

# Syllabus: Latin 201

**Class Time:** TR 12:30-1:45

**Class Location:** LH 138

## **Textbooks:**

- Wheelock and Lafleur, *Wheelock's Latin*, 6<sup>th</sup> edition revised
- Lafleur, *Scribes and Scribblers*
- Beyer, *War With Hannibal*
- (Other text based on class decision)
- (Various online resources)

## **Your professor:**

- Dr. Andrea Deagon.
- Office: LH 273.
- Phone: 910-962-3870, or (to leave a message) 910-962-3340.
- Office Hours: TR 2-3 pm, MW 1-3 pm, or by appointment
- etc.: If you need to contact me by phone at other times, badly enough to look up my number, you can call me at home between 10 am and 10 pm.

## **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.

**Catalog description:** **LAT 201. Intermediate Latin I (3)** Prerequisite: LAT 102 or equivalent. A review of the grammatical structure of the language. Emphasis on developing reading skills through readings from various Latin authors.

**About this course:** Latin 201 is designed for students who have a strong grounding in Latin, and some experience in reading classical Latin texts. Our goals are to develop a complete and nuanced understanding of Latin grammar, vocabulary, pronunciation, and idiom, as well reading strategies and interpretive approaches to a variety of classical Latin texts. You will develop a strong grounding in different types of Latin poetry and prose through intensive study of representative authors and their varied perspectives. We will approach these readings with the goal of finding significant insights into key aspects of Roman culture, and we will bring all of this into the present day through tracing survivals of both Latin language and Roman institutions into the English language, specialist vocabularies, and modern practices.

## **Goals:**

Read this carefully, and keep it where you can refer to it. Each of our classes 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.

### **(1) Develop and improve reading ability. This means:**

- A. develop an extensive working vocabulary (FL 1);
- B. read passages within our limits well (FL 2);
- C. use what we know to read more advanced passages for information (FL 2);
- D. review grammar as necessary (FL 2);
- E. learn poetic meters and rhetorical techniques that inform some of our reading passages (FL 2); and
- F. practice sight reading and reading for comprehension without translating (FL 2).

### **(2) Use spoken Latin to support and increase reading ability. This means:**

- A. practice reading out loud – new passages and those we have already translated (FL 1);
- B. learn and use poetic meters in reading out loud (FL 1);
- C. work on reading fluently and expressively (FL 1);
- D. listen to audio files of spoken Latin for comprehension and practice in pronunciation (FL 1); and
- E. occasionally “perform” poems, passages, exchanges from drama, etc. (FL 1).

### **(3) Use writing to support and increase reading ability. This means:**

- A. develop a strong active vocabulary (FL 2); and
- B. write phrases, sentences, and brief passages directly modeled on Latin texts (FL 2).

### **(4) Gain an understanding of the ways in which non-literary writings in Latin as well as canonical Latin literature can provide us with insights into the Roman world. This means:**

- C. read passages with attention to cultural issues like gender roles, ethnicity, sexuality, morality, etc. (FL 3);
- D. become aware of the different backgrounds and purposes of authors and passages studied (FL 3); and
- E. research and discuss these issues when we review translations and other texts (FL 3).

### **(5) Gain an understanding of the social complexities of ancient Roman life, and how they were reflected in the writings, both literary and non-literary, of the time. This means:**

- A. observe material culture and cultural attitudes as reflected in the texts (FL 3);
- B. develop awareness of the visual arts, architecture, etc. as supporting the cultural views of texts (FL 3); and
- C. observe the diversity of authors in different parts of the Roman world, time periods, ethnicities, and social classes (FL 3) (FL 4).

### **(6) Bring your knowledge of Latin into the modern world. This means:**

- A. use Latin roots to develop both Latin and English vocabulary (FL 4);
- B. observe and discuss survival of cultural ideas and institutions in the modern world (FL 3); and
- C. read and interpret Latin uses in the modern world (such as in legal vocabulary, mottoes, ecclesiastical Latin, etc.) (FL 3).

### **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.

### **Keeping up with the course:**

**Expectations:** Our course web site will provide you with a list of learning expectations for each class period. Our class time provides you with both the groundwork for meeting them, and the opportunity to demonstrate that you *are* meeting them. You must come to class with assigned work prepared, complete homework on time, use study materials provided online (vocabulary audio files, flashcards, etc.) 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. The first week of the course is focused on review, and there is a lot of review throughout. If you placed into this course, this is where you belong. 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 without too much pain and we're settled into the course by the third week or so.

**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.

**Online Resources:** I have a number of online learning and practice resources, some by me and some linked to other sites. There are a number of online resources that are coordinated with our textbook. I will suggest exercises to do in some of these as ancillary material. Your grade in this course will almost certainly improve if you do them on your own.

**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.

## **Requirements:**

**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 (50%):** Because learning language requires constant attention, it is absolutely necessary to keep up with the assignments and classwork. (In addition, any o's bring down your grade substantially.) "Daily work" consists of homework, quizzes, translation assignments, and other work done to turn in. Some assignments are in the syllabus, and others will be added as we go through the semester, based on what I think the class needs in order to advance toward the course goals. 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.

