

SYLLABUS LATIN 101

LAT 101, FALL 2009, credits: 4

Instructor: Matthieu van der Meer
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Class times and locations:

Monday	10.50-11.50AM	SSW331
Tuesday	11.40-12.40AM	Academic Building A G014
Wednesday	10.50-11.50AM	SSW331
Thursday	11.40-12.40AM	Academic Building A G014

COURSE SYNOPSIS AND STUDENT LEARNING GOALS

Welcome to first year Latin! This course will continue your introduction to a language that served a tiny village on the Tiber River in Italy, then a massive empire that reached from the Atlantic to the Persian Gulf, from Scotland and Germany to Morocco and Sudan. Long after it ceased to be spoken widely by Italians, it served Europe as the international language of diplomacy, education, and professional skills, such as law, medicine, science, and theology into modern times. The Latin language will open your eyes to elements of world culture and history, social, philosophical, and artistic understanding, and the roots of language itself, including your own native language, whatever that may be. English owes some 40-50% of its vocabulary directly to Latin roots and French, a Romance language, and if you add the Greek learning that many Romans adopted, another 10% of English vocabulary can be better understood. Through study of grammar, and readings that teach Roman culture, we will learn a great deal about an influential foreign culture, and ultimately about world culture and American heritage.

This will not always be a pure translation class - we will vary exercises, learning styles, and material frequently, from discussion of topics in English to presentation of short texts in Latin. During this semester, you will be reading some original Latin or slightly adapted sentences from famous poems (epic, comic, and satiric) and prose (speeches, histories, philosophy). You will learn foundational elements of Latin grammar and syntax, and we will spend significant time discussing the roots of English grammar as a support to our learning of Latin grammar. You will also enhance your English vocabulary while learning the meaning of Latin vocabulary, and you will begin to understand some of the most important principles of Roman life and society.

COURSE REQUIREMENTS

TEXTS

Susan C. Shelmerdine *Introduction to Latin, First Edition Revised* (Focus, 2007) ISBN: 1585102709

John C. Traupman *Conversational Latin for Oral Proficiency, 4th edition* (Bolchazy-Carducci, 2007) ISBN865166226

CLASS PARTICIPATION

ATTENDANCE IS REQUIRED. Beginning the second week of class, you will receive a daily grade for participation in class that suggests your level of preparation on material covered (A, B, C, D or 0) and your involvement in class activities. Participation includes questions, exchange of ideas, and responses to directed or general questions from the instructor or others. An absence

from class for ANY REASON must be counted as a 0 since you cannot participate if you are absent.

Four (4) absences and your lowest participation grades will be dropped, no questions asked, at the end of the term allowing 1 week of class days for illness, family matters, etc. In general, I do not distinguish between excused and unexcused absences for purposes of daily participation grades, but PLEASE always contact me by email or phone before class if you MUST be absent on a given day. I want to know when and why you need to miss class, and make sure that you don't get too far behind.

It is important to understand that participation can include informed questions, requests for further explanation, offering to answer specific questions, or any contributions that foster learning in the classroom environment.

Students missing 7 or more classes without valid excuse will not be allowed to receive a passing grade: you will fail the course or have to withdraw. A pattern of tardiness can and will count as absence(s) at the discretion of the instructor.

The Conversational Component of this course is a requirement, but you will only be graded on the conversational materials within your class participation grade. There will be no tests specifically on conversation, but I may include some elements of our conversations on quizzes or exams.

Your ability to reproduce the vocabulary on those days where I have assigned the vocabulary of a certain chapter will count as part of your participation grade for that day.

