

Carleton University
The College of the Humanities / Greek and Roman Studies Program

GREK 1005 A

Introduction to (Ancient) Greek I

Fall 2024

Instructor: Dr. Paul Monaghan

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Delivery Mode: Online and Synchronous

Tuesdays & Thursdays 2.35-4.25pm

Administrator: Andrea McIntyre, andrea_mcintyre@carleton.ca
Paterson Hall 300, (613) 520-2809

Brightspace link: <https://brightspace.carleton.ca/d2l/home/289665>

Office Hours: by arrangement

Course Description

A course for beginners in ancient Greek, designed to give students a grasp of basic grammatical forms and vocabulary (with reference to English derivatives) through the reading of continuous Greek.

Further Information

The objective of *GREK 1005–Introduction to (Ancient) Greek I* is to introduce students to the language and literature of the ancient Greeks. Successful students should finish this course with the ability to read and speak simple Ancient (Attic) Greek. They will then be able to either apply their learning to their other studies (medical and scientific, New Testament, or any other studies) or to continue their study of Ancient Greek grammar, vocabulary, and syntax in *GREK 1006 Introduction to (Ancient) Greek II* in the Winter term, in preparation for the study of Greek literature at more advanced levels. In preparation for both these outcomes, *Introduction to (Ancient) Greek I* will not only cover the basic grammar, morphology, and syntax of Ancient (Attic) Greek, but also, through the weekly readings, will familiarize the student with important elements of the history and literature of Ancient Greece. The course will also introduce students to Ancient (Attic) Greek as a spoken language and will include weekly practice in reading Ancient Greek out loud.

Land acknowledgement

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Learning Outcomes

1. Begin a foundation for reading and understanding ancient Greek texts, the primary sources essential to Greek and Roman Studies, without the mediation of translation by others;
2. Comprehension of an essential methodology in Greek and Roman Studies;

3. Improve knowledge and use of English (and other Indo-European languages), through the study of a foundational ancient language essential to vocabulary and grammar.

REQUIRED TEXTS

1. Balme, Lawall, & Morwood, eds. 2016. *Athenaze: An Introduction to Ancient Greek Volume 1, Revised 3rd Edition*. Oxford University Press. ISBN: 978-019-060766-1 (print version).

The textbook is available from the Carleton University Bookstore to either buy or rent.

The textbook is also available electronically from VitalSource: <https://www.vitalsource.com/en-ca/products/athenaze-book-i-an-introduction-to-ancient-greek-maurice-balme-gilbert-lawall-v9780190651886?term=9780190607661>. The cost to rent this textbook [the eText ISBN is 9780190651886, 0190651881] is \$46.99 CAD for 180 days. **If you intend to continue in the Winter semester, you may wish to rent this textbook for long enough to cover that period of time as well.**

2. Lawall, Johnson, Miraglia, Morrwood, eds. 2016. *Athenaze: An Introduction to Ancient Greek Workbook I, 3rd Edition*. Oxford University Press. ISBN: 978-0-19-060768-5 (print version).

N.B.: you need to purchase the print copy of this Workbook. It is available from the Carleton University Bookstore. (The ebook version from VitalSource cannot actually be written into, so you would need to type out all the sentences again in order to submit your work. For this reason, I strongly recommend that you obtain the print copy of the Workbook.)

Optional but very useful

There are word lists (Greek to English and English to Greek) at the back of *Athenaze*, which should be sufficient for most words you need.

But a basic Ancient Greek-English/English Greek dictionary, such as Morwood, James & John Taylor. *The Pocket Oxford Classical Greek Dictionary*. New Edition. Oxford University Press. 2002. ISBN 9780198605126 is very useful and very easy to use wherever you are working.

A pdf of Liddell & Scott's 800-page 1940 classical Greek-English Dictionary is available – but less convenient to use – at <https://www.areopage.net/PDF/LSJ.pdf>. You can also use the online dictionary at <http://www.perseus.tufts.edu/hopper/resolveform?redirect=true>. You type the word you are seeking into the search window using the English alphabet, which takes a little while to get used to, but once you do, it is excellent.

Grade Breakdown

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|--|-----|
| 1. Attendance and Engagement in Learning: | 30% |
| <i>Consisting of:</i> Attendance/participation | 10% |
| Workbook exercises for each chapter: | 10% |
| Speaking Ancient Greek: | 10% |
| 2. Weekly Exercises from <i>Athenaze</i> : | 25% |
| 3. Online Tests (2 x 15% each) | 30% |
| 4. Final Online Examination (Online Test 3): | 15% |

The final date for withdrawal from this course without academic penalty is November 15, 2024.

