

LABUS

General Information

- Meeting Time: MWF 11:30am-12:30pm & a tutorial session (T 7:40-8:40pm or R 4:20-5:20pm). Students may attend either tutorial on any given week.
- Meeting Place: Buckman 204 (Tutorial sessions will also be held in Buckman 204.)
- Instructor: David Sick
- Office: 515B Rhodes Tower
- Office Hours:

I am generally on campus everyday. If you want or need to speak with me, feel free to stop by my office. Many times I can meet with you without an appointment. If I am busy, I will tell you; so please do not be offended. We can then set up an appointment to meet at another time.

During my office hours I will be available unless an unforeseen difficulty arises.

Office Hours: Tuesday, 11:20-12:50 in 515B Rhodes Tower; Friday, 3:00-5:00, in Java City (Urbs Iavae).

- Telephone: (901) 843-3764 (office), (901) 276-2261 (home)

If you are in a complete state of *aporia*, call me at home.

Objectives

- To promote the acquisition of the more complex structures of the Latin language by reading, writing, hearing, and conversing.
- To complete a comprehensive survey of the grammar and syntax of the Latin language by introducing some of the more subtle elements of the language and by reviewing the more basic ones. Some of the grammatical items to be covered this semester will include: passive voice, indirect discourse, the subjunctive mood and its uses, irrational tenses of the fifth dimension, and deponent verbs.
- To give students a sufficient grounding in the language so that they may be able to read any Latin author on their own with the use of a dictionary.
- To expose students to a range of the types, authors, and styles of Latin literature and by this exposure to increase students' knowledge of the position of this literature in the development of Western culture.
- To consider, discuss, and compose Latin poetry, in keeping with our study of Q. Horatius Flaccus

Approach

This is the third part of the three part course; Latin 101 begins the introduction to the Latin language; Latin 102 continues it, and 201 completes it. With the successful completion of this course the student will have encountered most of the major grammatical and syntactical structures of Latin. The student should be relatively proficient in Latin and will have thus fulfilled the Rhodes foreign language requirement. At the end of the semester, students who pass the course will receive a SCIO LATINE tattoo on any part of the body they so desire. Naturally, such branded students will be well prepared to take any of the upper-level Latin courses, and they are worthy of attending one of America's **Duodecim Collegia Fervidissima**.

In keeping with previous semesters, I plan to proceed at pace which the class finds comfortable but allows the new material to be covered and previous material to be reviewed by the end of the semester. Our approach to the study of Latin will be rather straightforward: we will proceed steadily through our text. The innovation and diversity will come through the methods used in learning the concepts in each chapter. We will use various means in practicing each new aspect of the language we encounter. Sometimes we will compose and create in Latin.

concepts; sometimes we will translate passages from English to Latin, and always we will read and analyze the examples in your text. I do plan to introduce excerpts from the works of various ancient authors, as now you have had enough experience in the language to begin working with more challenging texts.

With about fourteen weeks of class and four class meetings per week, that gives us approximately 56 meetings. I do not put out a schedule of assignments for the entire semester but set the schedule each week in order to accommodate difficulties or facilities as they arise. Every Monday, (beginning September 1) I will put a schedule of events for the week in my folder on the Academic Volume and send it to you via e-mail; every Wednesday (beginning September 3) I will collect your written assignments; every Friday, (beginning September 5), there will be a brief exam covering the week's material.

(If you should foresee a prolonged absence on account of dire circumstances, see me, and I will give you a notion of the upcoming events for our class.)

These assignments and tests are not the only work in the class, however. To be successful in the acquisition of any second language, in this case Latin, your interaction with that language must be regular. The orderly organization of the class is intended to promote such frequent interaction, but you will still need to review and prepare vocabulary, readings, and exercises on your own in order to become comfortable with the language. For example: I will review the material covered in each chapter in class, but you should, of course, read the discussions in Balme and Morwood, whether or not I specifically state as much in a particular class period. In other words, there is always *Latina Perficienda* "Latin to do." In fact, since we will be moving through the book in a regular fashion, if I should be suddenly called away to Finland to perform my version of Annie Lennox's "Amor in rimis pavimento non apparet...", you should be able to prepare for the next class, even if I haven't told you specifically what to do.

The weekly exams in this class will include both the memorization of forms and the reading and translation of Latin. On occasion they will contain questions of grammar as well, and, as we will be encountering more authors of different time periods, backgrounds, and genres, questions on Roman literature and culture may also be included. The exams will be about 20-25 minutes in length and will always occur at the end of the period.

Course Requirements

- Hints:

As you know by now, the study of Latin requires the memorization of a significant amount of material. I realize that memorization is not a skill which is particularly honored or cultivated in our society and that individuals' abilities to memorize vary. (How many U.S. Presidents can you name? How many Popes? How many Roman Emperors?) Our approach, the inductive approach, where we use the target language in multiple ways and in multiple contexts, should help with the acquisition of vocabulary.

