Syllabus: Latin 102

Essential Information

Class Time: MWF 1:00-1:50
Location: LH 138
Textbooks:
- **Required**
  - **Kitchell &Sienkewicz**
- **Recommended:**
  - **Goldman and Szymanski,** *English Grammar for Students of Latiin*

Course code: CRSCDC8-278109
Web Page: http://people.uncw.edu/deagona/latin-d

Welcome to Latin 102. This course is the second semester of the Latin program at University of North Carolina Wilmington. The central goal of this class is to increase your understanding of Latin and ability to read it, while developing awareness of Roman culture and the ways in which Latin and the Romans influenced later languages and cultures. More specific goals are detailed below, together with the requirements, course schedule, and other helpful information.

Catalog description: LAT 102. Introductory Latin (3) Emphasis on achievement of an active knowledge of the Latin language and reading ability in classical Latin. Intensive study of Latin grammar, aural/oral practice; reading from Latin authors, especially Ovid; discussions to introduce the students to the literature, culture and society of ancient Rome.

Additional comments: Latin 102 is designed for students who have an effective grounding in Elementary Latin. It provides them with (1) a deeper understanding of the fundamental grammar, vocabulary, pronunciation, and interpretive skills and strategies necessary for reading Latin at the intermediate level; (2) an expanded introduction to Roman literature and discursive writings, and more specific study of some authors, with attention to the varied perspectives these readings demonstrate; (3) increased awareness of key aspects of Roman culture over time and throughout the Roman Empire, with attention to cultural difference as well as to surviving traditions of the Roman world; and (4) increased familiarity with the Latin etymological basis for English and other European languages, and the ability to interpret Latin as it survives in modern usage.

Your professor:
- **Dr. Andrea Deagon.**
- **Office:** LH 273.
- **Phone:** 910-962-3870 (office); 910-512-7279 (cell)
- **Office Hours:** TR 12-2 pm, MW 2-30 pm, or by appointment
- **Email:** deagona@uncw.edu

Communicating with me:
The best way to be sure that I understand your individual issues and problems is to come to me during my office hours, or make an appointment to see me at another time. You may call me or send me emails. You may not get immediate responses with emails; if you don't, please raise your issue in person with me before or after class or during my office hours.

Course Goals

Read this carefully, and keep it where you can refer to it. Each of our class exercises & activities is oriented toward developing one or more of these language skills. This list of course goals includes both the goal and the strategies we will use in working toward it. (Foreign Language SLO's are appended at the end of the syllabus.)

(1) To learn the fundamentals of the Latin language. This means:
   A. developing a strong vocabulary base in the most common words used in Latin (FL-2);
   B. learning how to form and read all tenses of all Latin verbs, and all declensions of nouns and adjectives (FL-2);
   C. increasing your instinctive feel for how Latin makes meaning, including Latin idioms (FL-2);
   D. using Latin actively (both orally and in writing) in class responses, homework assignments, and tests (FL-1) (FL-2);
   E. learning and reviewing complex dictionary forms(FL-2); and
   F. reviewing compound verbs and recognizing them easily (FL-2).

(2) To develop your ability to read classical Latin. This means:
   A. gaining the ability to read constructed Latin to your level with fluency (FL-1);
   B. becoming fluent in pronunciation and prose speech patterns, as well as learning a few poetic meters (FL-1);
   C. analyzing Latin passages in ways that develop reading ability (through exercises focused on case endings, use of words in sentences, verb tenses and using them, Latin word order, etc.) (FL-2);
   D. using annotations & commentary on texts to the fullest extent (FL-2);
   E. reading short passages of unadulterated classical Latin from a number of different authors (FL-2);
   F. writing Latin sentences or passages modeled on readings (FL-2).

(3) To become familiar with Roman culture. This means:
   A. developing your awareness of the material realities behind vocabulary and narrative, through class discussion, Power Points focused on archeological remains, and your own research (FL-3);
   B. developing your knowledge of the social and cultural realities of the Roman world to increase your understanding of the perspectives you encounter in our readings (FL-3);
   C. developing your knowledge of Roman history, politics, and customs through discussing the ways in which they occur in the readings (FL-3); and
   D. developing your visual sense of Roman material culture (through observing its art and archeology) (FL-3).

(4) To apply your insights about Latin language and Roman culture to the modern world. This means:
   A. using your knowledge of Latin to determine the etymological roots of English words, in order to improve both Latin and English vocabularies (FL-4);
   B. connecting Latin grammar and other ways of making meaning with English parallels (FL-4);
   C. comparing and contrasting the Roman attitudes and perspectives that appear in our readings with modern approaches to the same ideas (FL-4); and
   D. following the ways in which Latin was used after the Roman era and into the modern age (e.g. in ecclesiastical, legal and scientific language – not to mention mottoes) (FL-4).

Requirements and Assessment

Attendance: Language learning requires daily application and attention in every class. We cover material fairly quickly, and if you don't attend you will fall behind. Class attendance is mandatory. If you miss more than three classes during the semester, you will lose 2 points from your final grade for every class missed. Classes may be missed and work made up in some circumstances: documented university-related activities (e.g. athletic competitions of class field trips), documented medical difficulties, and a few other documented events (e.g. court dates). When you know you will be absent, let me know ahead of time, and remind me with an email the day before you will be absent. Two late arrivals / early departures count as an absence.

Daily work 1: Student Activities Manual (35%): Because learning language requires constant attention, it is absolutely necessary to keep up with the assignments and class work. (In addition, any 0's bring down your grade substantially.) Assignments are available through the mylatinlabs site and on the calendar there, you will see the assignments listed on the date they are due. Assignments may be re-taken for an improved score before the due date. (All due times are 11:59 on the date for which the exercise is assigned.) No credit will be given for late assignments.

Daily Work 2: Quizzes etc. (25%)
I will sometimes assign written homework, including short translations. There will be several quizzes as well, typically brief and focusing on one element or vocabulary set. These assignments are not on the syllabus; they will be announced in class and on the Assignments web page. All assignments are due at the beginning of the period for which they are assigned. Late assignments may not be made up. You are allowed three dropped grades, for any reason. In a very few documented circumstances (see above under "Attendance") I will allow a quiz to be made up.

Tests (40%): There will be a midterm and a final exam. The final exam assumes mastery of all material to that point in the course; it focuses on the later part of the course, but is comprehensive and parts will address material from the earlier part of the term. Before each test you will be given a specific review guide with sample questions and answers that parallel the format of the test.

Grade scale:
- A = 100-93, A- = 92-90
- B+ = 89-87, B = 86-83, B- = 82-80
- C+ = 79-77, C = 76-73, C- = 72-70
- D+ = 69-67, D = 66-63, D- = 62-60
- F = 59 or below

Respect and Professionalism:
- Please silence your cell phone and do not make calls, access applications or text during class. If you have a personal, urgent matter for which you need to be on call, please let me know in advance.
- Laptops (Ipads, etc.) are permitted for taking notes and accessing online material, or even applying what we're learning to future drill or homework materials – until the first time someone is observed doing something other than these accepted uses, at which point all laptops will be banned from class.
- If we are working as a class, you are expected to listen courteously to whoever is answering or speaking to the class, and address your questions and comments to me.
- If we are working in groups, you are expected to remain on task; the only gossip allowed is what you get from, say, Martial or Catullus, or any other ancient author who cares to share any.

Keeping up with the course

Expectations:
Class Material: You are expected to have thoroughly read and become familiar with the material of the chapter/topic assigned for each class, and to have made a stab at applying it. Our class time provides you with both the groundwork for thoroughly understanding the material, and the opportunity to demonstrate that you *are* making progress and mastering it. You must come to class with assigned work prepared, complete homework on time, use study materials provided online, and be ready to respond to questions or drill work in class.

Adjustments/Background:
We come to this course from all different backgrounds and different sets of knowledge. For many of you, especially if you are returning to Latin after a break, beginning with Disce chapter 21 may feel like being thrown into the deep end. But if you placed into this course, this is where you belong.   There are many resources in the Disce program for making up/consolidating the Latin you have already learned (or getting a grasp if the Latin you already haven't).
If you find it difficult at the beginning, **come to me** for suggestions about how to catch up and make the most of the opportunities for review. I understand that the first part of the course is difficult for some, but in my experience, the adjustment period passes and we're settled into the course by the third week or so. I am happy to meet with students who need help in catching up.

Perfection:
Clearly a central goal in this course is to read Latin better and understand how it makes meaning. On the other hand, seeking perfection is not always the best way to do this. This is particularly true with translation. There may be places where you have to guess from context – this is all right, and comprehension is the most important thing. Class work and discussion will clarify any issues you have. So "getting it right" has many different levels; we'll touch on all of them.

Homework and practice strategy:
If you are not sure how to do something, and you are not able to address it with help from me or a fellow student, do the assignment anyway. Any grade is better than 0. People tend to learn well from making mistakes and correcting them, and this is a normal way to proceed with language learning in particular. So it is important for you to do all of every assignment, right or wrong, not only for your grade but also for your success in learning the material.

Addressing Problems:
As I said above, we move fairly quickly in this course. If you have difficulties with the material, please come to me for assistance; I will be happy to go over things with you and may be able to advise resources or strategies that will help you address your issues. Do not let confusions persist – come to me when they begin to develop, rather than letting them grow until you're completely lost.

Class and University Policies

Academic Honesty
All members of UNCW's community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in this class.

All work turned in for a grade in this course must be your own. Turning in work copied from others, or done with assistance from translations etc. by others, is considered cheating and may result in your dismissal from class. For further guidance on the difference between working with others (which I encourage) and cheating, consult the "Cheating vs. Working with Others" section in the class web site's Important Information page.

Religious Observance Policy
In accordance with NC SL 2010-211, you are entitled to two excused absences for religious observances per academic year. You must inform me in writing the first week of class if you will be missing any classes due to religious observance and using one of the two permissible absences for the academic year. In addition, please inform the Registrar the first week of class who will then confirm your intentions to miss class with the impacted course instructors. Any absence for religious purposes will be considered unexcused unless you submit the request in writing the first week to both me and the Registrar.

The UNCW Statement on Diversity in the University Community
As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents. Students with Disabilities information and resources available at http://www.uncw.edu/stuaff/disability/

Zero Tolerance Policy
UNCW practices a zero tolerance policy for violence and harassment of any kind, so please do not violently harass your fellow students, me, or anyone else. For emergencies contact UNCW CARE at 962-2273; Campus Police at 962-3184; or Wilmington Police at 911. For University or community resources visit: http://www.uncw.edu/safe-relate/campusResources.htm. Violence prevention information and resources available at http://www.uncw.edu/safe%2Drelate/.

Foreign Language University Studies Student Learning Outcomes

- **FL 1.** Demonstrate basic proficiency in speaking and listening in interactions such as simple conversations in a language in addition to English.
- **FL 2.** Comprehend text and demonstrate basic proficiency in writing in a language in addition to English.
- **FL 3.** Demonstrate knowledge of the historical, political, and social realities of the countries and cultures that speak (or spoke) the language being studied.
- **FL 4.** Demonstrate the ability to examine other societies in a comparative context and to understand one's own society in the context of other societies, particularly those societies that speak the language being studied.

These outcomes and how we intend to reach them are stated more specifically on the Important Information page of our class web site.

Latin 102
Schedule of Classes

NOTE: You will need to log in to MyLatinLab.com in order to find (and in most cases complete) the SAM assignments. Instructions are linked from the online syllabus and I will send everyone a handout about it.

Assignments are to be completed before the class for which they are assigned (e.g. For Friday, Aug. 24 you should have read *Disce*, chapter 21, and read *Speculum Aeneum*). For readings, note/jot down questions for areas you are not sure of.