Greek Font for your computer

Your weekly exercises can be hand-written ... but hand-written assignments can be quite difficult to grade, and it will be a great benefit to you to be able to type in Ancient Greek. I highly recommend you download the font called “Greek Keys 2015” for your computer. Follow the instructions below to obtain the font. When you have downloaded it, you will be able to swap to the font and keyboard system easily. Learning what keys on your keyboard give you which ancient Greek letter is relatively easy; learning how to create the “accents” is slightly more complicated, but practice will make perfect.

Greek Font: “*Greek Keys 2015*”

- Available (for \$20) from the website of the Society for Classical Studies: <https://classicalstudies.org/publications-and-research/about-greekkeys-2015>
- Check “System Requirements”
- Click on “Go to Greek Keys Purchase Page”
- You need to create a “Non-Member Account”
- Follow instructions carefully

How this Course fits into Your Degree

GREK 1005 A: Introduction to (Ancient) Greek I and its companion, *GREK 1006 A: Introduction to (Ancient) Greek II*, provide the student with enough understanding of the ancient Greek language to either apply that knowledge to their main field of study (and students will discover in Unit 1 of the course how enormous the influence of the Greek language has been on later world culture), or to continue on to an in-depth pursuit of Greek and Roman Studies. Masters and Phd programs in Greek and Roman (or “Classical”) Studies require the student to be somewhat proficient in Greek and Latin. Reading ancient texts in their original language also gives you unique insight into the material and allows you (later) to contribute to original research in the field.

Gender and Pronoun Statement

Class rosters are provided to me with the student’s legal name. I will happily honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records.

A Note on the Course Delivery

The course this Fall 2024 semester will be delivered online and synchronously (i.e. online but in real time). **Class times on Brightspace are Tuesdays and Thursdays 2.35 to 4.25pm.** *Note that each of the 2 classes lasts for 1 hour and 50 minutes (a total of 3 hours and 40 minutes each week).* Attendance will automatically be recorded on Brightspace.

Course slides (and, at times, other material) will be available for you to access on Brightspace after each class. **Assignments must all be submitted to Brightspace.**

Details of the set lessons and assignments for each week are available in this Course Outline, which will also be available on Brightspace. **You should study by yourselves the relevant sections in *Athenaze* before you attend each class.** This will allow us to progress more easily and quickly to the readings and

exercises that are a crucial feature of each Chapter. But each class will also review important grammar material and allow time for students to ask questions.

After each class, students are strongly advised to re-read the Chapter readings and review new grammar. Repetition is crucial for your accumulating understanding of the Greek language.

Speaking and Communicating in Greek in this Course

Many recent studies have confirmed the enormous value of speaking and communicating in Greek (and Latin) as a way of understanding and acquiring competence in the language, even if the ultimate aim is simply to read and understand Greek (and Latin). Towards this end, I will regularly read out loud sentences and passages from the textbook and require students to do the same. Starting in Week 2, students will be required to record and submit their own reading out loud of short passages and answering questions relating to those passages (see below under “Assignment Details”).

Organization of the Brightspace Site

On the Brightspace site for this course, material will be available within the “Course Content” tab. Within that tab, material will be grouped under weekly folders (“Week 1”, “Week 2” etc.). Within these folders there will be two sub-folders called “Unit 1,” “Unit 2,” Unit 3,” and so on.

The course material in each weekly folder and sub folder will consist of the following kinds of files:

1. *PowerPoint slides* used during each class.
2. *Assignment details and due dates* (the actual assignment “Drop Boxes” will be located under the “Assignments” tab).
3. *Other material*, including, at times, audio recordings, links to relevant websites and YouTube videos, and so on.

Time Commitment each Week

There are approximately 3 hours and 40 minutes of online synchronous class time each week. You will also be required to read and study the relevant chapters before class time, and complete weekly assignments (including the Workbooks). The total time commitment to this course each week should amount to approximately 7-8 hours, but early weeks may take up more time as you get used to learning an ancient language, while later weeks may require less time. In addition to this weekly time commitment, there will be 2 online tests throughout the term and 1 online Final Exam during the Examinations period.

Consultations

Every student is able to email me at any time and I will respond as promptly as I can. Should there be a need for a one-on-one virtual meeting, I will organize them on Brightspace or a similar platform.

Intellectual Property Statement

All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are provided in class or online, are the intellectual property of the course instructor. Posting, providing, sharing or selling any audio, video, or textual materials from the course is prohibited. Participation in this course constitutes an agreement by all parties to respect the intellectual property rights as well as the privacy of others during and after their association with Carleton

University. The only exception to the above is formally authorized accommodation arrangements made through Student Services.

Details of Assignments

1. Attendance and Engagement in Learning (30%)

The Attendance/Engagement allocation of 20% is divided into 3 parts: (a) Attendance/Participation: 10%; (b) Workbook completions: 10%; (c) Speaking Ancient Greek: 10%)

a) Attendance/Participation (10%)

Attendance at every class is required and will be automatically recorded in Brightspace. Participation means **your camera is on** and you are engaging in the class, responding to and asking questions, and so on.

b) The Workbook (10%)

The *Athenaze Workbook I* is designed as a *learning* tool, *not* an *assessment* tool. **The answers to all the exercises are found in the back of the Workbook.** But in order to promote your learning, completing the exercises in the Workbook I will be worth 10 % of your total grade for this course. *Although this is not a large percentage, all your other work will benefit from completing Workbook exercises.*

How to complete the exercises

Exercises in the Workbooks should be completed after the relevant class.

First, attempt the exercises in your workbook **without** looking at the answers at the back of the book. Then, go to the answers and – *using a different colored pencil or pen* – make corrections.

There are two reasons for this:

1. What I want to see is that you are attempting the exercises yourself. This is the best way to actually *learn* the language.
2. I then want to be able to see what you got right or wrong by means of your corrections – hence the requirement to use a different colored pen or pencil.

NB: your grade will NOT depend on how much you got right or wrong before making corrections from the back of the book. *Your grade will be based purely on the way in which you are going about your learning.* If you get all the answers right before going to the back of the book, fabulous! But *the most important thing is that you are actually learning the language*, not that you *appear* to be getting it all right just so you get a good grade – because then you will not actually be *learning* well.

Electronic submissions of the Workbooks must be handed in twice during the term. I will glance over your Workbooks and make an assessment of your learning process and engagement.

How to submit your workbook material on Brightspace

- Since this course is online, you cannot hand your workbooks to me in person.
- You will need to scan or photograph your Workbook pages, then create from these a single pdf document that you will submit to the relevant Drop Box on Brightspace. Two guides to combining separate documents or images into a single pdf document will be provided in the “Resources for Assignments” tab on Brightspace.

Dates for Workbooks to be handed in: Sunday October 20 (11:59pm); Tuesday December 3 (11:59pm).

c) Speaking Ancient Greek (10%)

A grade of 10% will be assigned to the ability to read out loud and pronounce ancient Greek correctly. Like the Workbook assignment, this is not a large allocation, but recording yourself speaking the Greek each week will hugely benefit all your other assignments. For this assignment, students should record themselves speaking the assigned texts (usually the “Comprehension” passages in the “β” section of each chapter from *Athenaze*) using simple audio recording software (a guide to one such free software program will be available in the “Resources for Assignments” tab). The required passages for recording are outlined below in the Course Outline and will also be indicated under the relevant Units on Brightspace. After recording the passage, answer the questions related to that passage in *Athenaze*. **Answer in English, but refer to the Greek words and/or sentences that your answers refers to.**

For audio recordings, you can use, for example, the free “Voice Record Pro” app. available at <https://apps.apple.com/ca/app/voice-record-pro/id546983235> (a user guide can be found on our Brightspace site within the “Extra Resources” tab), or any other voice recording platform that produces an mp3 file. **Please save the file as an “mp3” not “m4a”** as Brightspace sometimes does not recognize “m4a” files. Voice Record Pro defaults to “m4a” but you can then convert the recording to “mp3” and send it to your email address. From there, save it to your computer and upload it to Brightspace.

2. Weekly Exercises from *Athenaze* I (25%)

Each week students must prepare and submit designated Exercises from *Athenaze Book I*. The designated Exercises are listed in the Course Schedule within this Outline, and will also be clearly identified on Brightspace. Submission of exercises to Brightspace will commence in Week 2. When preparing your exercises, please type your work wherever possible using **at least font size 11 and double spacing** (so I can annotate your work on Brightspace). **Be careful not to confuse Chapter numbers with Exercise numbers; take note of the pages indicated in the Course Outline and on Brightspace.**

It is recommended that students download and use the Ancient Greek computer font (see above). But if you need to hand-write your exercises and then scan and submit these to Brightspace, **it is your responsibility to both write and record your work as clearly as possible so I can actually read it.** Please also use double spacing to allow me to correct your work adequately. You can scan or photograph your hand-written pages in order to submit to Brightspace, but **I must be able to read your scans or photos easily.** It is extremely difficult to assess work that is not readable!