HOMEWORK

I generally check homework by asking questions of students in class or asking what questions you have. There is no way we will translate every word of every assignment in class. Homework may include exercises and readings from Latin to English or English to Latin, either in the Shelmerdine text or supplementary exercises found at <http://www.leakyroofproductions.com/index.html> or in the Conversational Latin text, as well as reading of grammatical explanations, review of vocabulary, and other assignments. When possible, the answers to significant unfinished assignments will be posted on Blackboard; some supplementary exercises with answers are available at <http://www.leakyroofproductions.com/index.html> for self-study, including self-correcting exercises on vocabulary, word forms and translation. Occasionally, without prior notification, I will ask to see your written homework exercises from the Shelmerdine main text. I will merely examine your assignment for completion and the attempt at every sentence of the exercises; you will correct them in class after this check.

If I notice that you did not make the assigned homework, I will lower your participation grade for that day. This check is not designed for busy work or bookkeeping purposes (I would rather not do it), but I have found by experience that Latin homework sometimes slips to the back burner, and if that happens, you risk falling behind in your language process which builds daily.

DAILY HOMEWORK ASSIGNMENTS ARE THE ONE TYPE OF WRITTEN WORK ON WHICH I ENCOURAGE YOU TO WORK WITH OTHERS, BUT MAKE SURE YOU UNDERSTAND EVERYTHING FOR YOURSELF BY THE TIME YOU GET TO A QUIZ OR EXAM.

QUIZZES

Up to 7 quizzes will be given as listed on the syllabus. These may sometimes be administered at the beginning of the session, sometimes, however, at the end of a class session, so that additional time spent on quizzes by individuals does not impact the entire class moving on.

Quizzes will usually consist of translation from Latin to English and some form identification and will cover material learned from the day of the previous quiz to the end of the

session prior to the quiz. The lowest quiz grade will be dropped at the end of the term, so makeup quizzes will generally not be given. If a quiz is scheduled, and if you absolutely cannot make it to class that day for legitimate reasons, and you contact me appropriately before the class in question, I will consider whether you may take the quiz at another time (Nota bene: OVERSLEEPING IS NOT A LEGITIMATE EXCUSE). Absence for religious holidays also requires notification of the instructor prior to the absence.

TESTS

You will take three major term exams as listed on the syllabus. These will test grammar recognition, word forms (morphology), translation from Latin to English, and reading comprehension and the formats will be partially derived by consensus of the class. Absence from a test FOR ANY REASON is very serious and may result in a much more difficult makeup test AT THE INSTRUCTOR'S DISCRETION (I always reserve the right to refuse to give a makeup exam) - again, absence from a test for serious illness or other legitimate reasons demands prior notification of the instructor, at which time I will consider whether you may take the same exam at an alternate time. That said, if you show signs of being very studious and make solid progress through the term, but you are obviously ailing so badly on a test day that your performance would be unrepresentative of your regular work, please speak with me and arrangements can usually be made for a makeup time – be fair with me and I will extend you the same courtesies.

FINAL EXAM

Of necessity, tests in language courses are always COMPREHENSIVE (Grammar forms and vocabulary don't go away, they just may disappear for a while and return suddenly). The final will be even more so. I will cover the last quarter of the class material in some detail on the final, but there will also be a fair amount of review material from throughout the term.

ACADEMIC HONESTY AND WRITTEN WORK

It is important that ALL students approach their learning *forthrightly* and *honestly*. I will make every effort to clarify how that can be done and will help you along the way. Note, therefore, that, by enrolling in this course, students agree to abide by the provisions of the University's STUDENT ACADEMIC HONESTY CODE, available at http://buweb.binghamton.edu/bulletin/program.asp?program_id=1004.

WHAT IS ACADEMIC HONESTY? It is the ability to say that your work is substantially yours, and that you have forthrightly pointed out where and how you rely on the words, ideas, research, etc. of others.