Date	Class Topic & Reading	Assignments Due
W Aug. 22	Introduction; Goals of Latin 102 and Classical Studies	
F Aug. 24	**Chapter 21:** Pronouns and adjective consolidation *Speculum Aeneum* reading 1-11	*Preparation:* Readiness Check Ch. 21 *Consolidation/readiness:* SAM **21: 1-21.6**
M Aug. 27	**Chapter 21(A):** Relative Pronoun; *vis Speculum Aeneum* reading 12-end	*Consolidation:* SAM **21: 6-10**
W Aug. 29	**Chapter 21 (B) :** Verb review and analysis; verb synopsis *Vis Herculis* reading	*Consolidation:* SAM **21: 16-17** *Preparation:* SAM **21. 13**
F Aug. 31	**Chapter 22 (A):** Active voice review; passive voice; intro to imperfect passive *Pugna!* reading	*Consolidation:* SAM **21: 11-12, 14-15, 18-20a** *Preparation:* Readiness Check Ch. 22; SAM **22: 1-4**
M Sept. 3	***Labor Day Holiday***	
W Sept. 5	**Chapter 22 (B) :** Imperfect passive; ; inscriptions; conversation *Finis Pugnārum* reading	*Consolidation:* SAM **22: 5-22.11**
F Sept. 7	**Chapter 23 (A):** The future passive, forms and meanings *In Insulā Valeriae* reading	*Consolidation:* SAM **22: 12-18a** *Preparation:* Readiness Check 23; SAM **23: 1- 3**
M Sept. 10	**Chapter 23 (B) :** The verb ferō; numbers *Epistula ē Castrīs* reading	*Consolidation:* SAM **23: 4-7** *Preparation:* SAM **23: 8-9**
W Sept. 12	**Chapter 24 (A):** Deponent verbs *In Theatrō* reading	*Consolidation:* SAM **23: 10-21a** *Preparation:* Readiness Check 24
F Sept. 14	**Chapter 24 (B) :** uses of ablative with deponent verbs, 4th and 5th declensions ***Alcmena reading***	*Consolidation:* SAM **24: 1-8**

M Sept. 17	**Chapter 25 (A):** Deponent verbs: imperfect and participles *Mēdēa Obstetrix* reading	*Consolidation:* SAM **24: 9-18a** *Preparation:* Readiness check 25
W Sept. 19	**Chapter 25 (B):** Deponent verbs: imperatives & infinitives *Servīliī Consilia* reading	*Consolidation:* S AM **25: 1-6** *Preparation:* SAM **25: 7**
F Sept. 21	**Chapter 26 (A):** Perfect passive participles *Convivium* reading	*Consolidation:* SAM **25: 8-19** *Preparation:* Readiness Check 26; SAM **26: 1**
M Sept. 24	**Chapter 26 (B):** Ablative absolutes *Hospitēs* reading	*Consolidation:* SAM **26: 2-7**
W Sept. 26	**Chapter 27 (A):** Perfect Passives *Donum praecipuum* reading	*Consolidation:* SAM **26: 8-16a** *Preparation:* Readiness Check 27
F Sept. 28	**Chapter 27 (B):** Perfect system, deponents *Infāns novus* reading	*Consolidation:* SAM **27: 1-9**
M Oct. 1	**Midterm Exam**	
W Oct. 3	**Chapter 28 (A):** Passive review; passive synopsis; reflexive verb review *Opera Sordida* reading	*Consolidation:* SAM **27: 10- 18** *Preparation:* Readiness Check 28
F Oct. 5	**Chapter 28 (B):** Deponent verb review *Avēs Ubīque* reading	*Consolidation:* SAM **28: 1-12, 15**
M Oct. 8	**Fall Break**	
W Oct. 10	**Chapter 29 (A):** Participle review (focus on Future Active); infinitive review *Pater et Fīlius* reading	*Consolidation:* SAM **28: 13-14, 16-19B** *Preparation:* Readiness Check 29
F Oct. 12	**Chapter 29 (B):** Direct and Indirect Statement; relative time *Avus et Nepōtēs* reading	*Consolidation:* SAM **29: 1-7, 14** *Preparation:* SAM **29: 9**
M Oct. 15	**Chapter 30(A):** The Gerund; double dative *In Thermīs* reading	*Consolidation:* SAM: **29: 8, 10-13, 15-18a** *Preparation:* Readiness check 30
W Oct. 17	**Chapter 30 (B):** Gerundive; Passive Periphrastic; *Parum Spatiī* reading	*Consolidation:* SAM **30: 1-7**
F Oct. 19	**Chapter 31 (A):** Present subjunctives; independent subjunctives *Māne* reading	*Consolidation:* SAM **30: 8-19** *Preparation:* Readiness check 31

M Oct. 22	**Chapter 31 (B) :** Purpose clauses *Caecilia et Valeria* reading	*Consolidation:* **SAM** 31: 1-8
W Oct. 24	**Chapter 32 (A):** Purpose and result clauses; imperfect subjunctive *Incendium!* reading	*Consolidation:* SAM 31: 9-17a *Preparation:* Readiness check 32
F Oct. 26	**Chapter 32 (B) :** Imperfect subjunctive, sequence of tenses, noun clauses *Effugium!* reading	*Consolidation:* SAM 32: 1-5
M Oct 29	**Chapter 33 (A):** commands *Consilia* nova reading	*Consolidation:* SAM 32: 7-18 *Preparation:* Readiness check 33
W Oct. 31	**Chapter 33 (B) :** Indicative temporal clauses	*Consolidation:* SAM 33: 1-10
F Nov. 2	**Chapter 34 (A):** Indirect questions; perfect subjunctive *Salūtātiō* reading	*Consolidation:* SAM 33: 13-16a *Preparation:* Readiness check 34
M Nov. 5	**Chapter 34 (B) :** Pluperfect subjunctive; consolidation; sequence of tenses *Patrōnus reading*	*Consolidation:* SAM 34: 1-6
W Nov. 7	**Chapter 35 (A):** Indirect question; perfect tense *Lūdī Circensēs* reading	*Consolidation:* SAM 34: 7-20A *Preparation:* Readiness check 35
F Nov. 9	**Chapter 35 (B):** The supine *Naufragium* reading	*Consolidation:* SAM 35: 1-12
M Nov. 12	**Chapter 36 (A):** ne + subjunctive; misc. uses *Nē abierīs* reading	*Consolidation:* SAM 35: 13-19 *Preparation:* Readiness check 36
W Nov. 14	**Chapter 36 (B):** cum clauses, tense review *Sī valēs, valeō* reading	*Consolidation:* SAM 36: 1-9
F Nov. 16	**Chapter 37 (A):** Wishes *Ambitiō* reading	*Consolidation:* SAM 36: 10-15a *Preparation:* Readiness check 37
M Nov. 19	**Chapter 37 (B):** conditions, *sī quis* *Ad Lūnam* reading	*Consolidation:* SAM 37: 1-10
W Nov. 21	*Thanksgiving holiday*	
F Nov. 23	*Thanksgiving holiday*	
M Nov. 26	**Chapter 38 (A):** Expressing fear *Prīdiē nuptiārum* reading	*Consolidation:* SAM 37: 11-15 *Preparation:* Readiness check 38

W Nov. 28	**Chapter 38 (B):** subjunctive and relative clauses; review *Talassiō* reading	*Consolidation:* SAM **38: 1-7**
F Nov. 30	**Chapter 39 (A):** doubting/ preventing *Nuntiī ē Germāniā* reading	*Consolidation:* SAM **38: 8-14a** *Preparation:* Readiness check 39
M Dec. 3	**Chapter 39 (B):** relative clauses	*Consolidation:* SAM **39: 1-9** *Preparation:* SAM
W Dec. 5	Review	*Consolidation:* SAM **39: 11-15**

Registering for MyLanguage Labs

STEP 1: Before You Register

1. **Complete the Browser Tune-Up.**

   Go to www.mylanguagelabs.com and click **Browser Tune-up.** This will confirm that you have met the **System Requirements** and have the <u>necessary free plug-ins</u> on your computer.
   If you do NOT use a supported browser, you will NOT be able to sign in to your MyLanguageLabs.

