

# COLONNADE PROGRAM COURSE PROPOSAL

## World Language Proficiency

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### WORLD LANGUAGE PROFICIENCY

Admitted students are expected to demonstrate language proficiency at the “Novice high” level before completing 60 hours of coursework. Additional courses may be taken to meet this proficiency.

**Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).**

1. What course does the department plan to offer in **World Languages**?

RELS 155: Intermediate Greek

2. How will this course demonstrate “Novice High” proficiency in the language?  
Please address **all** appropriate proficiency.

PRESENTATIONAL WRITING: Students will be able to write short messages and notes on familiar topics related to everyday life.

They will demonstrate this proficiency through written work on the final examination.

INTERPRETIVE READING: Students will be able to understand familiar words, phrases, and sentences within short and simple texts related to everyday life. They will sometimes understand the main idea of what they have read.

They will demonstrate this proficiency by translating passages on the final examination.

3. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.

By the end of this course, students will achieve a “Novice High” proficiency in Presentational Writing and Interpretive Reading. They will be able to:

- write short messages and notes on familiar topics related to everyday life.
  - understand words, phrases, and simple sentences related to everyday life.
  - understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
  - sometimes understand the main idea of what they have read.
4. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

At the end of the semester, students will take a final examination that will require (among other items) them to write short sentences or passages in Greek and to translate passages from Greek to English. These items will be pulled from the examination so that the instructor can assess whether or not the students are able to accomplish the following "can do" tasks (these are drawn from the "Colonnade Program World Language Requirement" document on the Department of Modern Languages website, and are "Novice High" proficiencies):

- I can understand some ideas from simple texts that contain familiar vocabulary.
- I can write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

After reviewing the pertinent items from the examinations, the instructor will write a report to the Department Head of Philosophy and Religion. The report will provide data on the percentage of students who achieved each of the proficiencies. The goal is to achieve 80 percent for both proficiencies. Any deficiencies will be identified and explained, and the instructor will propose strategies for increasing student learning in the event of any deficiencies.

5. How many sections of this course will your department offer each semester?

Generally, this course only will be offered during the spring semester.

6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

## **RELS 385/ BLNG 385: Biblical Greek 2**

**RELS 385/BLNG 385, Western Kentucky University  
SPRING 2014  
Cherry Hall 304  
MWF @ 10:20-11:15 am**

**Instructor:** Dr. Stephen M. Kershner  
**Office:** Cherry Hall 212  
**Office Phone:** 745-5738  
**Email:** stephen.kershner@wku.edu  
**Office Hours:** M: 8:00-9:00am; W: 12:30-1:45pm; F: 11:30am-12:30pm  
**Office Associate for Philosophy and Religion:** Paula Williams, Cherry Hall 300A, 745-3137

**Required Texts: (Available in *The WKU Store* under RELS 384/BLNG 384)**

♦ Mounce, W.D. 2009. *Basics of Biblical Greek: Grammar*. 3<sup>rd</sup> Edition. Zondervan: Grand Rapids. ISBN: 9780310287681

♦ Mounce, W.D. 2009. *Basics of Biblical Greek: Workbook*. 3<sup>rd</sup> Edition. Zondervan: Grand Rapids. ISBN: 9780310287674

**\*\*YOU MUST HAVE A GREEK NEW TESTAMENT THIS SEMESTER!**

**A couple of possibilities:**

- Goodrich, Richard J. & Albert L. Lukaszewski. 2007. *A Reader's Greek New Testament*. 2nd Edition. Zondervan: Grand Rapids. ISBN: 0310273781. Usually around \$25 on Amazon

- Free Greek New Testament for Kindle

[http://store.osnova.com/The-SBL-Greek-New-TestamentOSNOVA-edition-with-DVJ\\_p\\_48.htm](http://store.osnova.com/The-SBL-Greek-New-TestamentOSNOVA-edition-with-DVJ_p_48.htm)

- Aland et al. 2007. *The Greek New Testament (with Dictionary)*. 4<sup>th</sup> Revised Edition. Deutsche Bibelgesellschaft: Stuttgart. ISBN: 9783438051134