As for academic *dishonesty*, that includes:

- Plagiarism (presenting another's work as one's own through unacknowledged quoting/paraphrasing, use of another's ideas, failure to acknowledge sources, using someone else's research notes or similar)
- Cheating
 - copying from . . .
 - another's test paper
 - a "cheat-sheet" brought to class
 - any form of unfair help received
- "Recycling" of papers (submitting one paper to more than one class)
- Unauthorized collaboration (different from working with an assigned team or from forming a legitimate study-group)
- Fabrication (arguing from evidence you've made up)
- Forgery (of signatures, of paper-authorship, etc.)
- Sabotage (undermining efforts of other students)
- Bribery (inducements to affect grade)

Note, too, that *any* and *all* instances of academic dishonesty WILL result in a course-grade of **F** along with appropriate disciplinary action, not excluding expulsion from the University, as deemed appropriate by the authorities charged with handling such cases. Further, by taking this course, students consent to submit all written assignments to Turnitin.com or other, similar anti-plagiarism databases for textual similarity review. Students also agree not to abet the academic dishonesty of others in connection with this class. In short, **academic dishonesty will not be tolerated.** For this class, we follow the procedures, definitions, etc. laid out by documents accessible via the Binghamton web. <http://www.uncg.edu/~jhstarks/lat101syl.html>

GRADING

Your final grade will be determined as follows:

Final Exam	20%
Average of Test scores	50%
Average of Quizzes	20%
Class Performance & Participation	10%

I must insist on a firm grade scale as follows: 93-100 A, 90-92 A-, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 73-76 C, 70-72 C-, 60-69 D, 0-59 F. I especially reserve the right to consider borderline grades as falling on either side of the divide that seems most appropriate given all grading circumstances (i.e., a 92.5 or even a 92.9 cannot automatically be assumed to round up, though I may determine that a student's overall performance may warrant such rounding). Consult me about your progress in seemingly nebulous areas such as class participation, etc. I am always available for questions about your grade, even though you may not see it posted in the Blackboard grading system.

DAILY WORKLOAD

You may need to spend 2-4 hours outside of class for every hour in class (8-16 hours per week). Foreign languages often require significant preparation time if you want to do well. Because we meet four times per week, you will have significant amounts of time to ask questions of me and work with peers in class and out of class.

OTHER SUGGESTIONS AND REMARKS

1. Make sure that you regularly consult your binghamton.edu email and Blackboard, as these are the most efficient ways for me to disseminate information to everyone enrolled in this class.
2. Please, turn off your CELL PHONES in class. Penalty: sing a song in Latin in front of the class. Other things to be avoided: chronic tardiness, sleeping in class (even in early morning classes, folks), and not informing me and others affected if you have a schedule problem.
3. I do not think that lap-tops in class are useful. On the contrary! Most users of lap-tops in classrooms cannot resist the temptation of chatting, surfing, e-mailing, etc. during class. Therefore, unless there is a compelling reason to use them, please leave your lap-tops at home!
4. **Keep on your syllabus.** This class will allow little time for catching up if you fall behind. The syllabus daily assignments are a guide and a goal. If you find yourself unable to get through the assigned readings and exercises, let's discuss it as a group or individually - work with others, divide the load and then make sure you teach each other. **CHECK YOUR SYLLABUS FREQUENTLY FOR ANY CHANGES I MAY NEED TO MAKE ALONG THE WAY.**
5. Bring all the appropriate books each day they are required by the syllabus (to be safe bring BOTH books EVERY day). Try to mark up your book as little as possible with answers, but often with extra info that helps you understand. Show that you understand what you read or that

you have questions about what you read. Make vocabulary and grammar notes while you read, and you can bring that to class with you if necessary. Rereading through an assignment shortly after leaving class is the absolute best way to see if you really understood what was going on with the changes suggested there. Nothing is worse than recalling the incorrect interpretation that you worked so hard on before class better than the corrected interpretation or deeper interpretation that you take away after class simply because you spent so much more time on the former and not enough time on the latter.

6. I do not give extra credits.

7. Enjoy learning Latin. Let's make our time in class productive, but also, as often as possible, interesting, enjoyable and thought-provoking. We will talk frequently about the way Romans and Greeks thought and lived to try to understand what they are saying to us. We will not sit in a dull translation session 4 days per week. We will change exercises and engage in discussion of ideas often.