   Select **Support** then **System Requirements** (http://mylanguagelabs.com/support/system-requirements.html)
   to see the most up-to-date information on supported browsers. Pearson tests each supported browser thoroughly for use with a MyLab.
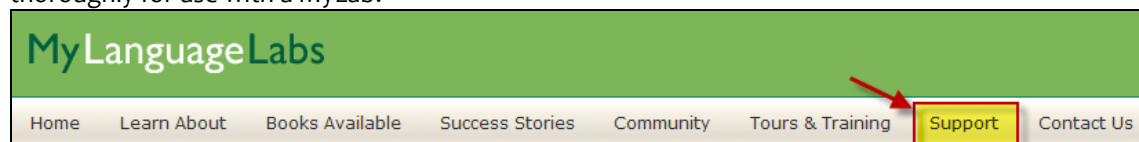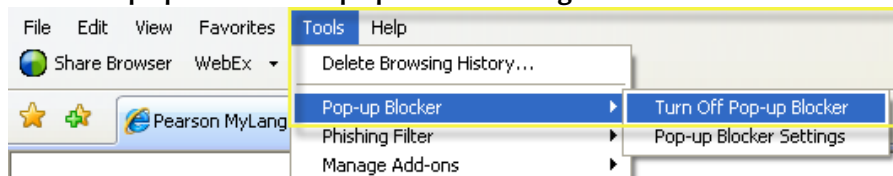
2. **Enable Pop-Up Blockers**

   Are you clicking on an activity or link inside the course and nothing happens? Some browsers will block all pop-ups—even those you want! To allow pop-ups in your *MyLanguageLab* course, <u>open your browser</u> and do the following (there may be some variations with each browser):

   For PC USERS:
   1. **Click Tools → Pop-up Blocker → Pop-up Blocker Settings.**

   2**. When prompted for "*Address of Website to allow",*** enter:***.pegasus2.pearsoned.com**
   (If you have downloaded a **third-party (Google, Yahoo, AOL, etc.) pop-up blocker**/toolbar make sure you turn the pop-up blocker off on that toolbar in addition to your browser pop-up blocker.)
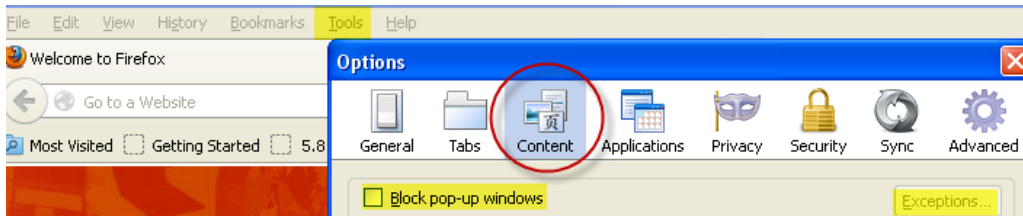
   FOR MAC USERS:
   1. Click Safari. Make sure **"Block Pop-Up Windows"** is **unchecked while working in MyLanguageLabs.**
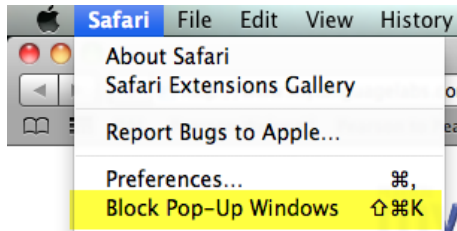
FOR FIREFOX USERS:

1. **Click Firefox.** A new box will open. Choose the Content tab. You will see "Block pop-up windows.
2. Either uncheck that box to turn off your pop up blocker or choose exceptions and enter in ***.pegasus2.pearsoned.com**. Click "Allow" then Close.


