

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	BYFF353	SEMESTER	5th semester and upper
COURSE TITLE	The Rhetorical Progymnasmata and the Tradition of Rhetoric in Byzantine Literature		
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
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE: <i>general background, special background, specialized general knowledge, skills development</i>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	BYFF 100, AEF 015, and BYFF 101 or BYFF 102		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in Greek)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=5749		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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 course aims at:</p> <ul style="list-style-type: none"> - Understanding the rhetorical theory of the progymnasmata and its application to the composition of literary works from late Antiquity and Byzantium. - Interpreting the function and reception of Byzantine texts in their time. - Cultivating the ability to recognize literary style based on the instructions of the progymnasmata. - Consolidating modern philological research methodology. - Delving into the scientific bibliography. - Understanding the method of writing a scientific paper. 										
<p>General Competences</p> <p><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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>to gender issues</i></td> </tr> </table>	<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</i>	<i>Team work</i>	<i>to gender issues</i>
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<i>Team work</i>	<i>to gender issues</i>									

<i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking.</i> <i>Others.....</i>
<ul style="list-style-type: none"> - Search for, analysis and synthesis of data and information, with the use of the necessary technology. - Working independently. - Team work. - Production of new research ideas. - Respect for difference and multiculturalism. - Criticism and self-criticism. 	

3. SYLLABUS

<p><u>1st lecture:</u> Introduction to rhetorical theory.</p> <ul style="list-style-type: none"> - Historical review of the role of rhetoric from the 5th century BC to late Antiquity. - The rhetorical theory as “theory of literature” in Byzantium. - Presentation of important tools for the research of the rhetorical theory. <p><u>2nd-4th lecture:</u> Progymnasmata.</p> <ul style="list-style-type: none"> - The theory of progymnasmata in the treatise of Aphthonius. - Additional information about the progymnasmata from the treatises of Hermogenes, Nicolaus and Theon, or other rhetorical treatises, such as Menander's <i>On epideictic speeches</i>. - Selected passages of theory from commentaries of the manuscripts. - The application of the theory of progymnasmata in selected works of Byzantine literature. <p><u>5th-13th lecture:</u> Presentations.</p> <ul style="list-style-type: none"> - Distribution of the proposed topics to the students. Each topic will concern a work of Byzantine literature. - Student presentations that will explain the application of the theory of progymnasmata in the selected literary work. - Discussion about the theory and its application.
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4. TEACHING AND LEARNING METHODS-EVALUATIO

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Classroom lectures, workshop, discussion	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • PowerPoint presentations. • The teaching material will be uploaded to E-learn. • Use of the Thesaurus Linguae Graecae (TLG) and the Lexikon zur byzantinischen Gräzität (LBG). • Bibliography research in Regesta Imperii (http://opac.regesta-imperii.de/lang_de/). • Presentation of manuscripts from Gallica, DigiVatLib, BML digital repository or simple presentation of their contents in Pinakes. 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <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> <i>The student's study hours for each learning activity</i>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Autonomous study and preparation for exams	105
	Final written exam	106
	Course total hours (25 hours of workload for each ECTS)	250

are given as well as the hours of non-directed study according to the principles of the ECTS.	
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or 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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The written essay that students will be called to present and write will be evaluated. The evaluation will be centered at the following:</p> <ul style="list-style-type: none"> - The understanding of the chosen literary work. - The identification and interpretation of the applied theory of progymnasmata in the chosen literary work. - The methodology of approaching and analyzing the text. - The conclusions of the written essay. - The bibliography of the written essay. - The language and style of the written essay.

5. ATTACHED BIBLIOGRAPHY

Editions (theory):

Felten, I. (ed.) (1913), *Nicolai Progymnasmata*, Lipsiae: Teubner.

Foerster, R. (ed.) (1915), *Libanii opera*, vol. 8, Leipzig: Teubner.

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Kassel, R. (1976) (ed.), *Aristotelis Ars rhetorica*, Berolini; Novi Eboraci: de Gruyter.

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Secondary Bibliography:

Agapitos, P. A. (2015), “New Genres in the Twelfth Century: The Schedourgia of Theodore Prodromos”, *MEG* 15, 1-41.

Αγαπητός, Π., M. Hintenberger and Ευτ. Μήτση (2006), *Εικόν και λόγος: έξι βυζαντινές περιγραφές έργων τέχνης*, Αθήνα: Άγρα.

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Hunger, H. (2010⁵), *Βυζαντινή λογοτεχνία: η λόγια κοσμική γραμματεία των Βυζαντινών*, vol. 1, Λ. Γ. Μπενάκη, I. Β. Αναστασίου and Γ. Χ. Μακρή (μετάφρ.), Αθήνα: MIET, 1987¹.

- Jeffreys, E. (ed.) (2003), *Rhetoric in Byzantium: Papers from the Thirty-Fifth Spring Symposium of Byzantine Studies, Exeter College, University of Oxford, March 2001*, Aldershot: Ashgate.
- Jeffreys, E. (2008), "Rhetoric", E. Jeffreys, J. Haldon and R. Cormack (ed.), *The Oxford Handbook of Byzantine Studies*, Oxford: Oxford University Press, 827-837.
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