1. **Title of the module**

CLAS3560 (CL356) – Beginners' Greek for MA Students

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Ancient History; BA Ancient, Medieval and Modern History, BA Classical Studies; BA Classical & Archaeological Studies

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Show an elementary command of Ancient Greek accidence and syntax;

8.2 Have an elementary knowledge of grammatical terms and underlying principles of Ancient Greek;

8.3 Demonstrate reading skills and strategies

8.4 Demonstrate an elementary ability to translate Greek-to-English and English-to-Greek sentences;

8. 5 Show elementary abilities to identify and solve some problems with the appropriate tools in short translation passages in prose and verse from Ancient Greek authors.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate an ability to identify and solve problems;

9.2 Demonstrate an ability to assess the meaning and significance of information;

9.3 Demonstrate an ability to present written material clearly and effectively, including sensitivity to the reader’s perspective;

9.4 Demonstrate a good attention to detail;

9.5 Demonstrate an ability to write and think under pressure and to manage time and meet deadlines;

1. **A synopsis of the curriculum**

This course is designed for students who have had some exposure to a highly inflected language. It aims at teaching students to read and understand ancient Greek, by providing them with knowledge of ancient Greek grammar and syntax. Grammatical theory is taught as a tool for dealing with the texts, understanding and gradually translating them. Students will gain sufficient understanding of Greek grammar and syntax to enable them to translate Greek prose and verse. In addition, the study of ancient Greek will enrich the students’ vocabulary.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Joint Association of Classical Teachers. (2007) *Reading Greek: Text and Vocabulary*. 2nd edition. Cambridge: Cambridge University Press.

Joint Association of Classical Teachers. (2007) *Reading Greek: Grammar and Exercises*. 2nd edition. Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

Total Contact Hours: 80

Private Study Hours: 220

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Four In-Course Tests (45 minutes each); – 10% each (Total 40%)
* Exercises, Translations & Quizzes – 60%
	1. Reassessment methods
* Reassessment Instrument: 100% Examination
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| In-Course Tests | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Exercises, Translations & Quizzes | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The study of highly-inflected languages such as Greek puts students in a better position to learn other inflected languages. The grammatical study of Greek also help students solidify such knowledge, making it easier to learn another foreign language. In addition, the study of a foreign language gives students a broader sense of how language and expression can influence thought and category distinctions. Since all the texts are from Greek culture, the entire module engages with this society and its culture, and provides the tools to examine them. Thus, the content of this particular module encourages students to think beyond the boundaries of their UK experience and invites further reflection in this regard.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |