

**MODULE SYLLABUS**

**ADVANCED GREEK PROSE**

**CLGK4006, CLGK5006, CLGK6006, CLGK7006**

**FURTHER ADVANCED GREEK PROSE**

**CLGK5008, CLGK6008, CLGK7008**

**HIGHER ADVANCED GREEK PROSE**

**CLGK6010, CLGK7010**

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|-------------------------------------|--------------------------------------------------------------------------------|
| <b>Module Title:</b>                | Advanced Greek Prose                                                           |
| <b>Module Code:</b>                 | CLGK4006, CLGK5006, CLGK6006, CLGK7006                                         |
| <b>Credit points:</b>               | 20                                                                             |
| <b>Pre-requisites/restrictions:</b> | Standard of Greek/Latin Intermediate II, or Greek/Latin A Level or equivalent. |
| <b>Taught:</b>                      | Semester 2                                                                     |
| <b>Lecturer:</b>                    | Dr Errietta Bissa                                                              |
| <b>Distance tutor:</b>              | Dr Janet Watson                                                                |

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***This module booklet offers information for students on campus and for distance students. Please note that not all information may be applicable to both groups.***

## **AIM(S)**

To enable students:

- to translate accurately the Greek language of a prose text at an advanced level;
- to develop further knowledge of Greek grammar and syntax through translation of the prose text studied and unseen translation work;
- to further develop skills of literary analysis and interpretation, and gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

## **LEARNING OUTCOMES**

By the end of this module all students should be able to:

- demonstrate advanced knowledge of Greek grammar and syntax through translations of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

## **CONTENT**

Students will study a work of Greek literature in the original language. The module will focus on prose (e.g. a book by Thucydides, a Platonic dialogue, a selection of Demosthenes' speeches). A different text is chosen each year. All set text prescription will normally be translated in class; distance learners will submit set sections of translation and commentary for distance tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same

group as students in Further Advanced Greek: Prose and Higher Advanced Greek: Prose.

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|-------------------------------------|--------------------------------------------------------------------------|
| <b>Module Title:</b>                | Further Advanced Greek Prose                                             |
| <b>Module Code:</b>                 | CLGK5008, CLGK6008, CLGK7008                                             |
| <b>Credit points:</b>               | 20                                                                       |
| <b>Pre-requisites/restrictions:</b> | Standard of Advanced Greek: Verse; Advanced Greek: Prose, or equivalent. |
| <b>Taught:</b>                      | Semester 2                                                               |
| <b>Lecturer:</b>                    | Dr Errietta Bissa                                                        |
| <b>Distance tutor:</b>              | Dr Janet Watson                                                          |

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***This module booklet offers information for students on campus and for distance students. Please note that not all information may be applicable to both groups.***

### **AIM(S)**

To enable students:

- to translate the Greek language accurately and independently at an advanced level;
- to develop and deepen the knowledge of Greek grammar and syntax through independent translation of the prose text studied and unseen translation work;
- to further develop skills of literary analysis and interpretation, and gain an independent understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

### **LEARNING OUTCOMES**

By the end of this module all students should be able to:

- demonstrate sound knowledge of Greek grammar and syntax through accurate and independent translations of the text studied and unseen translation work;
- demonstrate the ability to analyse and employ modern scholarship on the studied text;
- demonstrate sound and critically informed knowledge of the text studied in literary and linguistic analysis.

### **CONTENT**

Students will study a work of Greek literature in the original language. The module will focus on prose (e.g. a book by Thucydides, a Platonic dialogue, a selection of Demosthenes' speeches). A different text is chosen each year. Students will be expected to translate a certain amount of text, over and above that translated in class, independently; the inclusion of a self-study element builds on the linguistic and critical skills developed in Advanced Greek: Verse and Prose, and allows students to develop the ability to work independently with advanced Greek text. Distance learners will submit set sections of translation and commentary for distance tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains

an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Advanced Greek: Prose and Higher Advanced Greek: Prose.

|                                     |                                                                          |
|-------------------------------------|--------------------------------------------------------------------------|
| <b>Module Title:</b>                | Higher Advanced Greek Prose                                              |
| <b>Module Code:</b>                 | CLGK6010, CLGK7010                                                       |
| <b>Credit points:</b>               | 20                                                                       |
| <b>Pre-requisites/restrictions:</b> | Standard of Advanced Greek: Verse; Advanced Greek: Prose, or equivalent. |
| <b>Taught:</b>                      | Semester 2                                                               |
| <b>Lecturer:</b>                    | Dr Errietta Bissa                                                        |
| <b>Distance tutor:</b>              | Dr Janet Watson                                                          |

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***This module booklet offers information for students on campus and for distance students. Please note that not all information may be applicable to both groups.***

### **AIM(S)**

To enable students:

- to translate the Greek language at an advanced level accurately and independently while demonstrating stylistic sensitivity;
- to deepen their knowledge of Greek grammar through translation of the prose text studied and unseen translation work;
- to further develop skills of literary analysis and interpretation, and gain an in-depth independent understanding of the text's historical, cultural and literary context as reflected both in the text studied and modern scholarship.