3. Confirm that you have the following needed to register:

☐ **Your Instructor's Section/Course ID** _____ _(Note: The Course ID must be entered exactly as it is provided to you including typing the hypen "-" and using all capital letters.)_

☐ **Student Access Code** - packaged with your text or available standalone at the bookstore. (_You may also purchase instant access online at www.mylanguagelabs.com_).

☐ **Valid Email Address**

☐ **eBook ID** (_if applicable_) _____
**Refer to the eBook Registration link on the Welcome Message inside your course for instructions on how to access the eBook, with or without an eBook ID from your instructor.

STEP 2: Register for Your Course

Go to www.mylanguagelabs.com and click **Student** under **"Register."**
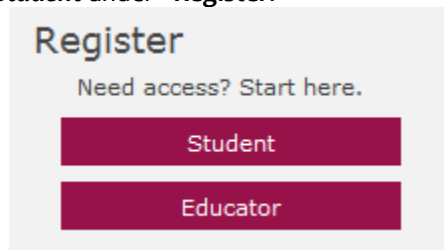
➢ **Enter the Course/Section ID** that your instructor has provided (_Note: This is not the same as the Access Code_) and click **Continue.**


➢ Choose one of the following: **I already have an access code** or **I need to buy access**.
➢ Select your course

- ➢ Select your book
- ➢ Select a 6 month or 24 month subscription

Then follow the registration instructions and click **Log In Now** on the confirmation page to enter your course.

STEP 3: Sign in and Enroll in Your Course

Return to www.mylanguagelabs.com.

Sign in
Already registered? Sign in with your Pearson account.
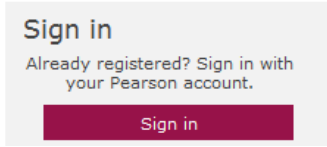
Sign in

- ➢ Click *Sign in* under "**Sign in**"

- ➢ Enter the *username* and *password* you created as part of registration.

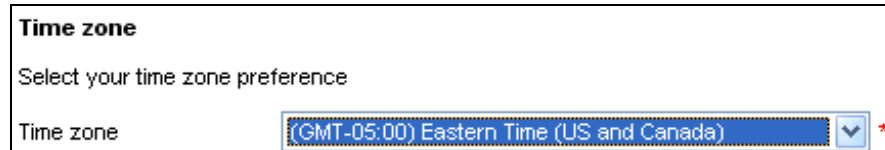- ➢ In the new window, under Your Courses and Products select the link with the title of your required text.
- ➢ Click Enroll in Course
- ➢ Enter Course ID (provided by your instructor) *(Note: The Course ID must be entered exactly as it is provided to you including typing the hypen "-" and using all capital letters.)*
- ➢ You will now have access to your course materials.

STEP 4: Set Your Time Zone

- ➢ Click **My Profile** after signing in to your course.

Welcome, Mary Reynolds

My Courses | My profile | Feedback | Help | Support | Logout
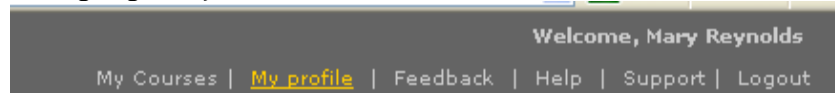
- ➢ Select your **Time zone** from the menu.

Time zone

Select your time zone preference

Time zone   (GMT-05:00) Eastern Time (US and Canada)   *

Pearson Technical Support

Need Help Registering?
If you have any questions or issues registering for your course, please go to: http://247pearsoned.custhelp.com
Click **CHAT** on the top toolbar. Fill in the form and click**, SUBMIT**. An IM box will open and a technical support assistant will be able to help you with your specific issue.

Need help once you are enrolled in your instructor's course?
Once you are you logged into your MyLanguageLabs course and have any questions or issues, please click on the **SUPPORT** link in the upper right hand corner of your course:

Welcome, Mary Reynolds
Sample Training Section 03 MWF 2pm: CRSCDS7-400903
My Courses | My profile | Feedback | Help | Support | Logout