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LATN 101.01: Elementary Latin I

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Instructor information

- Stacia Graham
- Class: MWF 9:00-9:50 LA 305
- Office: LA 301 • Phone: 243-2925
- stacia.graham@mso.umt.edu
- **Contacting me:** I am on campus from 7:30 a.m. until 4:30 p.m. and within that time frame you should feel free to come in and see me whenever it is convenient. I am usually in LA 301 except. If you cannot reach me by phone, leave a message on my voicemail. I will return your call as soon as possible. You can *always* reach me via email.

Course description:

Latin 101, Elementary Latin, is the first of a two-semester sequence designed to impart a solid foundation in the Latin language. This course introduces the basic mechanics of the language – the grammar, vocabulary, development of reading skills – as well as an introduction to Roman civilization. In the course of the semester you will:

- begin to master the essential principles of Latin grammar and syntax from the first seventeen chapters of the text, becoming acquainted with the basic terminology with which we talk about grammar and syntax in Latin, as well as learning the inflectional forms by which Latin indicates the function of a word in a sentence.
- reinforce your understanding of the patterns and structures of English, increasing your English vocabulary and your understanding of English grammar and syntax

Learning Outcomes:

At the end of the semester, if you have been diligent, you will:

- be able to use accurately and meaningfully the disciplinary vocabulary with which we talk about the grammar and syntax of Latin and English;
- have mastered (be able to reproduce and use accurately) the inflectional forms presented in the text;
- begin to use Latin as a tool to develop the ability to use English more effectively, to increase your understanding of grammar, enrich your store and understanding of English vocabulary, and improve reading, writing and comprehension skills;
- have enriched and solidified an understanding of the workings of English and be able to articulate how those workings are similar to and different from the workings of Latin; and,
- have increased your capacity to learn and retain new information, i.e., your ability to memorize.

Course guidelines and policies:**Required textbooks:**

Wheelock's Latin, 7th edition, Wheelock & LaFleur, Harper-Collins, 2011

Assessment

Student Evaluation (*that'd be grades*): Focus on learning the material and your grade will take care of itself. Look at Latin as an investment in your future, not just credits toward graduation. My goal is that each of you takes something from the class that enhances your personal interests and objectives; consequently, the focus of your work should not be your grade but learning, at least a little, Latin.

I will calculate your final grade according to the following breakdown: homework =25%, vocabulary quizzes = 20%, tests = 30%, participation = 5%, final exam = 20% with a **tentative** grading system of 90-100% = A; 80-89%= B; 70-79%= C, 60-69%= D, <60%= F

Exam policy: You must have a serious and legitimate reason (e.g. illness, family emergency, etc.) to miss a test and ask for a makeup. Contact me immediately.

Your Responsibilities:

Engagement and participation. I want to stress the importance of *intelligent and informed participation*. Class participation and discussion allow all of us to remain current and aware of progress **and** problems. You will be called upon to explain, translate, recite and think aloud, and are expected and encouraged to ask pertinent questions. You've heard this comment since you were a child because it's true: *if you don't understand something, there are probably several others who don't as well, so SPEAK UP!!!*

On random, unannounced days **you will receive participation points** based on a 0-3 scale: 0 = absent, 1 for being present but incapable of participation, 2 for engaging and being a good sport, 3 for active, effective participation.

Homework. I will collect all homework on the day it is due. Homework should be written legibly, preferably skipping every other line to allow comments. Homework will be awarded points on a similar but more rigorous 3-point scale: 0 = nothing turned in, 1 for handing in homework that reflects an attempt at completing the assignment and, at least, attempting to wrestle with the material, 2 for work that reflects comprehension of the basic grammar concepts, 3 for what I judge to be at least a minimal level of mastery of the material. If you perform spectacularly on a consistent basis on your homework it is not impossible to receive gold-star extra credit on occasion. **Late assignments may be turned in for correction but you will not receive points.** Your textbook is your friend – keep it close at all times. I will also assign short, pithy little Latin proverbs that you will be responsible for memorizing. These proverbs generally produce extra credit points on tests and quizzes

Tests and quizzes. Brief vocabulary quizzes will assess your grasp of not only the meaning of the words but all additional grammatical information for each word form (e.g., nominative, genitive and gender of nouns, principle parts of verbs and the cases they govern etc.). Some unannounced quizzes will encourage you to apply yourself steadily and consistently. In addition, you will be tested on grammar regularly during the semester in addition to the final exam. You will be expected to be able to identify and reproduce forms, identify and explain syntactical constructions, and translate short sentences (Latin into English AND English into Latin). Language learning is by nature a cumulative process. Therefore, every test will focus on the most recent material covered but will inevitably include material from previous lessons as well.

Frequent testing means there is less material to be covered at any given moment. It helps to keep you motivated throughout the semester. It will make your progress more likely to be steady and consistent, which will lead to better, longer term memorization. And, ultimately, more frequent testing is more forgiving of your good days and bad days.

Practice, practice, practice. Few classes demand as much sheer memorization as Latin demands in the first year. Success depends upon steady and consistent preparation.

Disability modifications

Whenever possible, and in accordance with civil rights laws, the University of Montana will attempt to provide reasonable modifications to students with disabilities who request and require them. Please feel free to setup a time with me to discuss any modifications that may be necessary for this course. For more information, visit the [Disability Services for Students website](#).

Student Conduct Code

Academic Integrity: All students must practice academic honesty. Academic misconduct will not be tolerated. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Violations of the Student Conduct Code will be pursued. Be familiar with the [Student Conduct Code](#)

Attendance

Regular attendance. Attendance, while neither mandatory nor an explicit part of your grade, is absolutely essential to doing well. Learning Latin is incremental *and* cumulative. If you miss or fail to understand the primary elements of the language, you will have increasingly greater difficulty understanding the linguistic elements upon which the language builds. If you feel you are falling behind or need help, *talk to me*. Don't skip class because you are not prepared, but...

Daily preparation is essential. You must continue to review what you already know and memorize new material. Each lesson builds upon the last. It is essential that you keep up on a daily basis.

Classroom environment. Behave with common courtesy. I expect you to respect classmates and the instructor by avoiding distracting and inappropriate behavior. Please set your cell phone to vibrate to avoid disrupting class.

My responsibilities:

It is my responsibility to provide instruction and encouragement, be available for help, provide pertinent assignments, and grade everyone according to the same criteria. It is also my obligation to adjust the method of instruction if some component appears to be ineffective. If you, as a group, consistently perform poorly then I must re-evaluate my methods.