της Αρχαίας Ελληνικής και της Λατινικής</i>, μτφ. Δ. Καραθανάσης/Επιμ. Γ. Γιαννάκης, Αθήνα. 2. Ζηκίδης, Γ. 1972 <i>Μεγάλη ελληνική γραμματική της αττικής πεζογραφικής διαλέκτου</i>, Αθήνα. 3. Οικονόμου Μ. Χ., <i>Γραμματική της Αρχαίας Ελληνικής</i>, Θεσσαλονίκη (1971) 1996 [‘μεγάλη’]. 4. Σταματάκος, Ι. 2006 <i>Ιστορική Γραμματική Αρχαίας Ελληνικής</i>, Αθήνα. 5. Τζάρτζανος, Α. 1967 <i>Γραμματική της αρχαίας ελληνικής γλώσσας</i>, Αθήνα. <p>SYNTAX</p> <ol style="list-style-type: none"> 1. Humbert, J. 2002 <i>Συντακτικόν της Αρχαίας Ελληνικής Γλώσσας</i>, μτφ. Γ. Κουρμούλης, Αθήνα. 2. Schwyzler, E. 2005 <i>Η Σύνταξη της Αρχαίας Ελληνικής Γλώσσας</i>, μτφ. Γ. Ε. Παπασιμίπας – Π. Χαιρόπουλος, Αθήνα. 3. Λορεντζάτος Π., <i>Ιστορικό Συντακτικό της Αρχαίας Ελληνικής</i>, Αθήνα 1989 4. Τζουγανάτος, Ν. Δ. 1963 <i>Σύνταξις της Αρχαίας Ελληνικής Γλώσσας: Ο Υποτεταγμένος Λόγος</i>, Αθήνα.
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LEXICA

1. Chantraine, P. Ετυμολογικό λεξικό της αρχαίας ελληνικής: ιστορία των λέξεων. Επιστημονική επιμέλεια: Γ. Παπαναστασίου, Δ. Χρηστίδης, μετάφραση: Γ. Δάρλας, Α. Πέτρου, Θεσσαλονίκη 2022.
2. Hofmann, J.B. 2009 *Ετυμολογικόνλεξικόν της αρχαίας ελληνικής*, μτφ. Α. Παπανικολάου, Αθήνα.
3. Liddell, H. G.-Scott, R.-Jones, H. S. *et al.*, *A Greek-English lexicon, with a revised supplement*, Oxford 1996 (9ηέκδ.).
4. Montanari F., Σύγχρονο λεξικό της Αρχαίας ελληνικής γλώσσας, Αθήνα 2013.
5. Σταματάκος, Ι. *Λεξικόν της αρχαίας ελληνικής γλώσσας*, Αθήνα 1949.

PUBLIC AND PRIVATE LIFE OF ANCIENT GREEKS

1. Adkins L.; Adkins R. A., *Handbook To Life In Ancient Greece*, Updated Edition, Infobase Pub, Facts on File Library of World History, 2005.
2. FlacelièreR., *Ο δημόσιος και ιδιωτικός βίος των αρχαίων Ελλήνων*, Αθήνα 2007.
3. Levine, M.; Hiti, S., *Ancient Greece: life in ancient Greece*, Minneapolis: Lerner Press, 2010.
4. Nardo, D., *Daily life in ancient Greece*, Chicago, Illinois: Heinemann Raintree, 2015.
5. Robinson, C. E., *Everyday Life In Ancient Greece*, Hesperides Press, 2006.
6. Μανακίδου, Ε., &Μανακίδου, Φ., *Ένοίκω και ένδήμω [Προπτυχιακό εγχειρίδιο]*. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις, 2015. <https://dx.doi.org/10.57713/kallipos-723>

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	G. TSOMIS
Contact details:	gtsomis@helit.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Written midterm exam: 20% Assignment (mandatory): 25% Written final exam: 55%
Implementation Instructions: (3)	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam. The assignment must be submitted through eClass by a specified deadline.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.