### **LEARNING OUTCOMES**

By the end of this module all students should be able to:

- demonstrate detailed and advanced knowledge of Greek language and style through stylistically sensitive translations of the text studied and unseen translation work;
- demonstrate the ability to evaluate critically and employ independently methods and results of modern scholarship relating to the studied text;
- demonstrate and apply critically detailed knowledge of the text studied in independent literary and linguistic analysis.

### **CONTENT**

Students will study a work of Greek literature in the original language. The module will focus on prose (e.g. a book by Thucydides, a Platonic dialogue, a selection of Demosthenes' speeches). A different text is chosen each year. Students will be expected to translate a significant amount of text, over and above that translated in class, independently. Distance learners will submit set sections of translation and commentary for distance tutor comments. This module emphasises independent translation work, building on the advanced linguistic and critical skills reached in Further Advanced Greek: Verse and Prose. Detailed language work will be combined with the further development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue

linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Advanced Greek: Prose and Further Advanced Greek: Prose.

**OFFICE HOURS / HOW TO CONTACT ME:**

Please feel free to come and see me if you would like to discuss any problems you may have concerning this module. Try, if at all possible, to come during my office hours. My office hours are Mondays 12.15-13.00, Tuesdays 11.15-12.00, Thursdays 11.15-12.00. If you come to see me at another time and I am not in because of teaching or other commitments, please email (e.bissa@tsd.ac.uk). You can also ask questions (not confidential) on the discussion board available in the Moodle space for this course.

If you are taking this module as a distance student, Dr Janet Watson will be your tutor. Janet can be contacted at j.watson@tsd.ac.uk.

In addition, all students are invited to make use of the chat room on the moodle space for this module, which will be open every week on Tuesdays at 3.15pm for any questions you might have.

**COURSE MATERIALS AND MOODLE**

All information regarding this course, including class handouts, this module syllabus, assessment details and grammar podcasts will be available in the Moodle space for this course. Further, the Moodle space for this course will offer you a discussion board, where you can ask questions and discuss aspects of the course with your fellow students and me.

This 20 credit module meets three times a week. Arrangements for distance learners are set out below. For residential students, classes are held on:

- Tuesday, 10.15-11.05am in room LR09
- Wednesday, 10.15-11.05am in room LR03
- Thursday, 09.15-10.05am in room LR03

Because of the intensive nature of this module, attendance at all classes is compulsory. A register will be taken. If you cannot make a class because of illness or other good reason, you need to inform me in advance about this. It is your responsibility to ensure that you familiarise yourself with the work covered during any class missed.

**Arrangements for distance students:**

In order to ensure that you maintain the same pace as on-campus students as far as possible, you are required, supplementary to independent learning, to submit the following non-assessed assignments to your distance tutor:

In addition, please feel free to ask the distance tutor's advice if you are stuck on, or have a question about, a passage not listed here. Even though only some of the translation is covered by the non-assessed assignments, you should aim to complete the required amount of

text: this will prepare you for the exam which could contain any passage from this selection from the set text. Non-assessed work will usually be returned within one week.

Non-assessed assignments for distance learners (**Advanced students**):

| Assignment No. | Translation | Comment  | Submission Date |
|----------------|-------------|----------|-----------------|
| 1              | 1.1.3       | 1.1.3    | 14/02/13        |
| 2              | 1.3.1-2     | 1.3.1-2  | 28/02/13        |
| 3              | 1.8.1-3     | 1.8.1-3  | 13/03/13        |
| 4              | 1.18.1-3    | 1.18.1-3 | 27/03/13        |
| 5              | 1.29.1-4    | 1.29.1-4 | 24/04/13        |

Non-assessed assignments for distance learners (**Higher Advanced students**):

| Assignment No. | Translation | Comment  | Submission Date |
|----------------|-------------|----------|-----------------|
| 1              | 1.1.3-5     | 1.1.3    | 14/02/13        |
| 2              | 1.8         | 1.8.1-3  | 28/02/13        |
| 3              | 1.18        | 1.18.1-3 | 13/03/13        |
| 4              | 4.2         | 4.2      | 27/03/13        |
| 5              | 4.14        | 4.14     | 24/04/13        |

You may submit non-assessed work via Moodle.

Questions about the translation and non-assessed commentaries should be addressed to Dr Janet Watson; questions concerning the module as a whole should be addressed to Errietta Bissa.

If you are not taking the exam on campus, you will be expected to make arrangements for your own invigilation and appropriate location as set out in the Academic Quality Handbook 13.9. (Available in full from: <http://www.trinitysaintdavid.ac.uk/en/qualityassuranceunit/>). You will also be required to take any examination at the same time and date as on-campus students. You shall receive information regarding such arrangements through Registry. If you have any queries or problems concerning venue and time for your exam, please contact Ms Caron McKee-Hands in the Registry: [c.mckee-hands@tsd.ac.uk](mailto:c.mckee-hands@tsd.ac.uk) and the Registry team will be able to help.

