

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AYE-45	SEMESTER	8
COURSE TITLE	TEACHING CLASSICAL PHILOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://dms.aegean.gr and https://eclass.aegean.gr/courses/TMS182		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The module aims at acquainting students with the content, principles, scientific methods and problematic of Classical Philology. At the end of the course, students should:</p> <p>A) be aware of the main literary genres, the context of their production and the way they</p>
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developed through different historical periods

B) be aware of the historical context within which dramatic poetry was created and flourished

C) be aware of the effect of intellectuals on the work of the three main exponents of classical historiography and be able to interpret their thought

D) be able to compare different translation samples based on the philological interpretation of a passage and state their opinion deliberately. They should also be aware of the main interpretation issues of a piece of work and be able to apply critical thinking when comparing parallel passages

E) be familiar with the main philosophical views of platonic and aristotelic thought and be able to connect the passages to the contemporary historical events.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Working independently

Team work

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS

The Syllabus consists of four parts, each one of which is related to main research fields of classical Philology.

In summary, it includes:

1. Introduction to the object, the methodology and history of Classical Philology.

The following units are covered:

- Ancient literature-Periods, genres, exponents, survival and influence
- History of the tradition and critics of antiquity to modernity
- Research tools: dictionaries, grammar books, syntax books, bibliographical references, electronic tools e.g.

2. Reading of specific passages from the works of exponents of attic prose. Reading, philological analysis and interpretation of philological passages from the classical era, namely Plato' s work and subsidiarily Aristotle's. The main aim will be for the students to

familiarize with the writer's language and style.

3. Overview of classical historiography with emphasis on the work of the 3 main exponents. Other issues are also going to be addressed regarding the birth of Greek historic thought, the origins of historiography, the first exponents and their work's special features. Selected samples from the works of Herodotus, Thucydides and Xenophon are going to be analyzed (linguistic analysis, philological and historical punditry, narrative techniques, historic thought) and the relations among the three writers is going to be studied.

4) Issues on the study of Ancient Greek drama.

More specifically:

-The birth of Ancient Greek drama according to literary, historic and chronological references

- The dramatic genres and their evolution

-Significant exponents and their work

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face																	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Databases Presentations- software based lectures (ppt e.g.) Teaching material, announcements and communication via email The electronic platform of Moodle</p>																	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="683 1218 1015 1249">Activity</th> <th data-bbox="1015 1218 1347 1249">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="683 1249 1015 1285">Lectures</td> <td data-bbox="1015 1249 1347 1285">39 hrs (1.56 ECTS)</td> </tr> <tr> <td data-bbox="683 1285 1015 1321">Personal study</td> <td data-bbox="1015 1285 1347 1321">33 hrs (3.32 ECTS)</td> </tr> <tr> <td data-bbox="683 1321 1015 1357">Term paper</td> <td data-bbox="1015 1321 1347 1357">50 hrs (2 ECTS)</td> </tr> <tr> <td data-bbox="683 1357 1015 1393">End of semester exam</td> <td data-bbox="1015 1357 1347 1393">3 hrs (0.12 ECTS)</td> </tr> <tr> <td data-bbox="683 1393 1015 1429"></td> <td data-bbox="1015 1393 1347 1429"></td> </tr> <tr> <td data-bbox="683 1429 1015 1464">Course total</td> <td data-bbox="1015 1429 1347 1464">125 hrs (5 ECTS)</td> </tr> <tr> <td data-bbox="683 1464 1015 1500"></td> <td data-bbox="1015 1464 1347 1500"></td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	39 hrs (1.56 ECTS)	Personal study	33 hrs (3.32 ECTS)	Term paper	50 hrs (2 ECTS)	End of semester exam	3 hrs (0.12 ECTS)			Course total	125 hrs (5 ECTS)		
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<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or</i></p>	<p>Methods of evaluation: Oral presentation and written essay. The following criteria add up to the final mark: Student participation in in-class discussions, oral examination and optional term paper.</p> <p>Note: In case a student chooses not to write a</p>																	

<p><i>conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>paper, the final mark comprises the sum of the two other criteria.</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>Greek language</p> <p>Jager, G. (ελληνική μετάφραση Δ. Ιακώβ – Μ. Πεχλιβάνος) Εισαγωγή στην Κλασική Φιλολογία, Αθήνα (εκδόσεις Παπαδήμα) 2010</p> <p>Gregory J., Οψεις και θέματα της αρχαίας ελληνικής τραγωδίας, Αθήνα 2010.</p> <p>Bury, J.B., Οί Άρχαῖοι Έλληνες ιστορικοί (μτφρ. Κ. Φανούριος), Άθήνα 1986.</p> <p>Nesslerlath, Heinz-Günther Εισαγωγή στην Αρχαιογνωσία τόμ. Α΄, Αρχαία Ελλάδα (εκδόσεις Παπαδήμα, Αθήνα 2001).</p> <p>Annas, J., Εισαγωγή στην Πολιτεία του Πλάτωνα, Καλέντης, 2006.</p> <p>Foreign language</p> <p>Pfeiffer, R. History of classical scholarship from the beginnings to the end of the Hellenistic age, Oxford (Clarendon Press) 1968</p>
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