3. Online Tests X 2 (15 % each = 30%)

Students in GREK 1005 will write two online tests worth 15% each. Each test will focus on the work covered since the start of term or since the previous test, but since learning a language is a cumulative process, each tested section will assume that earlier material has been understood and mastered. The tests will address grammar, morphology, syntax, vocabulary, and the ability to translate from Ancient Greek into English and from English to Ancient Greek.

Note: the tests are NOT “Lock-Down” Tests. They are “open-book” and made available for a period of 6 days: you will be able to use your *Athenaze*, Workbook, dictionary, notes, previous assignments and so on.

WARNING: These tests will be designed to truly assess your understanding of the Greek language at a first-year, first-semester level. *All work must be prepared and submitted by each student individually and without consultation with any other student or helper.*

If you have NOT actually tried - with integrity - to learn the Language during the course schedule prior to each Test (that is, if you have relied on the internet to get the exercises “right” and hence not actually understood and worked with the Greek language), then you will do badly at these Tests and your final grade for the course will be significantly affected.

The dates of the tests are:

Test 1 (15%): Thursday October 3 (8am) until Tuesday October 8 (end of Week 5). *Submit to Brightspace by Tuesday October 8, 11:59pm.* This Test covers Chapters 1-5α.

Test 2 (15%): Thursday November 14 (8am) until Tuesday November 19 (end of Week 10). *Submit to Brightspace by Tuesday November 19, 11:59pm.* This Test covers Chapters 5β to 10β.

4. Final Online Exam = Online Test 3 (15%)

The Final Online Examination/Online Test 3 will test material in the last section of the term. But since language learning is accumulative, effectively the Exam will test all material covered in the term to date. You may also be required to translate a short text that we have not looked at in class.

Date of Final Online Exam/Online Test 3: to be set during the Examination Period.

WARNING: See the note above in regard to Online Tests 1 and 2. The same warning applies to the Final Exam/Online Test 3.

Final Grade

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Late Submissions of Assignments

Late assignments will be penalized at a rate of 2% per day unless an extension has been granted *upon written request*. Extensions will be granted on compassionate grounds only (death in the family, illness etc.). Assignments more than 5 days late that have not been granted an extension will receive a grade of zero, unless written permission from me indicates otherwise.

Class Schedule

Note: Students should work through the relevant chapters, especially the new grammar, for each Unit *before* I review the chapters in online classes. This will allow us to spend more time working through readings and exercises. You should also have a basic understanding of the reading passages at the start of each chapter before I work through them in class. **Workbook chapters** should be completed *after* each class.

NB: our pace may vary as we progress through the term.

Week 1 (Thurs. Sept. 5)

Read and Study: *Athenaze* Book I, Introduction (pp. xxiii-xxxvi)

Unit 1: Introduction: The History and Characteristics of the Ancient Greek Language

Unit 2: The Ancient Greek Alphabet and pronunciation; breathings; accents; practice reading and speaking.

Assignments: none

Week 2 (Tues. Sept. 10 & Thurs. Sept. 12)

Read and Study: *Athenaze* Chapters 1 α - β (pp.1-14)

Unit 3: *Athenaze* Chapter 1 α (basic verbs & nouns)

Unit 4: *Athenaze* Chapter 1 β (readings and exercises)

Assignments: due Sunday Sept. 15, 11:59 on Brightspace

1. *Weekly Exercises:* Chapter 1 β –Exercise 1 β (p.12) (numbers 2-5)
2. *Audio Recordings:* Record yourself reading the “Comprehension” passage on p.12 (Ο ΚΑΗΡΟΣ); answer the questions in English **but also refer to the Greek words that correspond to your English answer. This will be the format for each “Comprehension” recording and answering of questions.**

Week 3 (Tues. Sept. 17 & Thurs. Sept. 19)

Read and Study: *Athenaze* Chapters 2 α - β (pp.15-28); Chapter 3 α (pp.29-36)

Unit 5: *Athenaze* Chapter 2 α (verb forms: singular, imperative)

Unit 6: *Athenaze* Chapter 2 β (articles, adjectives, nouns, cases)

Unit 7: *Athenaze* Chapter 3 α (verb forms: plural, infinitive)

Assignments: due Sunday Sept. 22, 11:59 on Brightspace

1. *Weekly Exercises:* Chapter 2 α –Exercise 2 γ (p.19) ; Chapter 2 β –Exercises 2 δ and 2 ϵ (p.25). **Be careful not to confuse Chapter numbers with Exercise numbers ; take note of the pages indicated.**
2. *Audio Recordings:* “Comprehension” passage on p.26. Answer the questions in English **but also refer to the Greek words that correspond to your English answer.**

Week 4
(Tues. Sept. 24 & Thurs. Sept. 26)

Read and Study: Athenaze Book I, Chapter 3β (pp.37-44); Chapters 4α-β (pp.45-64)

Unit 8: *Athenaze* Chapter 3β (articles, adjective nouns: all cases, sing. & pl.)

Unit 9: *Athenaze* Chapter 4α (noun & adjective declensions: 1st declension)

Unit 10: *Athenaze* Chapter 4β (1st declension: masculine; 1st-2nd declension adjectives; adverbs)

Assignments: due Sunday Sept. 29, 11:59 on Brightspace

1. *Weekly Exercises:* Chapter 3β–Exercises 3γ, 3δ and 3ε (pp.40-41); Chapter 4α–Exercises 4δ and 4ε (p.52)
2. *Audio Recordings:* Comprehension passage Chapter 4β on pp.61-62. Answer the questions as usual.

Week 5
(Tues. Oct. 1 & Thurs. Oct. 3)

Read and Study: Athenaze Book I, Chapter 5α-β (pp.65-84)

Unit 11: *Athenaze* Chapter 5α (contract verbs in -α; articles; elision)

Unit 12: *Athenaze* Chapter 5β (personal pronouns; attributive & predicate; possessive pronouns; αὐτός)

Assignments: due Sunday Oct. 6, 11:59 on Brightspace

1. *Weekly Exercises:* Chapter 5α–Exercises 5γ and 5δ (p.69); Chapter 5β–Exercises 5η (p.82) & 5θ (p.83)
2. *Audio Recordings:* None
3. **Test 1 (15%): Thursday October 3 (8am) until Tuesday October 8 (11:59pm). Submit to Brightspace by Tuesday October 8, 11:59pm. This Test covers Chapters 1-5α (i.e. not including 5β)**

Week 6
(Tues. Oct. 8 & Thurs. Oct. 10)

Read and Study: Athenaze Book I, Chapter 6α-β (pp.85-109)

Unit 13: *Athenaze* Chapter 6α (verb forms: πλέω; verb voice: middle-forms; deponents)

Unit 14: *Athenaze* Chapter 6β (middle voice: meaning; dative case; prepositions)

Assignments: due Sunday Oct. 13 11:59 on Brightspace

1. *Weekly Exercises:* Chapter 6α–Exercises 6η and 6θ (p.94); Chapter 6β–Exercises 6μ and 6ξ (pp.104-05)
2. *Audio Recordings:* Comprehension passage on pp.106-07. Answer the questions as usual.

Week 7
(Tues. Oct. 15 & Thurs. Oct. 17)

Read and Study: *Athenaze* Book I, Chapter 7α-β (pp.110-29)

Unit 15: *Athenaze* Chapter 7α (substantive adjectives; nouns: 3rd declension; reflexive pronouns)

Unit 16: *Athenaze* Chapter 7β (more 3rd declension nouns; interrogative & indefinite pronouns & adjectives)

Assignments: due Sunday Oct. 20, 11:59 on Brightspace

1. *Weekly Exercises:* Chapter 7α–Exercises 7β (only the 2nd half of the Exercise, on p.117: “give the definite article to accompany ...” etc) and 7δ (p.118); Chapter 7β–Exercises 7η (p.127) and 7θ (p.129).
2. *Audio Recordings:* Comprehension passage on pp.127-28. Answer the questions as usual.
3. *Workbooks:* submit Chapters 1α -7β. **The Workbooks are due on Brightspace by Sunday October 20, 11:59pm.**

OCTOBER 21 – 25: NON-TEACHING WEEK

Week 8
(Tues. Oct. 29 & Thurs. Oct. 31)

Read and Study: *Athenaze* Book I, Chapter 8α-β (pp.130-53)

Unit 17: Going over Online Test 1(Previously posted to Brightspace)

Unit 18: *Athenaze* Chapter 8α (participles: progressive middle forms)

Unit 19: *Athenaze* Chapter 8β (more 3rd declension nouns; 1st & 3rd declension adjectives; numbers; expressions of time)

Assignments: due Sunday Nov. 3, 11:59 on Brightspace

1. *Weekly Exercises:* Chapter 8α–Exercise 8γ (p.135); Chapter 8β–Exercises 8δ (p.147), 8η (pp.150-51) and 8θ (p.152)
2. *Audio Recordings:* Comprehension passage on pp.151-52. Answer the questions as usual.