### **Texts that we will be covering in this module:**

Everyone:

Book 1: Chapters 1-41.

Further Advanced Students:

Book 1: Chapters 1-41.

Book 4: Chapters 1-15

Higher Advanced Students only:

Book 1: Chapters 1-41.

Book 4: Chapters 1-25

The text we will be using for Diodoros is: Vogel, F. *Diodori bibliotheca historica*, 3<sup>rd</sup> edn. Leipzig:Teubner. Residential students will be able to access this on campus from the TLG. Distance students will be provided with the relevant texts.

**Working with unseen passages**

In addition to Diodoros we will also be working with unseen passages during the module. We will be concentrating on the works of the following authors in order to further explore the historical and peri-historical literature of the 1<sup>st</sup> century BCE and enhance your unseen translation skills:

- Strabo
- Dionysius of Halicarnassus
- Theophanes
- Lucius Licinius
- Aristodemus

All unseen texts that we work on in class will be made available to distance learners via Moodle.

# ASSESSMENT

## ADVANCED ONLY (CLGK4006, CLGK5006, CLGK6006, CLGK7006)

### ASSESSMENT

#### Course work (50%)

1. One 1,500 word critical analysis (25%)
2. One 1,500 word critical analysis (25%)

#### Course work

Coursework 1: 1,500 word critical analysis (25%)

To be submitted by 12/02/13 3PM; returned by 12/03/13.

Coursework 2: 1,500 word critical analysis (25%)

To be submitted by 19/03/13 3PM; returned by 30/04/13.

For your critical analysis exercises, you should choose TWO of the following passages to discuss in essays of 1,500 words each (the two exercises are worth 25% each, totalling 50% of your final mark).

A] Τοῖς τὰς κοινὰς ἱστορίας πραγματευσαμένοις μεγάλας χάριτας ἀπονέμειν δίκαιον πάντας ἀνθρώπους, ὅτι τοῖς ἰδίους πόνοις ὠφελῆσαι τὸν κοινὸν βίον ἐφιλοτιμήθησαν· ἀκίνδυνον γὰρ διδασκαλίαν τοῦ συμφέροντος εἰσηγησάμενοι καλλίστην ἐμπειρίαν διὰ τῆς πραγματείας ταύτης περιποιοῦσι τοῖς (2.) ἀναγινώσκουσιν. ἡ μὲν γὰρ ἐκ τῆς πείρας ἑκάστου μάθησις μετὰ πολλῶν πόνων καὶ κινδύνων ποιεῖ τῶν χρησίμων ἕκαστα διαγινώσκειν, καὶ διὰ τοῦτο τῶν ἡρώων ὁ πολυπειρότατος μετὰ μεγάλων ἀτυχημάτων πολλῶν ἀνθρώπων ἴδεν ἄστεα καὶ νόον ἔγνω· 1.1.1-2

B] ἡ γὰρ ταύτης τῆς πόλεως @1 ὑπεροχή, διατείνουσα τῇ δυνάμει πρὸς τὰ πέρατα τῆς οἰκουμένης, ἐτοιμοτάτας καὶ πλείστας ἡμῖν ἀφορμὰς παρέσχετο παρεπιδημήσασιν ἐν αὐτῇ πλείω χρόνον. (4.) ἡμεῖς γὰρ ἐξ Ἀγυρίου τῆς Σικελίας ὄντες, καὶ διὰ τὴν ἐπιμιξίαν τοῖς ἐν τῇ νήσῳ πολλὴν ἐμπειρίαν τῆς Ῥωμαίων διαλέκτου περιπεποιημένοι, πάσας τὰς τῆς ἡγεμονίας ταύτης πράξεις ἀκριβῶς ἀνελάβομεν ἐκ τῶν παρ' ἐκείνοις ὑπομνημάτων ἐκ πολλῶν χρόνων (5) (5.) τετηρημένων. 1.4.3-5

C] τὸν δ' οὖν Ὅσιριν παραγενό-

μενον ἐπὶ τοῦς τῆς Αἰθιοπίας ὄρους τὸν ποταμὸν ἐξ @1  
 ἀμφοτέρων τῶν μερῶν χώμασιν ἀναλαβεῖν, ὥστε  
 κατὰ τὴν πλήρωσιν αὐτοῦ τὴν χώραν μὴ λιμνάζειν  
 παρὰ τὸ συμφέρον, ἀλλὰ διὰ τινων κατεσκευασμέ- (5)  
 νων θυρῶν εἰσαφίεσθαι τὸ ῥεῦμα πρῶτος καθ' ὅσον  
 (6.) ἂν ᾗ χρεῖα. ἔπειτα ποιήσασθαι τὴν πορείαν δι' Ἀρα-  
 βίας παρὰ τὴν Ἐρυθρὰν θάλατταν ἕως Ἰνδῶν καὶ  
 (7.) τοῦ πέρατος τῆς οἰκουμένης. κτίσαι δὲ καὶ πόλεις  
 οὐκ ὀλίγας ἐν Ἰνδοῖς, ἐν αἷς καὶ Νῦσαν ὀνομάσαι,  
 βουλόμενον μνημεῖον ἀπολιπεῖν ἐκείνης καθ' ἣν  
 ἐτράφη κατ' Αἴγυπτον. 1.19.5-7

