

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi

Open Educational Resources (OER)

---

Spring 2-1-2020

### **LATN 202.01: Intermediate Latin II - Vergil**

Matthew Steven Semanoff

*University of Montana, Missoula*, [matthew.semanoff@umontana.edu](mailto:matthew.semanoff@umontana.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

**Let us know how access to this document benefits you.**

---

#### **Recommended Citation**

Semanoff, Matthew Steven, "LATN 202.01: Intermediate Latin II - Vergil" (2020). *University of Montana Course Syllabi*. 11584.

<https://scholarworks.umt.edu/syllabi/11584>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

# LATN 202: Intermediate Latin II: Vergil

## Spring 2020

### Instructor Information:

- Prof. Matthew Semanoff
- Office: LA 425
- Phone: 243-5637
- [matthew.semanoff@umontana.edu](mailto:matthew.semanoff@umontana.edu)
- Office Hours: MWF 11:00-12:00

### Course Information:

- Time and Days: MWF 2:00-2:50
- Room: LA 207
- CRN 30085
- 3 Credits

### Course objectives:

The goal of this class is to further develop the skills necessary for reading Latin literature with special attention to reading Latin poetry. By reading selections from Vergil's *Aeneid*, students will be introduced to prosody and various poetic techniques and devices. Students will also become familiar with standard references used for advanced study of Latin literature.

### Outcomes:

At the end of the semester, the successful student will:

- Be familiar with dactylic hexameter and common poetic devices.
- Have an expanded Latin vocabulary.
- Know how to use standard reference works effectively.
- Begin to be able to read Latin poetry with fluidity.
- Be familiar with the narrative, characters, and style of Vergil's *Aeneid*.

### Texts:

Knapp, C., ed., *The Aeneid of Vergil: Books I-VI. Selections VII-XII*. Chicago: Scott, Foresman and Co., 1900.

### Latin Text of the Aeneid:

Most of our readings will be selected from *Aeneid* books 7-12. The best text available for intermediate students is out of print, but is available in electronic form from a variety of websites. I have uploaded the entire book to the Moodle course shell. This textbook includes an overview of the Grammar and Style of Vergil and extensive notes. All notes in the commentary are keyed to the Grammar section in the introduction. Additionally, the text

includes a glossary of the vocabulary used in the *Aeneid*. This is available as well as a separate file, but I recommend buying a Latin dictionary.

### A Latin Dictionary:

There are numerous vocabulary resources available online, but sometimes there is no substitute for a good basic Latin Dictionary. I recommend the Collins Gem Latin Dictionary (ISBN-13: 978-0008218614). This book looks tiny, but as Callimachus wrote, μέγα βιβλίον, μέγα κακόν. But any dictionary will do.

### A Translation (Recommended):

There are many decent translations available, I typically assign the translation by Robert Fagles, but for our purposes any one will do. We will primarily use the translation to get an overview of the *Aeneid*, and will focus on reading the Latin.

### Assessment:

Your grade will be calculated by the following breakdown:

Participation	10% &
Class Preparation/Homework	20% &
Collaborative Commentary	15% &
Assignment &	
Oral Reports	15% &
Quizzes	15% &
Examinations	25% &

### Participation and Attendance (10%):

Active and willing participation is integral to the success of learning a foreign language. Students will receive a daily participation grade between 0 and 5: 5 for excellent quality and quantity of participation, 4 for very good quality and quantity of participation, 3 for good participation, 2 for fair participation, 1 for being present but incapable of participating, 0 for being absent.

Please note that repeated tardiness and absence will have a detrimental effect on your participation grade as well as on your quiz grade (see below). Repeated text-messaging, phone calls, or any behavior that may prevent/limit other students' participation will likewise affect your participation grade.

**Nota Bene:** I understand that certain things arise that may prevent attendance. Whether you have an appointment, are ill, have family or work obligation, I will not ask for excuses or notes. It is, however, the student's responsibility to (1) contact me in advance of the absence. Email is preferred, but leave a message on my office phone if you do not have access to a computer (243-5637); (2) request any handouts or assignments.

**There will not be any make-up quizzes or exams allowed, unless the student has made prior arrangements. No late homework will be accepted.**

### **Class Preparation and Homework (20%):**

The bulk of the work for this class will be preparing and reading Latin. In order to supplement this process, students will frequently be required to complete “parsing charts.” These handouts will list several words that students will be required to identify for morphology and meaning and explain syntactically (how the word functions in its sentence, clause, or phrase). Students may also be assigned supplementary worksheets to help refresh important grammar topics arising in the context of our reading assignments.

