

COURSE OUTLINE (Undergraduate-Lectures)

(1) GENERAL

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| SCHOOL | PHILOSOPHICAL | | |
| ACADEMIC UNIT | PHILOLOGY | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | ΛΑΦΦ 203 | SEMESTER | 3 rd semester and above |
| COURSE TITLE | Cicero, <i>Pro Caelio</i> | | |
| 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 |
| Lectures | | 3 | 5 |
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| <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> | | | |
| PREREQUISITE COURSES: | It is strongly advised to have completed an Introductory Latin course | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Modern Greek | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | Yes (in Modern Greek) | | |
| COURSE WEBSITE (URL) | http://classweb.cc.uoc.gr/classes.asp | | |

(2) LEARNING OUTCOMES

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| <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 general aim of the course is the introduction to the genre of the forensic rhetorical speech in classical Latin literature, and especially to Cicero's <i>Pro Caelio</i>. The course will focus on the rhetorical technique and style of the speech but will also introduce students to the historical and political circumstances of the late Roman Republic.</p> <p>After the completion of the course students should be able:</p> <ul style="list-style-type: none"> • To know the main characteristics of the Ciceronian forensic rhetoric and style. • To place the speech <i>Pro Caelio</i> into the historical and political circumstances of the late Roman republic. • To recognise and analyse basic morphosyntactic structures of the language of Cicero's <i>Pro Caelio</i>, to comprehend the meaning of the basic vocabulary used and to comment upon basic |

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| textual issues. | |
| <ul style="list-style-type: none">• To comprehend and render correctly in Modern Greek basic parts of the text. | |
| General Competences | |
| <i>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> | |
| <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>Production of new research ideas</i> | <i>Others ...</i> |
| | |
| Search for, analysis and synthesis of data and information | |
| Production of free, creative and inductive thinking | |

(3) SYLLABUS

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| <p>Introduction into the rhetorical speeches and the political activity of Cicero</p> <p>Introduction to forensic rhetoric and Ciceronian style.</p> <p>Introduction to the historical and political conditions of the late Roman republic and to its main protagonists.</p> <p>Analysis and Commentary of selected passages from Cicero's <i>Pro Caelio</i></p> |
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(4) TEACHING and LEARNING METHODS - EVALUATION

| <p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p> | Face-to-face | | | | | | | | | | | | | | | | | | | | | | |
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| <p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p> | <p>Use of power point</p> <p>Use of the E-learning platform for the sharing of material</p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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> <tr> <th><i>Activity</i></th><th><i>Semester workload</i></th></tr> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Written Final Exam</td><td>3</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Independent Study</td><td>83</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Course total</td><td>125</td></tr> </table> | <i>Activity</i> | <i>Semester workload</i> | Lectures | 39 | | | | | Written Final Exam | 3 | | | | | Independent Study | 83 | | | | | Course total | 125 |
| <i>Activity</i> | <i>Semester workload</i> | | | | | | | | | | | | | | | | | | | | | | |
| Lectures | 39 | | | | | | | | | | | | | | | | | | | | | | |
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| Written Final Exam | 3 | | | | | | | | | | | | | | | | | | | | | | |
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| Independent Study | 83 | | | | | | | | | | | | | | | | | | | | | | |
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| Course total | 125 | | | | | | | | | | | | | | | | | | | | | | |
| <p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work,</i></p> | <p>Three-hour written exam in Greek entailing</p> <ol style="list-style-type: none"> Questions on the author and genre of work Linguistic exercises (vocabulary, syntax and rendering of meaning) Exercises on textual matters Questions of Interpretation | | | | | | | | | | | | | | | | | | | | | | |

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| <p><i>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> | |
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(5) ATTACHED BIBLIOGRAPHY

M. Tulli Ciceronis *Pro Sex. Roscio; De Imperio Cn. Pompei; Pro Cluentio; In Catilinam; Pro Murena; Pro Caelio* (2nd ed.) Ed. A. C. Clark (M. Tulli Ciceronis Orationes Vol. 1), Oxford Classical Texts 1905.

Μ. Τύλλιου Κικέρωνα Λόγος Υπέρ του Μάρκου Καίλιου (Pro Caelio). Εισαγωγή, Κείμενο, Μετάφραση, Σχόλια, Β. Φυντίκογλου Αθήνα: University Studio Press 2013.

Andrew R. Dyck, Cicero: *Pro Marco Caelio*. Cambridge Greek and Latin classics. Cambridge; New York: Cambridge University Press, 2013

K. A. Geffcken: *Comedy in the Pro Caelio*, Mnemosyne, Supplement 30, Leiden 1973.