D] Καθόλου δὲ πολλή τις ἐστὶ διαφωνία περὶ τού-  
 των τῶν θεῶν. τὴν αὐτὴν γὰρ οἱ μὲν Ἴσιν, οἱ δὲ  
 Δήμητραν, οἱ δὲ Θεσμοφόρον, οἱ δὲ Σελήνην, οἱ  
 δὲ Ἥραν, οἱ δὲ πάσαις ταῖς προσηγορίαις ὀνομά-  
 (2.) ζουσι. τὸν δὲ Ὅσιριν οἱ μὲν Σάραπιν, οἱ δὲ Διό-  
 νυσον, οἱ δὲ Πλούτωνα, οἱ δὲ Ἄμμωνα, τινὲς δὲ  
 Δία, πολλοὶ δὲ Πᾶνα τὸν αὐτὸν νενομίκασι· λέ- @1  
 γουσι δὲ τινες Σάραπιν εἶναι τὸν παρὰ τοῖς Ἑλλήσι  
 Πλούτωνα ὀνομαζόμενον. φασὶ δ' Αἰγύπτιοι τὴν (5)  
 Ἴσιν φαρμάκων τε πολλῶν πρὸς ὑγίειαν εὐρέτιν γε-  
 γονέναι καὶ τῆς ἱατρικῆς ἐπιστήμης μεγάλην ἔχειν  
 (3.) ἐμπειρίαν· 1.25.1-3

### **Examination(50%)**

One examination (2 hours)

The exam, which constitutes 50% of your final mark, will last 2 hours and will occur during the final weeks of Semester 2.

*The purpose of the examination is for you to demonstrate detailed and advanced knowledge of Greek language and style through stylistically sensitive translations of the text studied and unseen translation work.*

In the Examination you will be asked for all of the following:

1. Translate 1 passage. The passage will be about 25 lines long. This exercise (i.e. all three translations) is worth 60% of the examination mark.
2. Translate one UNSEEN passage. This exercise is worth 40% of the examination mark. The passage will be about 25 lines long.

Note: The unseen passage will not be from Diodorus. The purpose of having an unseen from a different author is to familiarize yourselves with the work of other 1<sup>st</sup> century authors.

## **FURTHER ADVANCED ONLY (CLGK5008, CLGK6008, CLGK7008)**

### **ASSESSMENT**

#### **Course work (50%)**

1. One 1,000 word critical analysis (20%)
2. One 2,000 word essay (30%)

*The purpose of these assessments is for you to demonstrate the ability to analyse and employ modern scholarship on the studied text and demonstrate sound and critically informed knowledge of the text studied in literary and linguistic analysis.*

Coursework 1: One 1,000 word critical analysis (20%)  
To be submitted by 12/02/13 3PM; returned by 12/03/13.

For your critical analysis exercise, you should choose ONE of the following passages to discuss in an essay of 1,000 words (the exercise is worth 20%).

A] Διὸ καὶ θεωροῦντες ἡμεῖς δικαίως ἀποδοχῆς  
τυγχάνοντας τοὺς ταύτην πραγματευσαμένους προή-  
χθημεν ἐπὶ τὸν ὅμοιον τῆς ὑποθέσεως ζῆλον. ἐπι-  
στήσαντες δὲ τὸν νοῦν τοῖς πρὸ ἡμῶν συγγραφεῦσιν  
ἀπεδεξάμεθα μὲν ὡς ἓνι μάλιστα τὴν προαίρεσιν (5)  
αὐτῶν, οὐ μὴν ἐξεργάσθαι πρὸς τὸ συμφέρον καὶ  
τὸ δυνατόν τὰς πραγματείας αὐτῶν ὑπελάβομεν.  
(2.) κειμένης γὰρ τοῖς ἀναγινώσκουσι τῆς ὠφελείας ἐν  
τῷ πλείστα καὶ ποικιλωτάτας περιστάσεις λαμβά-  
νειν, οἱ πλείστοι μὲν ἐνὸς ἔθνους ἢ μιᾶς πόλεως  
αὐτοτελεῖς πολέμους ἀνέγραψαν, ὀλίγοι δ' ἀπὸ τῶν  
ἀρχαίων χρόνων ἀρξάμενοι τὰς κοινὰς πράξεις ἐπε- (5)  
χείρησαν ἀναγράφειν μέχρι τῶν καθ' αὐτοὺς και-  
ρῶν, καὶ τούτων οἱ μὲν τοὺς οἰκείους χρόνους ἐκά-  
στοις οὐ παρέξευξαν, οἱ δὲ τὰς τῶν βαρβάρων πράξεις  
ὑπερέβησαν, ἔτι δ' οἱ μὲν τὰς παλαιὰς μυθολογίας  
διὰ τὴν δυσχέρειαν τῆς πραγματείας ἀπεδοκίμασαν, (10)  
οἱ δὲ τὴν ὑπόστασιν τῆς ἐπιβολῆς οὐ συνετέλεσαν,  
(3.) μεσολαβηθέντες τὸν βίον ὑπὸ τῆς πεπωμένης. 1.3.1-3