Week 9
(Tues. Nov. 5 & Thurs. Nov. 7)

Read and Study: *Athenaze* Book I, Chapter 9α-β (pp.154-75)

Unit 20: *Athenaze* Chapter 9α (participles: progressive active forms)

Unit 21: *Athenaze* Chapter 9β (more 3rd declension nouns; genitive case; uses of the article)

Unit 22: Catch-up and Revision

Assignments: due Sunday Nov. 10, 11:59 on Brightspace

1. *Weekly Exercises:* Chapter 9α–Exercise 9δ (p.160); Chapter 9β–Exercises 9ζ (p.171) and 9η (numbers 6-13 only: pp.172-73)
2. *Audio Recordings:* Comprehension passage on pp.173-74. Answer the questions as usual.

Week 10
(Tues. Nov. 12 & Thurs. Nov. 14)

Read and Study: *Athenaze* Book I, Chapter 10 α - β (pp.182-202)

Unit 23: *Athenaze* Chapter 10 α (verbs: sigmatic & asigmatic future; deponent futures)

Unit 24: *Athenaze* Chapter 10 β (verbs: more asigmatic futures; irregular verb εἶμι; future participle to express purpose; impersonal verbs)

Assignments: due Sunday Nov. 17, 11:59pm on Brightspace

1. *Weekly Exercises:* Chapter 10 α –Exercise 10 ϵ (p.188); Chapter 10 β –Exercises 10 κ and 10 λ (pp.198-99)
2. *Audio Recordings:* None
3. **Test 2 (15%): Thursday November 14 (8am) until Tuesday November 19 (11:59pm). Submit to Brightspace by Tuesday November 19, 11:59pm. This Test covers Chapters 5 β to 10 β .**

Week 11
(Tues. Nov. 19 & Thurs. Nov. 21)

Read and Study: *Athenaze* Book I, Chapter 11 α - β (pp.203-24)

Unit 25: *Athenaze* Chapter 11 α (aorist aspect: meaning and forms; aspect forms; aorist participles)

Unit 26: *Athenaze* Chapter 11 β (verbs: more aorist forms; aorist augment)

Assignments: due Sunday Nov. 24, 11:59pm on Brightspace

1. *Weekly Exercises:* Chapter 11 α –Exercise 11 ϵ (p.211); Chapter 11 β –Exercises 11 λ , 11 μ and 11 ν (p.222)
2. *Audio Recordings:* Comprehension passage on pp.223. Answer the questions as usual.

Week 12
(Tues. Nov. 26 & Thurs. Nov. 28)

Read and Study: *Athenaze* Book I, Chapter 12 α - β (pp.225-44)

Unit 27: *Athenaze* Chapter 12 α (verbs: more aorist forms; more aorist participles)

Unit 28: *Athenaze* Chapter 12 β (verbs: more aorist forms; augment in compound verbs)

Assignments: due Sunday Dec. 1, 11:59pm on Brightspace

1. *Weekly Exercises:* Chapter 12 α –Exercise 12 γ (p.230); 12 η (p.231); Chapter 12 β –Exercise 12 μ (pp.241-42)
2. *Audio Recordings:* Comprehension passage on pp.242-43. Answer the questions as usual.
3. *Workbooks:* submit Chapters 8 α -12 β . **The Workbooks are due on Brightspace by Tuesday December 3 by 11:59pm.**

Week 13
(Tues. Dec. 3)

Units 29-30: Revision. This unit makes up for missing the first Tuesday of term (September 3). All revision material will be posted on Brightspace, and you will be able to work on the material in your own time. "Office hours" time will be made available during the week as required.

Final Online Exam = Online Test 3: in examinations period. Details to be provided.

Standard Course Regulations

Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Artificial Intelligence

Submitting or presenting course work created by or modified by Artificial Intelligence as your own is a form of plagiarism and constitutes academic misconduct.

University Regulations for All College of the Humanities Courses (Updated August 19, 2024)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Online Learning Resources

On this page, you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems

and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

More information on the process [here](#).

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own

educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In

specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

Department Contact Information

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Digital Humanities (Undergraduate Minor) 300 Paterson Hall
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MEMS (Undergraduate Minor) 300 Paterson Hall
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