**Exams (50%):** There are a midterm and a final exam (25% each). The midterm assumes mastery of the review material, but is focused on material covered in the first part of the semester. The final exam assumes mastery of all material to that point. It focuses on the later part of the course, but the exam is comprehensive and parts will address material from the earlier part of the term. Before each test you will be given a specific review sheet 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

## **Courtesy and Professionalism**

- All personal media (cell phones, ipods, etc.) must be turned off and put away during class.
- Laptops 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.

## **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/>.

## Schedule:

This schedule is approximate and subject to change, based on the needs of the class and the ancillary material covered. The readings for the last half of the semester will be decided in consultation with the class, based on interests and previous experience.

<b>Date</b>	<b>Reading/Material</b>
<b>R Aug. 25</b> a.d. VII kal. Sept.	<b>Introduction:</b> Syllabus, <i>In Principio</i>
<b>T Aug. 30</b> a.d. III kal. Sept.	<b>Review</b> of present tense verbs review of nominative and accusative review of genitive and ablative <b>Chapter 28: present subjunctive: jussive</b>
<b>R Sept. 1</b> kal. Sept.	<b>Chapter 28: Purpose clauses</b> review of future and imperfect <b>Chapter 29: imperfect subjunctive</b> Chapter 28 readings <b>Second Punic war</b>
<b>T Sept. 6</b> a.d. VIII id. Sept.	<b>Chapter 29: result clauses</b> <b>Second Punic war</b> <b>War with Hannibal:</b> Second Punic War commences; War declared against Carthage <b>Reports:</b> Publius Cornelius Scipio (the elder), Quintus Fabius Maximus
<b>R Sept. 8</b> a.d. VI id. Sept.	<b>Chapter 30: Perfect/Pluperfect Subjunctive</b> Review of Perfect system <b>War with Hannibal:</b> Hannibal's Successes; Cannae <b>Reports:</b> Lucius Aemelius Paulus, Publius Terrentius Varro
<b>T Sept. 13</b> id. Sept.	<b>Livy:</b> Cannae excerpts <b>Reports:</b> Marcus Claudius Marcellus, Hannibal, Hasdrubal (distinguish between them)
<b>R Sept. 15</b> a.d. XVII kal. Oct.	<b>Chapter 30: Indirect Questions</b> writing exercises <b>War with Hannibal:</b> Defection of Italian Cities, Marcellus engages Hannibal <b>Report:</b> Publius Cornelius Scipio (Africanus)
<b>T Sept. 20</b> a.d. XII kal. Oct.	<b>Livy:</b> Hannibal <b>War with Hannibal:</b> Romans simultaneously engage in four wars; Hannibal comes within four miles of Rome
<b>R Sept. 22</b> a.d. X kal. Oct.	<b>Chapter 31: Cum clauses, fero</b> <b>War With Hannibal:</b> Scipio's Successes in Spain, Recapture of Tarentum, Further Exploits, Hannibal summons Hasdrubal
<b>T Sept. 27</b> a.d. V kal. Oct.	<b>Reports:</b> Cicero, Catullus, Martial <b>Latin meter 1</b> <b>War with Hannibal:</b> Cities of Brutium Surrender, Scipio made consul, Carthaginians sue for peace
<b>R Sept. 29</b> a.d. III kal. Oct.	<b>Chapter 32: adverbs</b> <b>Reports:</b> Terrence, Nepos

<b>T Oct. 4</b> a.d. IV non. Oct.	<b>Reading and review</b> <b>Reports:</b> Seneca, Ovid
<b>R Oct. 6</b> pr. non. Oct.	<b>Midterm</b>
<b>T Oct. 11</b> a.d. V id. Oct.	<b>scholam nōn habēmus</b>
<b>R Oct. 13</b> a.d. III id. Oct.	
<b>T Oct. 18</b> a.d. XV kal. Nov.	
<b>R Oct. 20</b> a.d. XIII kal. Nov.	
<b>T Oct. 25</b> a.d. VIII kal. Nov.	
<b>R Oct. 27</b> a.d. VI kal. Nov.	
<b>T Nov. 1</b> kal. Nov.	
<b>R Nov. 3</b> a.d. III non. Nov.	<b>magistra abest; scholam nōn habēmus</b>
<b>T Nov. 8</b> a.d. VI id. Nov.	
<b>R Nov. 10</b> a.d. IV id. Nov.	
<b>T Nov. 15</b> a.d. XVII kal. Dec.	
<b>R Nov. 17</b> a.d. XV kal. Dec.	
<b>T Nov. 22</b> a.d. X kal. Dec.	
<b>R Nov. 24</b> a.d. VIII kal. Dec.	<b>diēs festālis: scholam nōn habēmus</b>
<b>T Nov. 29</b> a.d. III kal. Dec.	
<b>R Dec. 1</b> kal. Dec.	
<b>T Dec. 6</b> a.d. VIII id. Dec.	
<b>R Dec. 15</b> a.d. XVIII kal. Dec.	<b>Final Exam: 11:30-2:30</b>