Attempting to memorize and review material in the hour before class will be ineffective in the long run. The regular review and use of material for an hour or two each day is usually more effective. Placing vocabulary and grammatical items on note cards is one successful means of review. If you do not attempt to memorize the assigned materials, you will have difficulties in this class. I attempt to help you in this task by a somewhat unusual approach to the testing of vocabulary. For each unit we cover in this class, there will be a vocabulary quiz on the class's [Web CT home page](#). After you have taken the quiz, it will be graded by the brain of Cicero which is kept in the basement of the Vatican and has been hooked up to the internet. A score will be sent back to you in a matter of seconds, and the program will automatically give me a record of your scores as well.

Here's the catch: in order to receive credit for the quiz you must score 100%. You will however be allowed to retake each vocabulary quiz as many as 994,080,375 times or until you receive a 100%.

Translation: Take each quiz until you get a 100%, and you then receive full credit for the vocabulary component of the class; if you have any quiz which is below 100%, you will receive no credit for the vocabulary component.

We will use some time in tutorial to review the procedures for the vocabulary quizzes on WebCT.

the vocabulary. Since you will be able to retake these quizzes, they will contain a significant amount of the required vocabulary. I am relying on your adherence to the honor code in the taking of the quizzes. Moreover, you will not be required to complete them until the last day of classes; if, however, you procrastinate (from the Latin pro 'for' + cras 'tomorrow') until the end of the semester, they will profit you very little. It is your responsibility to complete them in a timely manner.

If you do fall behind in the class, despite my warnings, it will be very difficult to catch up, since the forms and grammatical and syntactical concepts always build on previous material and increase almost geometrically. If you miss one concept or fail to memorize one paradigm, it will be difficult to grasp the subsequent ones. If you find you are having a problem understanding the material or keeping up with the class, please come and see me during my office hours or at a mutually agreeable time.

Lab Assignments:

Tutorial sessions are essentially the lab component of the class. They are to be devoted to the practice of the concepts and characteristics introduced in the regular class sessions. Through conversation, recitation, reading, and other creative methods, we will induce familiarity with the structures of Latin. These sessions will provide you with an excellent opportunity to practice your Latin and lessen the amount of time you will need to spend outside of class.

Attendance at tutorial sessions is required. Moreover, students are not only expected to attend but to make a positive contribution to each tutorial session. Students may attend either session on any given week; I will lead one session, and an advanced Latin student will lead the other. If in fact a tutorial is missed in one week, it is permitted to attend two sessions in another week to make-up for the past absence. Finally, students have two other means to do penance for missed tutorials.

#1: Students may make-up for absences in tutorial by attending MENSA LATINA. That's right, conversation in Latin over lunch. *Nolite dicere Anglice, aut nolite venire.* The time and place will be announced soon.

#2: Students may also attend lectures sponsored or sanctioned by the program in Greek and Roman Studies.

Projects:

In lieu of a final exam, students will be required to complete a final project, a project which is in keeping with our active approach to Latin learning and with our study of the life and poetry of Q. Horatius Flaccus. Each student will be required to compose a poem in Latin or translate a poem into Latin which demonstrates his/her own interests and creative abilities, competency in the more complex Latin grammatical structures, and familiarity with the principles of Latin poetry. I will provide you with more detailed information later in the semester as we encounter some of Horace's works.

This project will be your chance to "carpe diem" in keeping with the original use of the phrase.

Grading:

The final grade for this class will be computed by weighting the following required components:

Vocabulary Quizzes	7.5%
Tutorial Attendance/Participation	7.5%
Assignments	32.5%
Exams	32.5%
Final Project	20%

A Few Important Notes on Grading: I will drop the **four lowest exam scores** and the **four poorest assignment grades** for each student. I consider those figures excessive and of benefit to you, and I intend that you use the drops to survive life's difficulties. However, with this allowance granted, I will **NOT** allow missed exams to be made up at a later date **NOR** accept late assignments under any circumstances. Early

accipient, quod Ioseph Paterno Vergilium diligit.

*Mentior. Paterno dixit, "The books that had the most influence on me were two I read as a little kid. One was called *The Royal Road to Romance*. It was by **Richard Halliburton**. It was about a kid who just graduated from Princeton and went all around the world. It really kindled the romanticism in me that made me a little bit of a dreamer. The other would be the autobiography of Benjamin Franklin. That had an awful lot of impact. Then when I got into high school, I started to read **Virgil** and some other people like that. Shakespeare. Those books had a great impression on me."

Now you are at Rhodes College in a Latin class: you have Halliburton Tower and Vergil. You better darn well achieve something.

Course Materials

- Primary Texts:

Balme, Maurice and James Morwood. *Oxford Latin Course (Parts II and III)*. 2nd edition (New York: Oxford University Press, 1996).

any Latin/English & English/Latin dictionary; several are available in the Rhodes College Bookstore.

Suggested (strongly): Goldman, Norma and Ladislav Szymanski. *English Grammar for Students of Latin*. (Ann Arbor: Olivia and Hill, 1993).