

LLABUS

LATIN 201

General Information

- Meeting Time: MWF 11:00 - 11:50 a.m.; Tuesdays from 6:30 to 7:30 p.m.
- Meeting Place: MWF: Palmer 206; Tuesdays: Buckman 205
- Instructor: Kenny Morrell
- Office: 515C Rhodes Tower
- Office Hours:

My scheduled office hours this semester will be on Mondays from 9:00 to 10:00 a.m., Tuesdays from 9:00 to 10:00 a.m., and Fridays from 3:00 to 4:00 p.m. I am always willing to meet by arrangement, if you can not come during my scheduled hours. You may also assume that I am available for consultation whenever I am in my office with the door open. Finally, if all else fails (or as an alternative that does not require you to come all the way to the fifth floor of Rhodes Tower) you can reach me by e-mail. You can also reach me by IM. My screen name is PenfieldA481.

- Telephone: 901-843-3821 (office), 901-452-8669 (home)

I am generally on campus between 8:00 a.m. and 6:00 p.m. on weekdays. If I am not on campus, feel free to call me at home between the hours of 6:00 a.m. and 12:00 midnight. You can leave a message at both numbers. You can also try reaching me on my cell phone: 901-830-4094.

Objectives

1. 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: the remaining participles, indirect discourse, the subjunctive mood and its uses, and deponent verbs.
2. To promote the acquisition of these more complex structures by reading, writing, hearing, and conversing with them.
3. 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.
4. To expose students to a range of the types, authors, and styles of Latin literature and by this exposure to increase their knowledge of this literature and culture and its position in the development of Western culture.
5. To read, consider, and discuss Latin poetry, in keeping with our study of Q. Horatius Flaccus

Approach

The Oxford Latin Course first appeared in England in 1987 and represents an attempt to bring the teaching of Latin more closely in line with recent advances in the study of how people acquire languages. A second edition followed in 1996. It is a "reading" course, which refers to the primary means of experiencing and acquiring the language. The authors have designed this curriculum from the perspective that acquiring a language is an inductive process that derives from experiencing words, phrases, and sentences in a communicative context. We will use the text as the foundation for this course and expand on it in a number of ways that are designed to make

always in a state of evolution, so be prepared to try new ways of experiencing and using the language and please share any ideas or suggestions you have with me.

Course Requirements

- Hints:

You will hear me refer to the process of "acquiring" instead of "learning" Latin. I make this distinction because human beings have the innate ability to use language, and this ability is not learned. Acquiring a language is not like learning the principles of chemistry or even learning to play a musical instrument. As human beings we use language every waking and sleeping moment, and you are constantly developing your ability. In fact, you have been acquiring language from the moment of your birth (quite possibly even before you were born) to the time of your reading this syllabus, and this process will continue subconsciously for the rest of your life. Acquiring a second language involves many of the same processes that acquiring your native language involved.

Although you will use your well-developed linguistic and cognitive skills to "learn" or "master" some information (e.g., the location of Rome, the concept of case, and the dates of the First Punic War), you can not "learn" Latin or any other language, you must acquire it. At first, when you encounter a Latin sentence, you might employ "learned" strategies for decoding the grammatical information embedded in the morphology (the changes that words undergo depending on their role in a sentence, for example, the transformation of the pronoun "she" to "her" when it appears as the object of an action), but, later on, the ability to comprehend Latin with any degree of fluency is acquired. Here are the fundamentals of acquiring a second language.

1. You must be exposed to the language in ways that make the language comprehensible to you. In other words, you can be surrounded by people using a foreign language, but if you never understand any of it, you will never acquire the language.
2. The more you are exposed to the "target" language in comprehensible forms, the faster you will acquire the language. If you are exposed to sufficient amounts of comprehensible language (or "input") you will automatically and unavoidably acquire the language. In fact, you could not completely prevent this process, even if you wanted to.
3. Because it is impossible to immerse you completely in an optimized environment for acquiring the language to the exclusion of other academic activities on campus, the next best approach is for you to gain exposure to the language (for example, working through the text and assignments) on a **regular, daily** basis. Do not get in the habit of devoting six hours to your Latin on Saturday and not doing any work outside of class for the rest of the week. Plan on spending time every day on your Latin. Keep in mind, too, that you do not need to devote a large, continuous block of time to Latin. Acquiring any language is a process that you can effectively fit conveniently into modest amounts of time between other activities and commitments as long as you concentrate and focus on the task.
4. If you compare acquiring a language to the operation of an electric motor, your ability to use the language is the motor itself, and comprehensible input is the electrical current. If the motor is in good functioning condition (and, incidentally, your motors are all in excellent condition because you have made it to college), the only factor that can impede the operation of this system is anxiety, which is the functional equivalent of friction. The more nervous you are about working with the language, the slower the process of acquisition. RELAX and ENJOY your experience with one of the great languages of human history.