B] καὶ τοὺς μὲν Βοιωτοὺς καὶ τοὺς ἄλλους Ἕλληνας  
καὶ Θρᾷκας ἀπομνημονεύοντας τῆς κατὰ τὴν Ἰνδι-  
κὴν στρατείας καταδείξαι τὰς τριετηρίδας θυσίας  
Διονύσω, καὶ τὸν θεὸν νομίζειν κατὰ τὸν χρόνον  
τοῦτον ποιεῖσθαι τὰς παρὰ τοῖς ἀνθρώποις ἐπιφα- (5)  
(3.) νείας. διὸ καὶ παρὰ πολλαῖς τῶν Ἑλληνίδων πόλεων  
διὰ τριῶν ἐτῶν βακχεῖά τε γυναικῶν ἀθροίζεσθαι,  
καὶ ταῖς παρθένοις νόμιμον εἶναι θυρσοφορεῖν καὶ

συνενθουσιάζειν εὐαζούσαις καὶ τιμώσαις τὸν θεόν·  
τὰς δὲ γυναικας κατὰ συστήματα θυσιάζειν τῷ θεῷ (5)  
καὶ βακχεύειν καὶ καθόλου τὴν παρουσίαν ὑμνεῖν  
τοῦ Διονύσου, μιμουμένας τὰς ἱστορουμένας τὸ  
(4.) παλαιὸν παρεδρεῦειν τῷ θεῷ μαινάδας. 4.3.2-4

Coursework 2: One 2,000 word essay (30%)  
To be submitted by 19/03/13 3PM; returned by 30/04/13.

You should choose ONE of the following essay titles and write an essay of 2,000 words (worth 30% of your final mark).

- 1] Giving specific examples, discuss the importance of *paradoxon* in Diodorus' choice of material included in the *Bibliothēke*.
- 2] Discuss the ways that Diodorus presents and deals with the opinions of previous historians and writers in Book 1 of the *Bibliothēke*.
- 3] Discuss in depth the concept of the "culture hero" in Book 4 of the *Bibliothēke* providing sufficient examples from that book and comparisons from others.

### **Examination(50%)**

One examination (2 hours)

The exam, which constitutes 50% of your final mark, will last 2 hours and will occur during the final weeks of Semester 2.

*The purpose of the examination is for you to demonstrate detailed and advanced knowledge of Greek language and style through stylistically sensitive translations of the text studied and unseen translation work.*

In the Examination you will be asked for all of the following:

3. Translate 2 passages. One will be from Book 1 and one from Book 4. Each passage will be about 25 lines long. This exercise (i.e. all three translations) is worth 60% of the examination mark.
4. Translate one UNSEEN passage. This exercise is worth 40% of the examination mark. The passage will be about 25 lines long.

Note: The unseen passage will not be from Diodorus. The purpose of having an unseen from a different author is to familiarize yourselves with the work of other 1<sup>st</sup> century authors.

## **HIGHER ADVANCED ONLY (CLGK6010, CLGK7010)**

### **ASSESSMENT**

#### **Coursework (50%)**

##### **One 3,000 word commentary/essay**

*The purpose of this commentary/essay is for you to demonstrate the ability to evaluate critically and employ independently methods and results of modern scholarship relating to the studied text and demonstrate and apply critically detailed knowledge of the text studied in independent literary and linguistic analysis.*

You should choose ONE of the following essay titles and write an essay of 3,000 words (worth 50% of your final mark).

TO BE SUBMITTED BY 19/03/13, 3PM. Returned by 30/04/13.

A] Write a critical commentary on Diodoros 1.1-2.

B] Write a critical commentary on Diodoros 1.38-39.

C] Why does Diodoros present two accounts of Dionysos and what does that reveal for Diodoros' methodology?

D] Considering Books 1 and 4, what is your judgement of the influence of his Sicilian heritage on Diodoros' mythistory?

#### **Examination(50%)**

One examination (2 hours)

The exam, which constitutes 50% of your final mark, will last 2 hours and will occur during the final weeks of Semester 2.

*The purpose of the examination is for you to demonstrate detailed and advanced knowledge of Greek language and style through stylistically sensitive translations of the text studied and unseen translation work.*

In the Examination you will be asked for all of the following:

5. Translate 3 passages. One will be from Book 1 and two from Book 4. Each passage will be about 30 lines long. This exercise (i.e. all three translations) is worth 60% of the examination mark.
6. Translate one UNSEEN passage. This exercise is worth 40% of the examination mark. The passage will be about 30 lines long.

Note: The unseen passage will not be from Diodorus. The purpose of having an unseen from a different author is to familiarize yourselves with the work of other 1<sup>st</sup> century authors.