**OPTIONAL, BUT HELPFUL:**

**1) Lamerson, S. 2004. *English Grammar to Ace New Testament Greek*. Zondervan: Grand Rapids. ISBN: 9780310255345.**

### ***§1: Course Description and Learning Goals***

This course continues the introduction to the language of the Greek New Testament, begun this past fall. Students participating will acquire knowledge of Biblical Greek morphology (how words change to mean something) and syntax (how we string words together to mean something) and will begin to develop an ability to read simple Greek sentences. As students in this class, you will also gain:

- An understanding of how these fundamentals differ from the forms, grammar, and syntax of English, leading to an increased understanding of how both languages function. .
- A recognition and understanding of the values, social attitudes, and religious concepts of the people of the Christian New Testament, particularly as these are embedded in their language.
- There are no prerequisites for this class, though a passing grade in RELS 384/BLNG 384 will help. **A passing grade in this course will earn your Foreign Language General Education Requirement.**

### ***§2: Notes on the Pace and Course Requirements***

⇒ The ability and conceptual understanding of the students will help me determine the pace of the workload. Our job is to finish the Mounce text as well as begin to develop translation competencies through reading selections from the *New Testament*.

⇒ Since everyone learns in differently, we will be sensitive of this fact so that we don't abandon anyone.

⇒ It is expected that you will read the material and completed the assigned work **before** the day for which it is assigned.

⇒ Each Wednesday, there will be a short vocabulary quiz based on the pages discussed that week. Expectations for performance on the vocabulary quizzes will be explained the class period before the first quiz. Make-ups will not be given for vocabulary quizzes, for any reason.

⇒ A Midterm Examination will occur at the Chapter 10 and Chapter 15 points. These tests will emphasize your understanding of the forms and concepts learned in those chapters and the basic translation of simple Greek sentences. However, be aware that language learning is necessarily cumulative in nature. Therefore, the tests will contain material learned in earlier weeks.

⇒ During the taking of an exam, all bookbags, purses, etc. must be placed at the front of the classroom.

⇒ The offering of make-up exams is NOT automatic. They will be offered in certain documented special circumstances. A request for a make-up exam must also satisfy the following requirements: 1) the request must be made before the scheduled exam date (i.e., class time on the due date), (2) the request must be made via email (so that there is a dated record of the request and, if granted, the approval), (3) you've met deadline extensions given to you for previous exams. If you did not meet a previous, approved deadline extension, your request (which implies a promise to fulfill) will be deemed unreliable and rejected. Make-up exam times will be scheduled at the convenience of the professor and within one week of original due date.

### ***§3: The Grading Distribution and How I Calculate***

10% --Attendance/ Participation  
20% --Vocabulary Quizzes  
40% --Midterm Examinations (2 x 20% each)  
30% --Cumulative Final Examination

⇒ When calculating grades (both raw and weighted scores), I will *never* use remaindered numbers. (i.e., 93.7% & 93.2% will both be calculated as 93%)

⇒ When calculating grades (both raw and weighted scores), I will *never* round up to the nearest whole number. (i.e., 93.0 → 93.9 will be calculated as 93%)

⇒ Grade Appeals: any appeal of a given grade must be done in writing (although, email will suffice) and evidence for a different grade must be shown. The burden of proof belongs to the appellant (that's the student). If evidence warrants it, a new grade will be given. A student's original effort in completing the assignment will NOT be

considered when judging the validity of a grade appeal. You should NOT appeal a grade unless you actually have proof that the grade for your work is in error. In this instance, it DOES hurt to ask!

⇒ The Grade Center on this course's Blackboard site is set up. Please check it often. If there is an error in the recording of your grades, please bring the error to my attention (with proof, of course). Since there is a Grade Center set up for this course, I will not answer "what's my grade" queries, in class or by email.

#### **§4: Attendance**

⇒ Attendance is **mandatory**. Please sign the attendance sheet at the beginning of every class. It is YOUR responsibility to make sure your name is on the attendance sheet; I will not chase after you to do so. If I discover that one student puts another student's name on the attendance sheet when the second student is not in attendance, both students will receive 0 attendance points for the semester.

⇒ You will be permitted **FOUR** free absences. Use them wisely. Note well that each absence counts the same, whether you tell me beforehand or not. Telling me about a future absence is merely a courtesy and my notation of that future absence does not constitute an "excusal" of that absence.