Familiarity with the vocabulary and grammar will greatly facilitate your reading of Vergil. Therefore, I will often provide online drills that are meant to be completed prior to class. These are meant to be performed prior to attempting the assigned passage. These are meant to be practice and practice means repetition. Only the highest grade will be recorded.

**Written Homework** will be graded on a five-point scale: 5 for homework that is complete and accurate or **corrected during class**; 4 for homework that is mostly complete (fewer than 5 empty boxes on a chart) and accurate or corrected during class; 3 for homework that is fairly complete (fewer than 10 empty boxes) and accurate. **Homework that has not been corrected during class will not receive higher than a 3.** Homework that is significantly incomplete or inaccurate and uncorrected will receive either a 2 or a 1 depending on the degree of incompleteness or inaccuracy. Homework that obviously has not been completed prior to class and is being completed during class will not receive higher than a 3.

Correcting homework in class is a vital part of the learning process. First of all, this shows engagement in class. Secondly, students generally find that the physical act of writing helps them retain information. Lastly, students will have an accurate guide to facilitate review for quizzes and exams. Late homework will not be accepted, in part because it skips the correction phase.

### **On-Call Days:**

Starting February 24, students will be assigned “On-Call Days.” On these days, two students will lead the reading, translating, and analysis of the passage assigned. Those students will be expected to prepare the passage in advance of their day on-call, and meet with me prior to class. During this meeting, we will discuss the passage, clear up any questions on the text, highlight parts that are important. Students on-call will lead the class, calling on people to go over the text, facilitate discussion, help guide the class through the translation, and help the class resolve any questions about the assignment. More details on the schedule and requirements will follow.

### Collaborative Commentary Assignment (15%):

In an effort to become more adept at the use and creation of online resources, we will develop an online commentary over the course of the semester. Each student will be responsible for compiling traditional notes and vocabulary as well as other resources that contribute to a better understanding of the passage. Each student's materials will be compiled into a commentary similar to those developed by the Dickinson College Commentaries (<http://dcc.dickinson.edu/>). More details will follow.

### Oral reports (15%):

Students will be responsible for a brief (15 minutes) oral report over the course of the semester. These reports will be based on any topic that enhances our understanding of Virgil's *Aeneid*. Topics may include historical personalities important in the context of the *Aeneid*, literary works or figures upon which Virgil's work draws or which are influenced by Virgil, mythological narratives important in the context of the *Aeneid*, social, historical, or cultural events and practices that are especially relevant. Students will meet with me within the first two weeks of the semester to determine a suitable topic and set a date for the report.

### Quizzes (15%):

Students will take periodic quizzes that cover (1) the grammar/translation of recent reading assignments and (2) the most common vocabulary of the *Aeneid*. Vocabulary lists and Quizlet flashcards will be available through Moodle. Students will be expected to memorize the full lexical entry for the words (all principle parts of verbs, nominative, genitive and gender of nouns, etc. and the full range of meanings provided by the textbook). Many of the words on these quizzes were introduced in LATN 101-102. Quizzes will be very brief, taking not more than 15 minutes of the class period; occasionally quizzes will be administered via Moodle. No make-up quizzes will be allowed unless prior arrangements are made.

### Examinations (25%):

In addition to regular quizzes, students will take three examinations (hour-long) and a final examination. Students will be expected to translate prepared passages, explain certain grammatical features of the passage, and translate a brief passage previously unprepared (sight-passage).

Exam Dates:

- 2/4/19
- 3/8/19
- 4/8/19
- Final Exam: Wednesday, May 6 at 3:20-5:20

### Email and Moodle:

This class will use a Moodle course supplement. Students will need to know their Net ID and associated password to access Moodle. All announcements concerning assignments, quizzes, events, etc. will be posted to Moodle and sent to university email accounts. Supplemental handouts will also be posted to Moodle. Please Note: Homework assignments will not generally be posted to Moodle. Students are responsible for checking their university email accounts or ensuring that any email sent to their university account is forwarded to their preferred account.

### Disability Accommodations:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### Starfish:

This course utilizes the Starfish Student Success Network. It is designed to promote student success through coordination and communication between students, instructors, and support staff. Throughout the term, you may receive emails regarding your attendance, course grades or academic performance. **To benefit, it is important that you check your umontana email regularly and take the recommended actions.** You may also be contacted directly by an Advisor or Campus Support Professional.

### Tentative Schedule of Assignments and Readings:

All effort is going to be made to follow this schedule for the first five weeks. I will distribute additional schedules as appropriate.