**General assessment information:**

Coursework submission for this module will be through Moodle. Please follow the instructions on the module's Moodle page for how to submit your work. The deadline for submission will be at 3 pm on the day given above. You will also need to retain a second electronic copy of your work to be submitted, if deemed appropriate, to the module convenor.

If you are taking this module at a distance, please see the Postgraduate Programmes of Study handbook for information on submission.

**Word count**

Please be aware that if you go significantly over or under the word limit (i.e. more than 10%), you may be penalised.

REMEMBER that the word count includes everything apart from the bibliography, titles or captions. You must provide the word count clearly on the cover sheet.

**Welsh First language**

If your first language is Welsh and you would like to submit any assessed coursework in Welsh, please see the School Office as soon as possible to make arrangements for this.

**Special needs / requirements**

If you have any special needs (e.g. dyslexia, visual impairment) that need to be taken into account for the teaching of this module, please make sure that our Welfare Officer, Dr Kyle Erickson ([k.erickson@tsd.ac.uk](mailto:k.erickson@tsd.ac.uk)), is made aware of this so that we can make sure that we fully support you in your studies.

**Returning of work**

Detailed feedback is given on the essay cover sheet but if you would like to discuss your work in more detail, do come and see me during one of my office hours (see times given above) or e-mail me.

**Some extra assignment/essay guidelines**

Help for the writing of coursework is available on the Study Skills section of the School of Classics website and in the TSD and School of Classics Reference Guides. You are advised to read the relevant sections carefully.

Marks will be deducted if your piece of coursework is not presented properly (e.g. double-spacing, font 12 is needed). Note that all coursework needs to be word-processed; hand-written work will not be accepted. Assessment criteria can be found in the Programme of Study Handbook and at the back of this Module Syllabus.

**\*\*\* You need to watch plagiarism whenever you use secondary literature (please read carefully the plagiarism section in the Classics Programmes of Study Handbook – ALL suspect coursework will be submitted to a Turn-It-In analysis).** Please consult the Classics Reference Guide for advice on how to reference secondary literature.

**In case of problems....**

Do come and see me during office hours if you have any problems with the writing or planning of your piece of coursework. You are also welcome to see your personal tutor for advice.

**Bibliography**

A bibliography is provided in the Moodle space for this course. Please note that the books mentioned there are only recommendations. You should also make use of the relevant class notes and handouts and do some independent research.

Unless they are available in electronic format, all items for the reading list have been placed on library-only or short loan and are kept behind the library counter. Note that all these items can be reserved via the computerised catalogue – a very useful device that allows you to plan ahead with your reading for the essay.

### Undergraduate Marksheet

|                            | 0-39%                                                                                                                                                           | 40-49%                                                                                                                                                                                      | 50-59%                                                                                                                                                                                                                                                               | 60-69%                                                                                                                                                                                                                                            | 70-100%                                                                                                                                                                                                                                                                    |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic descriptor</b>    | <ul style="list-style-type: none"> <li>• Work of an unacceptable and unsatisfactory level.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• Work of a satisfactory standard.</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• Work of a good standard.</li> </ul>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Work of a very good standard.</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Work of an excellent or exceptional standard.</li> </ul>                                                                                                                                                                          |
| <b>Focus on question</b>   | <ul style="list-style-type: none"> <li>• Little or no focus on the question.</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• Discernable focus on the question.</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>• Generally good focus on the question.</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Sound focus on the question.</li> </ul>                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Acute and relevant focus on the question.</li> </ul>                                                                                                                                                                              |
| <b>Approach to task</b>    | <ul style="list-style-type: none"> <li>• Lack of ability to identify and solve problems.</li> <li>• Poor knowledge and understanding of the subject.</li> </ul> | <ul style="list-style-type: none"> <li>• Some attempt at identifying and solving problems.</li> <li>• Little or no evidence of analysis.</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Ability to identify and solve problems.</li> <li>• Some awareness of the wider philosophical dimensions of the subject.</li> <li>• Reasonable, but not always complete response.</li> <li>• Measure of analysis,</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to understand and solve problems.</li> <li>• Sound awareness of the wider philosophical dimensions of the subject.</li> <li>• Wide coverage of topic.</li> <li>• Thoughtful analysis.</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to understand and solve problems.</li> <li>• Excellent awareness of the wider philosophical dimensions of subject.</li> <li>• Analytical and critical appreciation.</li> <li>• Subtle and perceptive analysis.</li> </ul> |
| <b>Written style</b>       | <ul style="list-style-type: none"> <li>• Response brief and under-developed.</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• Argument lacks structure and/or relevance.</li> <li>• Work tends to be descriptive in nature.</li> <li>• Need for attention to writing.</li> </ul> | <ul style="list-style-type: none"> <li>• Solid level of argument, though not always relevant.</li> <li>• Satisfactory written style. May be some disjointed arguments.</li> <li>• Attempt at originality or critical appreciation.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Well-developed and structured argument.</li> <li>• Coherent writing.</li> <li>• Some originality and/or critical appreciation of the subject.</li> </ul>                                                 | <ul style="list-style-type: none"> <li>• Cogent and structured argument.</li> <li>• Fluent writing and clarity of expression</li> <li>• Subtlety and/or originality</li> </ul>                                                                                             |
| <b>Evidence of reading</b> | <ul style="list-style-type: none"> <li>• Insufficient reading.</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• Evidence of a limited range of reading</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>• Evidence of a range of reading.</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Evidence of thorough reading and preparation.</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Evidence of wide and thorough reading.</li> </ul>                                                                                                                                                                                 |
| <b>Presentation</b>        | <ul style="list-style-type: none"> <li>• Poor presentation with many spelling and grammar errors.</li> <li>• No, or few, references and examples.</li> </ul>    | <ul style="list-style-type: none"> <li>• Need for attention to presentation. Spelling and grammar errors.</li> <li>• Some references and examples.</li> </ul>                               | <ul style="list-style-type: none"> <li>• Sound presentation. Some spelling or grammar errors.</li> <li>• Limited use of examples or references.</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>• Clear and careful presentation.</li> <li>• Work well documented and referenced.</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• Presentation to a high scholarly standard.</li> <li>• Argument is fully documented and well referenced.</li> </ul>                                                                                                                |