⇒ For every absence after the first four, you will lose one point from the "attendance" portion of your grade. This penalty will only be waived in the most emergent, direst circumstances! Excuses like "my mom scheduled a dentist appointment for me," "I have to work," or "I'm not feeling well" do not cut it. Please don't expect leeway here! You won't get it. Please note, you do not even have to offer an excuse and the offer of an excuse does not sway me in the adherence of this policy.

#### **§5: Academic Integrity**

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructor for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. Academic dishonesty, in any form, will not be tolerated. **Any** (and I MEAN any) occurrence will result in an immediate **F** for the course, regardless of the quality of a student's previous work.

#### **§6: Miscellaneous Notes**

⇒ Proper comportment: as a student in this class, you are expected to comport yourselves with seriousness and respect. NO disrespect, directed at me or another student will be tolerated. This includes studying for another class during class, texting, talking over the lecture, and of course racism, sexism, homophobia, or religious intolerance. At the first instance, you will be asked to leave the classroom. On the second instance, you will be asked to withdraw from the course.

⇒ Appointments: I am happy to meet with you to discuss the course or other matters by making appointments at my convenience. But, I caution you: it is disrespectful to miss an appointment with me without contacting me beforehand. Of course, you are always welcome to attend my office hours, without notice that you are coming.

⇒ Please put your phones or other devices in your book bag or other place at the beginning of class. You may use tablets or laptops in class, as long as you are using them for the class at hand.

⇒ You should make a habit of checking this course's Blackboard webpage frequently. Not only will the webpage contain the grade center and the discussion board, but it will also house all readings (outside of the textbook), video clips, schedules, the syllabus, study guides, and essay topic sheets. Please note well that I can see how often, how long, and when you access the course's Webpage. Thus, telling me false stories about how much you use it will be discovered.

⇒ There is a Blackboard access app for smartphones. Be aware that this app is still in its earliest stages and is usable only for announcements and such functions. As of now, it is NOT able to open attachments and other such more involved functions. Plan accordingly when viewing the syllabus, schedule of assignments, etc.

### **§7: Academic Support**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### **§8: General remarks about learning an ancient language**

⇒ Language acquisition requires constant practice and a great deal of rote memorization. Homework and study outside of class, therefore, will play a crucial role in your progress. Please expect to devote several hours per week outside of class to your Greek assignments.

⇒ Memorization will be key. Try to determine early in the course what memorization strategies work best for you. You might try flashcards, writing out exercises, reciting, testing each other in small groups, and so on. If you are struggling with the memorization, please make an appointment with me to discuss learning strategies. I have been studying and teaching Latin for a long time and can offer lots of different ideas learned from harsh experience.

⇒ Our course will be primarily grammar-based. If you are not comfortable with your command of English grammar and/or general grammatical concepts, please come see me in my office hours as soon as possible and invest in one of the grammar aid books listed above. Familiarity with grammar will make your progress in Greek easier, faster, and more fun.

⇒ Greek can be intimidating, and is definitely a complicated language. Please remember that I am here to make it accessible, clear, and enjoyable. Come see me in my office hours as often as you like, ask questions in class. And, use your classmates as a resource—some of the best strategies for learning a new language work best in study groups. Don't be afraid to start a study group with some of your classmates. The time to address difficulties with the material is as soon as those difficulties arise. Do not wait until the last minute – it will only hurt you!

⇒ There are many resources for Greek language acquisition on the Internet. Many are extremely helpful (such as the free vocabulary podcast on iTunes or "Perseus" run by Tufts University), however be aware that anyone can post anything on the Internet and it may not be as useful or as beneficial or as valid as you might wish it to be. Also be aware that some resources have been developed for Classical Attic Greek, which is the Greek language used by Greeks like Plato and Aristotle, not Biblical Greek! There are important differences between these two ancient Greek dialects, using a resource meant for the other dialect will often only confuse you.

⇒ I will be enabling a Blackboard discussion forum for your benefit. Use it to talk to each other about the material but do not assume that I will get your post if you write something on the discussion board! If you want to make sure that I know what's on your mind, email me directly.