- Journal:

To make your language study more effective and to document your work in this course you will need to keep a journal. The information you record will serve three crucial functions. First, it will help structure your study sessions and make the time you spend with the language more productive. Second, it will provide crucial documentation about your interaction with the language. Finally, your journal will help

Naturally you are free to organize your journals as you find most convenient and helpful. I suggest, however, that you have one bound notebook such as the ones they use in lab courses. Because the information on the journal is so important, you don't want pages falling out. You should also have a folder or three-ring binder to collect vocabulary lists, worksheets, and other materials I hand out in class. Your journals should contain the following information in the entries, which you are free to organize as you wish:

1. The date and time when you begin your study sessions and the time when you end. (As noted below, you will complete any written assignments in your notebook, and we will review them in class. Consequently, the information about the date and time of your study will determine whether you have completed your assignments when they are due.) You will also be responsible for recording your attendance in class and tutorial.
2. Take notes on vocabulary. As you become more fluent in the language, you will spend less and less time looking up words and taking notes. Nevertheless, taking notes about certain vocabulary items, particularly those not included among the basic recognition vocabulary, can help improve your reading comprehension and help you review passages. By all means record any items that are causing difficulty, so we can discuss them during our next meeting.
3. Note any unusual grammatical constructions or passages that prove problematic even when you are confident about the meanings of the words. We will discuss these in class.
4. At the end of your session, write a summary of the passage. Often we spend so much time working through individual passages that we lose sense of what is happening in the narrative. Writing a summary will help ensure that you are reaching an appropriate level of comprehension.
5. When there are written assignments, be sure to do your work in your journal. We will review the assignments in class or tutorial so you can make notes and corrections if you wish. If you don't do the written assignments in your notebook (or on the handouts), you won't get credit for your work.

With regard to the process of reading itself, here are some tips:

1. Before you begin reading a new passage, take time to recreate the context of your reading by going back and reviewing the material that you read in the previous session. Go through your journal entry to familiarize yourself with the vocabulary and contextual issues you confronted while reading the previous selection. Finally, read through your summary.
2. Skim over the passage you are reading and look for proper nouns. While you make mental notes about the persons and places you will encounter, be sure to observe the case of the proper nouns. The case will often give you clues about the roles the people or places will play.
3. As you read, try not to stop each time you encounter a word that looks unfamiliar. Develop the habit of reading entire sentences or sections before you begin looking up words. You will find that the meaning of a word you have seen before often comes back as you read further and develop a clearer sense of what is happening in the text. After you have been through a section, begin consulting the lexicon by looking up words you don't recognize. Avoid immediately looking up words you have looked up several times before. First try to derive their meaning from context.
4. As noted above, take time to record questions you have or observations. Feel free to take notes on unusual vocabulary items you are not likely to encounter very often. As you go back and review an entry in your journal before your next session, the unusual vocabulary items will often best remind you about the context.
5. Once you have been through a selection, go back and read it through at least two or three more times before you write your summary. You will squander much of your effort if you consistently neglect to review the selection at the end of a session. The second and third times through the text are ultimately more important, because the "input" will be more comprehensible, and the internal process of acquiring the language will work more efficiently.

Attendance: You will be expected to attend **every** class meeting and come prepared to play an active role in the activities of the class. Your time in class contributes to your progress in the language as much as the time you spend in careful individual or group study. Not only will your coming unprepared, not participating, and missing classes not contribute to the improvement of your skills, they will also adversely affect your grade. The attendance policy is simple and straightforward. You will keep track of the scheduled classes and tutorial sessions you attend. If you are absent, regardless of the reason, you will not receive credit. At the end of the semester, I will divide the total number of times you have attended class and tutorial by the number of scheduled classes and tutorials. That percentage will account for ten percent (10%) of your final grade.

Assignments: Acquiring a foreign language is different than learning about history or any other subject, so the way you study should also be different. Because the emphasis will be on regular, consistent exposure to the language, you will be expected to devote the majority of your time to working through the assigned readings carefully, attentively, and repeatedly with the eventual goal of complete comprehension. In addition to the reading, you will have a set of complementary written exercises or assignments, designed to enhance your familiarity with morphological and syntactic aspects of the language. These will begin after we work through the first two parts of the *Oxford Latin Course*. On occasion, I will also give you supplementary readings. Your written exercises will not be graded, but we will go over the assignments in class, which will give you a chance to correct your work. Every Monday I will distribute the schedule of readings and assignments for the week. The schedule will clearly outline when a set of readings and exercises are *assigned* and when they are *due*, i.e., when it should be completed so we can review it in class. Your journal, including the written assignments, will account for twenty percent (20%) of your final grade.

Chapter Tests: After we complete a set of chapters, you will receive a test to complete outside of class. These will evaluate how well you have mastered the reading selections, the morphological elements, the syntactical constructions, and the vocabulary presented in each chapter. These tests are designed with the assumption that you have read and studied each of the selections at least **four** times. There will be chapter tests after chapters 16, 26, 38, 41, 44, 47, 50, and 54. You will be able to drop the lowest chapter test. The average of your scores on the chapter tests will account for forty percent (40%) of your grade.

Examinations: There will be two examinations during the semester. I will be very explicit about the nature of the examinations and the material they will cover. The first will come after we have completed chapter 33 (i.e., after we have worked through the first two parts of the *Oxford Latin Course*), and the second at the end of course after we have completed part three. Please keep in mind that these examinations are designed both to give you a clear idea about your progress and to give you the opportunity to work with the language in a constructive and informative manner. In scope and format, the final examination will resemble the midterm examination given during the semester. Your average grade on examinations will account for thirty percent (30%) of your final grade.

Here is a summary of the graded components of the course:

Attendance	10%
Assignments	20%
Chapter Tests	40%
Examinations	30%

Course Materials

- Primary Texts:

Oxford Latin Course, Part I by Maurice Balme and James Morwood

Oxford Latin Course, Part II by Maurice Balme and James Morwood

Oxford Latin Course, Part III by Maurice Balme and James Morwood