8. **E-mail correspondence.** Please apply epistolary conventions when you write me an e-mail. I will return e-mails unread that do not follow this structure:

- Dear professor / Dear Matthieu / etc. **(No "Hi!")**
- *your message*
- Best wishes / Kind regards / etc.
- *your name*

STUDENTS WITH DISABILITIES/SPECIAL NEEDS

Students who are in need of disability-related academic accommodations must register with the Services for Students with Disabilities (SSD), phone: 607-777-2686 (voice/TTY), e-mail: bjfairba@binghamton.edu. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from SSD to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see the website <http://www2.binghamton.edu/ssd/index.html>.

TENTATIVE SCHEDULE (i.e. assignments may be changed during the semester. Schedule will be updated on blackboard.)

legenda: R = read, V = learn vocabulary, Ex = Exercise in textbook, Shelm = Shelmerdine, ExOL = Exercise in Shelmerdine online, ConLat = Traupman, Conversational Latin

	Program of the day	Assignments for this day
M 8-31	Introduction – Pronunciation, Materials Intro to Chapter 1 – Parts of Speech – Noun, Verb, Word Function, Sentence Patterns, Latin Verbs 1 st /2 nd conjugation	
T 9-01		R Ch 1, V Ch 1, Ex 1-4
W 9-02	Intro to Chapter 2 – Nouns, Case, Gender, Dictionary Entry, 1 st /2 nd Declensions	ExOL Ch 1, ConvLat I & II Level 1 only, Appendix I R Ch 2, V Ch 2
Th 9-03	Intro to Chapter 2 – Conjunctions QUIZ 1	Ex 7-10 QUIZ 1: voc & grammar chs 1-2
M 9-07	<i>*dies laboris, vere nullius laboris*</i>	

T 9-08	Intro to Chapter 3 – Genitive, Dative Cases	Ex 11-14, R Ch 3, V Ch 3
W 9-09	Intro to Chapter 3 – Special Intransitive	Shelm Narrative A, ExOL Ch 2, Ex 15-17 Shelm Narrative B
Th 9-10	Intro to Chapter 4 – Adverb, Preposition, Ablative Case, Place Expressions	Ex 18-21, ExOL Ch 3,
M 9-14	ConvLat III, VI, VII Level 1 only; QUIZ 2	QUIZ 2: voc chs 1-4, grammar chapters 1-3 & Conv. Latin appendix 1
T 9-15	Intro to Chapter 4 – Word Order, Chunks	Ex 22-23, Reading 1
W 9-16	Intro Chapter 5 – Adjectives, Agreement Gap	Ex 24-26 Practice Sentences
Th 9-17	Shelm Reading 3 ConvLat IX, X Level 1 only, R pp.78-81, Appendix III Intro Chapter 5 – Sum & Linking Verbs, More Ablatives	ExOL Ch 4, R Ch 5, Ex 27-30
M 9-21		Ex 31-33, Practice Sentences
T 9-22	ConvLat IV, XI, Appendix IV p.254 QUIZ 3	Quiz 3: chapters 1-5
W 9-23	Intro Chapter 6 – Imperative Mood, Vocative Case	Shelm Reading Chapter I – all exercises
Th 9-24	Intro Chapter 6 – Imperfect and Future Tenses	R Ch 6, V 6, ex 34-36
M 9-28	<i>Dies reconciliationis</i>	
T 9-29		ex 37, practice sentences
W 9-30	Catch up and Review Intro Chapter 7_ 3 rd Declension	ExOL Ch 6, reading 4
Th 10-1	TEST I	TEST 1 chapters 1-6 & Conv Lat p.254
M 10-5	ConvLat XII Level 1 only, Appendix 4, p.255 Imperfect, Future of sum	R Ch 7 (incl i-stems p. 58), V Ch 7, ex.38-39
T 10-6	Possessive Dative	Ex 40-42
W 10-7	Intro Chapter 8 - Perfect Active, Historic Present, Possum	Ex 43-45 + Practice Sentences
Th 10-8		Reading 5, ExOL Ch 7 R Ch 8, V Ch 8
M 10-12	Intro Chapter 8 – Infinitive	Ex 46-48 ConvLat XIV
T 10-13		Ex 49-50 + Practice Sentences, ExOL Ch