### Postgraduate Marksheet

|                            | 39% or less                                                                                                                                     | 40-49%                                                                                                                                            | 50-69%                                                                                                                                                                                                               | 70% and above                                                                                                                                                                          |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic Descriptor</b>    | <ul style="list-style-type: none"> <li>• Unsatisfactory work</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• Work of a satisfactory standard</li> </ul>                                                               | <ul style="list-style-type: none"> <li>• Work of a good standard</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>• Work of an exceptional standard</li> </ul>                                                                                                    |
| <b>Focus on task</b>       | <ul style="list-style-type: none"> <li>• Little or no focus on task set</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Discernable focus on task set</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• Sustained focus on the subject</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>• Acute and relevant focus on task set</li> </ul>                                                                                               |
| <b>Approach</b>            | <ul style="list-style-type: none"> <li>• Lack of ability to identify and solve problems</li> <li>• Response brief or under-developed</li> </ul> | <ul style="list-style-type: none"> <li>• Some attempt at identifying and solving problems</li> <li>• Work may be descriptive in nature</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to identify and solve problems</li> <li>• Convincing analysis of other scholars' views</li> <li>• Awareness of wider philosophical dimensions of subject</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to understand and solve problems</li> <li>• Subtle and perceptive analysis</li> <li>• Analytical and critical appreciation</li> </ul> |
| <b>Written style</b>       | <ul style="list-style-type: none"> <li>• Poor or little knowledge or understanding of subject shown</li> <li>• Lacking structure</li> </ul>     | <ul style="list-style-type: none"> <li>• Satisfactory written style</li> <li>• A reasonable argument</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Clear and well written style</li> <li>• Persuasive and even sophisticated level of argument</li> <li>• Some originality</li> </ul>                                          | <ul style="list-style-type: none"> <li>• Fluent writing and clarity of expression</li> <li>• Cogent, structured and persuasive argument</li> <li>• Genuine originality</li> </ul>      |
| <b>Evidence of reading</b> | <ul style="list-style-type: none"> <li>• Insufficient or irrelevant reading</li> </ul>                                                          | <ul style="list-style-type: none"> <li>• A range of reading evident</li> <li>• In need of more research</li> </ul>                                | <ul style="list-style-type: none"> <li>• Broad and relevant range of reading</li> <li>• Good level of research</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• Wide and thorough reading</li> <li>• Comprehensive research</li> </ul>                                                                        |
| <b>Presentation</b>        | <ul style="list-style-type: none"> <li>• Unclear and poor presentation</li> <li>• No or hardly any relevant references and examples</li> </ul>  | <ul style="list-style-type: none"> <li>• Presentation may be lacking in some areas</li> <li>• Some relevant references and examples</li> </ul>    | <ul style="list-style-type: none"> <li>• Good presentation</li> <li>• Relevant examples and references</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>• Presentation to a high scholarly standard</li> <li>• Argument fully documented and well referenced</li> </ul>                                 |

## **Marking Criteria for seen and unseen translations and gobbets**

### **Prepared Translations**

**First (70%+):** completes the translation very well, with only a few minor slips or one major error; demonstrates a command of the Latin/Greek exceptional for the level; demonstrates excellent grasp of grammar and syntax; generally good English of an appropriate register; independent work.

Within this class the following bands should also be distinguished:

**(80-89%):** fulfils the above criteria to an outstanding degree; extremely accurate and independent translation, with no major and only a few minor slips; English deployed in such a way as to communicate the nuances and tone of the original.

**(90-100%):** fulfils the above criteria to an exceptional, virtually publishable, degree.

**Upper second (60-69%):** completes the translation well, with no more than 2 or 3 major errors and a few minor ones; demonstrates a sound grasp of the Latin/Greek and of grammar and syntax; gives good sense of the original, though may be rather literal in places.

