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LATN 102.01: Elementary Latin II

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LATN 102: Elementary Latin 2

Basic information

Instructor information:

Prof. Scott Arcenas

Office: LA 263

Email: scott.arcenas@umontana.edu

Office hours: MW, 11:00-11:50 AM; and by appointment

Course information:

Time: 09:00 - 09:50 am, MWF

Place: LA 204

Course description

Latin 102 is the second part of a two-semester sequence that introduces the basic mechanics of the Latin language, as well as an introduction to Roman culture. By the end of the sequence, students will have a firm grasp of Latin grammar and syntax, substantial Latin vocabulary, and basic understanding of the (absolutely fascinating!) historical context in which Latin literature emerged.

Learning Outcomes

The goal of this class is to prepare students to read, understand, and appreciate Latin literature in the original language. Students will develop the necessary skills through diligent study of the first two units of the *Cambridge Latin Course* (CLC). Successful students will:

Master the essential principles of Latin grammar and syntax introduced in CLC Unit 3.

Master the vocabulary introduced in CLC Unit 3.

Reinforce their understanding of English grammar and syntax.

Begin to develop "an analytical approach to language by seeing English in relation to a language of a very different structure and by observing the influence of the ancient language on our own." (*OLC*, vii)

Required textbooks

Cambridge Latin Course, 5th edition: Unit 3.

American paperback edition (no online access).

ISBN 13: 9781107675780.

If you purchase your textbook from the bookstore, you shouldn't have any issues. If, however, you decide to purchase them elsewhere, please be sure to confirm that you have the correct ISBN (International Standard Book Number). If you don't, there is a good chance that you will end up buying the wrong book (e.g., a fourth edition), paying for online access twice, or needing to pay more for online access later on, because it wasn't included with your book purchase. Once again, the best way to avoid running afoul of these issues is to rely on the ISBN.

Learning Assistants

We are fortunate to have Learning Assistants in Latin 101. Our Latin Learning Assistants are UM students with experience in Latin who are there to facilitate small group work. Small group work is most effective when everyone in the group participates, asking questions and taking responsibility for helping others in the group. Though the group members share the primary responsibility for explaining concepts to each other, Learning Assistants are there to help the groups stay on task and share the work equitably, and to help the group find answers to questions that the group is having trouble answering for itself.

Assessment and Grading

Grading breakdown

Grades will be calculated by the following breakdown:

Participation and engagement (22%)

Homework (22%)

Quizzes (22%)

Tests (34%)

Participation and Engagement:

Active participation is vital to the success of learning a foreign language. Participation is not the same as attendance. Although the English word “attendance” conventionally means “to be present,” the English term is derived from the Latin *attendere* (*ad* + *tendere*), which means literally “to stretch toward” or more generally “to direct or turn toward.” From this root, the Latin term takes on various meanings including not only “to direct attention to, apply the mind to, to attend to,” but also “to strive eagerly for” and “to be intent on.” To this end, “to attend” Latin 101 means not only to be present, but to stretch one’s intellect toward the subject matter at hand, not only to direct attention to *magister* and other *discipuli*, but to strive eagerly to learn Latin. You will earn points based on your presence in class and your willingness to participate.

Under extraordinary circumstances, such as a documented personal, family, or medical emergency, an absence may be excused. NB: This includes infection with or exposure to the coronavirus, and/or caring for a family member or house/roommate who contracts Covid-19. In addition, all absences for university-related events (“away” games, Model UN, etc.) or public service (jury duty, Army Reserves) will be excused with written documentation. Additional work may be required for excused absences, which should be arranged in advance except in emergencies.

Homework:

“Written” homework:

Unless otherwise indicated, written homework assignments should be handed in before class. In some cases, I may ask you to turn in written homework assignments online. In such cases, please submit your assignments as word documents (.docx) or .pdf files on Moodle before class. We may spend a portion of the class period going over homework as a means of practicing pronunciation and getting immediate feedback on exercises. Students are expected to make corrections on any assignments we go over in class. Written homework will be graded on the following rubric. Please note that accuracy is not the only standard for the grade. Late homework may be accepted but will be subject to a penalty that will increase over time, at a rate of roughly 5% per 24-hour period, up to a maximum of 50%, unless arrangements have been made prior to the due date.

Points	Qualitative Description of Homework	Approximate Grade Equivalence
5	homework complete, largely correct (occasional errors are expected) and demonstrates careful effort and diligence	A (93-100%)
4	homework nearly complete with more frequent errors but still demonstrates careful and diligent work	A-/B+ (88-92%)
3	homework mostly complete but largely error-free OR complete but with frequent errors; homework that was gone over in class but has no corrections marked	B-/C+ (78-82%)
2	homework incomplete with significant errors, seemingly carelessly or hastily attempted	C-/D+ range (68-72%)
0	homework not submitted.	

Online Homework:

A variety of online activities will be assigned through CLC Online. These may include drills, exercises adapted from the textbook, flashcards, etc. It is important to emphasize that these activities are not quizzes or assessments. Rather, they are meant to be exercises that can be repeated as many times as you like. Grades for online activities will also factor into your overall homework grade. As a rule, I will ask you to submit screenshots of your completed (and, if applicable, graded) assignments via Moodle. We will discuss the mechanics of doing so in class.

Quizzes:

There will be many small quizzes administered over the course of the semester. These will cover the

vocabulary introduced throughout the chapters, as well as basic grammatical and cultural issues.

