

STEPHEN F. AUSTIN STATE UNIVERSITY
DIVISION OF MULTIDISCIPLINARY PROGRAMS
ELEMENTARY LATIN 131.001

DR. ANNE COLLINS SMITH
PROFESSOR OF PHILOSOPHY AND CLASSICAL STUDIES
FALL 2015: MWF 10:00—10:50 AM IN BOYNTON 212

Office Hours:

Face-to-face in Boynton 208A:

Monday 2:00-4:00 p.m.

Tuesday 10:30–11:30 a.m.

Wednesday 2:00-4:00 p.m.

Online through D2L:

Tuesday 3:00-5:00 p.m.

I am also available by appointment in person or online. I do not make appointments on Thursdays.

Communication:

The best way to reach me is by email at acsmith@sfasu.edu. Be sure to remember the "c"!

You may also call me at (936) 468-2327.

Course description:

Introduction to the grammar, syntax, and vocabulary of classical Latin, with attention to historical, cultural, and literary background.

Program Learning Outcomes:

- This course fulfills part of the College requirement for proficiency in a foreign language; no specific major program learning outcomes are addressed in this course.

General Education Core Curriculum This course has been selected to be part of Stephen F. Austin State University's core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or email SFLiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment

every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

Core Objective	Definition	Course Assignment Title	Date Due in
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.	N/A	N/A
Communication Skills	To include effective development, interpretation and expression of ideas through written, oral, and visual communication.	N/A	N/A
Teamwork	To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Brochure for SFA	Survey due Monday, Nov. 30
Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical decision-making.	Troy essay	Friday, December 4

Student Learning Outcomes:

LAT 131 is part of the university's Core Curriculum and as such strives toward both the general goals of the core and the specific objectives as a communication course designated for inclusion in the Component Area Option as defined by the Texas Higher Education Board.

In addition to helping students develop skills in speaking, reading, writing and listening comprehension in Latin using Restored Classical Pronunciation, and providing them with a better understanding and appreciation of Ancient Roman culture, LAT 131 will also demonstrate the more general ability to:

- Communicate effectively by developing and expressing ideas through written and oral communication.
- Think critically, which includes the ability to analyze, evaluate, and synthesize information about the history, culture, educational system, and literature of the Ancient Roman world.
- Work as part of a team, by demonstrating the ability to consider different points of view and to work effectively with others, supporting a shared purpose or goal.
- Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

Course Materials:

Required: Balme and Morwood, *Oxford Latin Course, Part I* (2nd edition). New York: Oxford University Press, 2001. ISBN: 0195212037

Recommended: Goldman, *English Grammar for Students of Latin* (3rd edition). Ann Arbor, MI: Olivia & Hill Press, 2007. ISBN: 0934034346

COURSE REQUIREMENTS

Homework & in-class exercises:	20%
Troy essay and Brochure:	10%
Quizzes	30%
Midterm	15%
Final Examination	25%

TENTATIVE COURSE CALENDAR:

Week 1: Critical thinking and communication

- August 31: Orientation and Restored Classical Pronunciation
- September 2: Chapter 1 – Cartoon captions; vocabulary
- September 4: **Exercises 1.1 and 1.2 due**; First and second sentence patterns

Week 2: Critical thinking and communication

- September 7: **NO CLASS – LABOR DAY HOLIDAY**
- September 9: **Translation “Scintilla and Horatia at home” due**; Exercise 1.3
- September 11: **Chapter 2 Cartoon captions due**; Chapter 2 – Vocabulary; third sentence pattern

Week 3: Critical thinking and communication

- September 14: **Exercises 2.1 and 2.2 due**; Nominative and accusative singular feminine of the first declension
- September 16: **Translation “Argus steals the dinner” due**; **QUIZ 1 (CHAPTERS 1 AND 2)**
- September 18: **Chapter 3 Cartoon captions due**; Chapter 3 – Vocabulary; nominative and accusative singular masculine of the second declension

Week 4: Critical thinking, communication, and personal responsibility

- September 21: **Exercises 3.1 and 3.2 due**; Exercises 3.3 and 3.4
- September 23: **Exercise 3.5 due**; Translation “Quintus helps his father”
- September 25: **Chapter 4 Cartoon captions due**; Chapter 4 – Vocabulary; nominative and accusative plural feminine of the first declension; nominative and accusative plural masculine of the second declension; present indicative active third person plural of all conjugations; Exercises 4.1 and 4.2

Week 5: Critical thinking, communication, and personal responsibility

- September 28: **Translation “Scintilla and Horatia at the fountain” due**; Translation “Flaccus goes to the pub”
- September 30: **Exercises 4.3, 4.4, and 4.5 due**; **QUIZ 2 (CHAPTERS 3 AND 4)**
- October 2: **Chapter 5 Cartoon captions due**; Chapter 5 – Vocabulary; complete present indicative active of all conjugations

Week 6: Critical thinking, communication, and teamwork

- October 5: **Exercises 5.1 and 5.2 due**; Ablative singular and plural of the first declension and second declension; Exercise 5.5

DEADLINE FOR CHOOSING GROUPS FOR TEAMWORK PROJECT

- October 7: **Translation “Market day” due**
- October 9: **Translation “To the fish stall” (fabella) due**

[A Fabella is a playlet that students can translate together and perform.]

Week 7: Critical thinking and communication.