**Lower second (50-59%):** completes the translation satisfactorily, with no more than 5 or 6 major errors and some minor ones; demonstrates a fair grasp of Latin/Greek and of grammar and syntax; translation is largely accurate, but may not make entirely continuous sense, may be unidiomatic, or depart significantly from the original in the direction of paraphrase; does not bring out overall sense of original, but most of the important elements are discernible.

**Third (40-49%):** at least half of the translation is rendered satisfactorily; demonstrates deficiencies in the grasp of Latin/Greek and of grammar and syntax; translation likely to make only intermittent sense and exhibit reliance on guesswork; general line of narrative or argument is left obscure and important elements of original are not brought out.

**Fail (0-39%):** less than half of the translation is rendered satisfactorily; demonstrates inadequate or no understanding of Latin/Greek and widespread ignorance of grammar and syntax.

Within this class the following bands should also be distinguished:

**(20-39%):** some attempt has been made to translate the passage, but less than half of the translation is rendered satisfactorily, and the translation shows little or no understanding of grammar and syntax.

**(0-20%):** no attempt has been made to translate the passage, or only a few isolated words have been translated correctly.

### **Unseen Translations**

**First (70%+):** completes the translation very well, with only a few minor slips or one major error; demonstrates a command of the Latin/Greek exceptional for the level; demonstrates

excellent grasp of grammar, syntax, and vocabulary, and possibly stylistic sensitivity both in Latin/Greek and in English.

Within this class the following bands should also be distinguished:

**(80-89%):** fulfils the above criteria to an outstanding degree; extremely accurate and independent translation, with no major and only a few minor slips; English deployed in such a way as to communicate the nuances and tone of the original.

**(90-100%):** fulfils the above criteria to an exceptional degree.

**Upper second (60-69%):** translation is largely accurate, although with intermittent errors; demonstrates a sound grasp of the Latin/Greek and of grammar, syntax, and vocabulary; demonstrates a degree of fluency.

**Lower second (50-59%):** translation is accurate in parts, but may show substantial misunderstandings in others; demonstrates a fair grasp of Latin/Greek and of grammar, syntax, and vocabulary; may not make entirely continuous sense, may be unidiomatic.

**Third (40-49%):** at least half of the translation is rendered satisfactorily; may not make continuous sense; likely to exhibit reliance on guesswork; demonstrates some knowledge of Latin/Greek and of grammar, syntax, and more common vocabulary, but also substantial deficiencies.

**Fail (0-39%):** less than half of the translation is rendered satisfactorily; makes only occasional sense, is lacunose, and exhibits heavy reliance on guesswork; demonstrates inadequate or no understanding of Latin/Greek and widespread ignorance of grammar, syntax, and even common vocabulary.

Within this class the following bands should also be distinguished:

**(20-39%):** less than half of the translation is rendered satisfactorily; the translation may show a few of the more positive qualities of third class work, but not in any sustained way.

**(0-20%):** no attempt has been made to translate the passage, or only a few isolated words have been translated correctly.

## **Gobbets**

Candidates should always ask themselves: ‘Why has the examiner chosen this passage? What requires explanation in it?’ In addition, things which will usually, or may, require comment or analysis include, but are not limited to the following (which will clearly vary from text to text, author to author, and genre to genre):

### **Context:**

- What has just happened?
- What is happening?

- What is about to happen?
- Are there any clues in the passage which relate to its context?
- Who is speaking/narrating?
- To whom are they speaking/narrating?
- Why are they speaking/narrating to them?

**Content:** (normally carries more weight;)

- Themes (metamorphosis, murder, love, etc.)
- Language, metre, style, points of grammatical interest
- Characterisation
- Tone (humorous, tragic, etc.)
- Imagery (fire, colours, etc.)
- How do the contents of the gobbet compare/relate to those of the wider text?

**First (70%+):** answer shows excellent knowledge of the context of the passage and can relate its contents to that context thoroughly and intelligently; shows awareness of, and deals intelligently with, the majority of the important aspects of the content of the passage.

Within this class the following bands should also be distinguished:

**(80-89%):** fulfils the above criteria to an outstanding degree.

**(90-100%):** fulfils the above criteria to an exceptional degree.

**Upper second (60-69%):** answer shows good knowledge of the context of the passage and can relate its contents to that context; shows awareness of, and deals with, a good number of the important aspects of the content of the passage.

**Lower second (50-59%):** answer shows some knowledge of the context of the passage, but may do little more than paraphrase in places; shows awareness of, and attempts to deal with, some of the important aspects of the content of the passage, but may also tend towards paraphrasing the contents.

**Third (40-49%):** answer shows a little knowledge of the context of the passage but may show some evidence of reliance on guesswork; shows awareness of, and attempts to deal with, a small number of the important aspects of the content of the passage, with a tendency towards the paraphrasing or translating the contents and also some misunderstanding of the text.

**Fail (0-39%):** answer shows almost no knowledge of the context of the passage and may show evidence of reliance on guesswork; shows almost no awareness of any of the important aspects of the content of the passage, and has difficulty in demonstrating understanding of the text.