		8
W 10-14	ConvLat XIII, XV, XVI Level 1 QUIZ 4	Reading 6 QUIZ 4 chapters 7-8 ConvLat 255
Th 10-15	Intro Chapter 9 – 3 rd conjugation, Pronoun) ConvLat XVII Level 1	Reading 7 R Ch 9, V Ch 9
M 10-19		Ex 51-54
T 10-20	Intro Ch 10 Demonstrative Pronouns	Ex 55, Reading 8, ExOL Ch 9
W 10-21	Intro Ch 10 - Special Demonstratives, Factitive Sentences	Reading 9, ex 56 R Ch 10, V Ch 10
Th 10-22		Ex 57-60, ExOL Ch 10
M 10-26	ConvLat XVIII	Reading 11
T 10-27	Catchup and Review	Shelm Reading Chapter II part 1, exercises pp.80-81
W 10-28	Intro Chapter 11 – 3 rd conjugation, declined numerals, Expressions of Cause	Shelm Reading Chapter II part two
Th 10-29	TEST II chapters 1-10	TEST II
		R Ch 11, V Ch 11
M 11-2	Intro chap. 11 – 3 rd conj imperf & fut act ind; expressions of cause	Ex 61-64
T 11-3	ConvLat XXIII Level 1	ex. 65, Practice Sentences, ExOL Ch 11
W 11-4	ConvLat XIX, XX, XXIV Level 1 Intro Chapter 12 – 3 rd declension adjectives	Reading 13
Th 11-5	Intro Chapter 12 – Time Expressions	R Ch 12, V Ch 12, ex 66-68
M 11-9		Ex 69-70, Practice Sentences ExOL Ch 12
T 11-10	QUIZ 5 chap. 11 – 12 Intro Chapter 13 – 4 th conjugation present, ablative of specification	QUIZ 5 chap. 11 – 12, ConvLat p.257
W 11-11	ConvLat XXI, XXII Level 1	R Ch 13, V Ch 13, Ex 71-72, 75
Th 11-12	Intro Chapter 13 – Interrogative, Reflexive Pronouns, Possessive Adjectives, eius	Ex 73-74, 76-77, ExOL Ch 13
M 11-16		Practice Sentences Ch 13
T 11-17	Intro Chapter 14 – 4 th conjugation imperfect, future, accusatives ConvLat II & III Level 2	Reading 15, ConvLat I Level 2
W 11-18		Ex 78-81, ExOL Ch 14
Th 11-19	QUIZ 7 chap 14	R Ch 14, V Ch 14, Practice Sentences QUIZ 7 chap 14

M 11-23	Intro Chapter 15 3 rd /4 th conjugation perfect Pluperfect, Future Perfect Tenses ConvLat IV & V Level 2,	R Ch 15, V Ch 15
T 11-24	Intro Chapter 15 Perfect Infinitive	Ex 83-88
W 11-25	Intro Chapter 16 – 4 th /5 th Declensions	Ex 89-90, Practice Sentences, ExOL Ch 15
Th 11-26	<i>feriae supplicationis</i>	
M 11-30	TEST III chapter 1-15	TEST III chapter 1-15
T 12-1	Locative	ex 91-96
W 12-2		R Ch 16, V Ch 16 Ex 97-98
Th 12-3	Intro Chapter 17 – PASSIVE VOICE	Practice Sentences, Narrative reading p.123, ExOL Ch 16
M 12-7	Intro Chapter 17 MORE PASSIVE VOICE, Ablative of Agent	R Ch 17, V Ch 17, Ex 99-105
T 12-8		Ex 106-111, ExOL Ch 17, Practice Sentences
W 12-9		Reading 19
Th 12-10	<i>ultima lectio</i>	TBA
M 12- 14	FINAL EXAM	FINAL EXAM