In class (vocabulary and grammar)

Most vocabulary and grammar quizzes will be administered in class. Please familiarize yourself with any notes regarding the material covered in class. For vocabulary quizzes, students will be expected to know not only the meaning of the words, but all additional grammatical information (e.g., nominative and genitive forms, gender of nouns; principle parts of verbs and the cases they govern). As per the model we developed last term, you may retake in-class quizzes up until the next test during my office hours or the LA-hosted extra help session.

Online (grammar)

Some grammar quizzes will be administered online, via Moodle. Unless otherwise indicated, you will be able to take these quizzes up to three times. You are strongly encouraged not to consult your notes and/or textbooks while actually taking the quiz. Between attempts, however, you may consult your notes and/or textbooks as much as you'd like. Indeed, I would strongly encourage you to do so, so that you can diagnose your errors.

Culture

Culture quizzes will be administered online, via Moodle. While taking these quizzes, you may use your notes and/or textbooks but not any outside resources. Over the course of the term, you must complete at least 3/4 of the assigned culture quizzes. You will receive extra credit for any additional quizzes you complete.

Tests:

There will be two tests administered in class over the course of the term. Tests will be modeled on the homework, in-class exercises, and quizzes completed over the course of the term. Students will be expected to be able to identify and reproduce forms, identify and explain syntactical constructions, and translate from Latin into English. Language learning is by nature a cumulative process. Although tests will focus on the material covered since the previous test, they will be cumulative both in terms of the vocabulary and grammar.

Technology and communications

All electronic communications will be via Slack, University email accounts, or Moodle.

Slack

Online discussion via Slack will be an integral part of this course. If you haven't used Slack before, please don't be concerned; the interface is highly intuitive, there are plenty of tutorials online, and we'll cover everything you need to know in class. If you don't already have a Slack account associated with your @umontana.edu or @umconnect.umt.edu email, please create one and join our workspace using [this link](#) as soon as possible. For an overview of Slack best practices, expectations, etc., please see the first post on the #announcements channel (also available on Moodle, under the heading Handouts).

Moodle

This class will also rely heavily on Moodle. If you're not already familiar with Moodle, you can find a number of tutorials and other resources through [UMOnline](#). It is important to emphasize that you should not pay any attention whatsoever to your overall grade on Moodle. The 5-point scale I use to evaluate homework assignments does not translate directly to standard, percentage-based grades. Accordingly, your apparent grade on Moodle will be misleading.

Computers, phones, etc.

In the interest of minimizing distractions during class time, and maximizing everyone's engagement with the material, the use of computers, tablets, and phones during class is strongly discouraged without authorization from the Office for Disability Equity (see below for more on ODE). For one study, conducted at West Point, on the effect of computers in the classroom, see [Carter, Susan Payne, Kyle Greenberg, and Michael Walker. "The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy." SEII Discussion Paper 2016.02 \(May 2016\).](#)

Other important information

Responsibilities

Nota Bene (that's Latin!): Most of the learning process is up to you. No matter how much I do in the

classroom, I cannot implant Latin into your heads. The best strategy is to work on your Latin at least a little bit every day. There are no shortcuts; you need to spend the time outside of class memorizing and drilling. I am willing to answer questions, offer further explanations, and help with your reading and translating. I will also do my best to establish and maintain a supportive and productive learning environment, but I can't do it alone; all of us—i.e., me, you, and all of your classmates—will need to work together.

Student Code of Conduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php) (http://www.umt.edu/vpsa/policies/student_conduct.php).

I encourage you to work with others on homework and other written assignments. The Cambridge Elevate site also provides help in completing translation assignments. But to copy another's homework or written work, rather than working together with another student, is a violation of the Student Conduct Code. You may use the following online sites: our Moodle page, pages directly linked to it, and Cambridge Elevate. Unless otherwise indicated by me, you may not use any other online resources. This means, for example, that copying homework assignments from Quizlet is also a violation of the Student Conduct Code. Please be sure to avoid online translations (many of which, it bears mentioning, are horribly inaccurate and easy for me to identify), as using them may force me to undertake disciplinary action.

COVID-19-Related Policies

Per UM policy, you are **required to wear a face mask covering your nose and mouth** at all times while inside our classroom. You can find more details and up-to-date information from the University of Montana here: <https://www.umt.edu/coronavirus/campus-covid-plan/default.php>. In addition to the mask requirement, please make note of the following policies:

- You are discouraged from eating or drinking while inside our classroom.
- Stay home if you feel sick and/or if you are exhibiting COVID-19 symptoms. We will work together to ensure you don't fall behind in class.
- If you are sick and/or displaying COVID-19 symptoms, please contact the Curry Health Center at (406) 243-4330 ASAP.
- Thank you for your vigilance! We are all in this together.

Disability modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact them in Lommasson Center 154 or call 406.243.2243. I will work with you and ODE to provide an appropriate accommodation. If you are already registered with ODE and wish to request reasonable accommodations for this course, please contact me privately to discuss the specifics.

Schedule of Classes:

For readings, assignments, etc., please see our class Moodle page.

More links

Try out the various activities and study aids at the Cambridge Latin Course Online Activities; required activities are linked to the Daily Assignments page.

Princeton Classical Language Instruction Project: Hear spoken Latin from Virgil, Horace, Ovid (all read by Katerina Volk — German accent) and Propertius (read by Elaine Fantham — British accent) for poetry, Tacitus and Seneca for poetry.

Acknowledgements

This syllabus is based on versions of this course created by my former Dartmouth College colleague Jenny Lynn.