- October 12: **Chapter 6 Cartoon captions due**; Chapter 6 – Vocabulary; present infinitive active of all conjugations
- October 14: **Exercises 6.1 and 6.2 due**; Vocative singular and plural of the first declension; vocative singular and plural of the second declension; Exercises 6.4 and 6.6
- October 16: **Translation “The school of Flavius” due**

Week 8: Critical thinking, communication, and teamwork

- October 19: Review of Sample Midterm Examination
DEADLINE FOR UPLOADING GROUP PLAN FOR TEAMWORK PROJECT TO D2L
- October 21 **MIDTERM EXAMINATION**
- October 23: **QUIZ 3 (CHAPTERS 5 AND 6)**; Chapter 7 **Cartoon captions due**; Chapter 7 – Vocabulary; nominative, accusative, ablative, and vocative sing. & pl. masc. & fem. of the third declension

Week 9: Critical thinking, communication, teamwork, and personal responsibility

- October 26: **Translation “Flavius’ story: The siege of Troy” due**
- October 28: Excerpts from *Troy* (Warner Bros. Pictures, 2004); **Exercises 7.1 and 7.2 due**
- October 30: **Translation “Iudus Flavii” (fabella) due**

Week 10: Critical thinking, communication, and teamwork

- November 2: **Chapter 8 Vocabulary Exercise due**; Chapter 8 – Cartoon captions; present imperative active of all conjugations
DEADLINE FOR UPLOADING INDIVIDUAL DRAFTS FOR TEAMWORK PROJECT TO D2L
- November 4: **Exercises 8.1 and 8.2 due**; Translation “The death of Hector” (beginning)
- November 6: **Translation “The death of Hector” (remainder) due**; Translation “The ransom of Hector” (beginning)

Week 11: Critical thinking, communication, and personal responsibility

- November 9: Translation “The ransom of Hector” (remainder); **QUIZ 4 (CHAPTERS 7 AND 8)**
- November 11: **Chapter 9 Cartoon captions due**; Chapter 9 – Vocabulary; genitive singular and plural of first, second, and third declensions
DEADLINE FOR ESSAY ASSIGNMENT: TROY
- November 13: **Exercises 9.1 and 9.3 due**; Exercise 9.2; adverbs

Week 12: Critical thinking, communication, and teamwork

- November 16: **Translation “The fall of Troy” due**
DEADLINE FOR UPLOADING DRAFT BROCHURE FOR TEAMWORK PROJECT TO D2L
- November 18: **Chapter 10 Vocabulary exercise due**; Chapter 10 – Cartoon captions; nominative, genitive, accusative, ablative, and vocative singular and plural neuter of the second and third declensions
- November 20: **Exercises 10.1 and 10.2 due**; Exercise 10.3

Week 13: Critical thinking, communication, teamwork, and personal responsibility

- November 23: **Translation “Polyphemus” due**
DEADLINE FOR UPLOADING COMPLETED BROCHURE FOR TEAMWORK PROJECT TO D2L
- November 25: **NO CLASS – THANKSGIVING HOLIDAY**
- November 27: **NO CLASS – THANKSGIVING HOLIDAY**

Week 14: Critical thinking, communication, and teamwork

- November 30: Translation "The meeting of Dido and Aeneas" due
DEADLINE FOR COMPLETING TEAMWORK PROJECT SURVEY ON D2L
- December 2: Translation "Aeneas escapes from Polyphemus" (fabella) due; QUIZ 5
(CHAPTER 9 AND 10)
- December 4: Chapter 11 Cartoon captions due; Chapter 11 – Vocabulary; dative singular and plural masculine, feminine, and neuter of the first, second, and third declensions; Exercise 11.1

Week 15: Critical thinking, communication, teamwork and personal responsibility

- December 9: Chapter 12 Vocabulary exercise due; Chapter 12 – Translation "Aeneas Didonem deserit" (fabella)
- December 9: Vocabulary and Grammar Review
- December 11: QUIZ 6 (Vocabulary); Review of Sample Final Examination

Week of Final Exams

- December 16 (Wednesday): Section 001 Final Examination 10:30 a.m. – 12:30 p.m.

COURSE POLICIES

- **Homework** will be collected and checked at the *beginning* of class. Once recorded, it will be returned to you and we will go over it in class. Be sure to check your answers and correct them if necessary so that you may use your homework as a study aid. Tardy students may not be able to have their homework recorded.
- **The homework/in-class participation** grade requires not only that you come to class with your homework completed, but that you participate actively in going over the material in class. Participation includes reading passages from the homework aloud in Latin when called upon, and responding appropriately in Latin to questions asked in Latin, conforming to the rules of Restored Classical Pronunciation.
- **The Troy essay and Brochure assignment** are required of all students. Separate handouts will be provided describing your responsibilities and the deadlines for these two requirements.
- There will be a brief **quiz** every two chapters. *Nota bene: I do not correct quizzes.* Rather, I will circle your errors and return the quiz to you. Correct your answers and turn the quiz back in within two class days to receive half credit for all successfully-corrected answers.
- **Missed quizzes** must be made up as quickly as possible. Students with a serious and documented excuse may make up quizzes without penalty within two class days of the missed quiz. Students without an excuse may still make up quizzes if they do so within two class days, but there will be a 10% penalty per class day until the quiz is taken. The same policy applies to the **midterm**. The final must be taken on its scheduled date.
- There will be special review classes before the **midterm** and **final**, during which their general contents and format will be discussed in detail.
- The end of the semester is a particularly busy time for professors. Requests for a running total of your grade to date so that you can decide whether or not to study for the final are time-consuming and unnecessary. It is your responsibility to keep track of your scores and to be familiar with your own attendance record.
- **Attendance is required**; material missed during absences must be made up as soon as possible. A student who accumulates more than nine absences, *whether excused or unexcused*, may receive a final grade of "F" for the course. The only time you need to present me with paperwork for an excused absence is when you miss a test or quiz; otherwise it makes no difference. Students are responsible for keeping track of their own absences and recognizing when their grade is endangered.
- A **midterm grade** will be provided in accordance with university policy. *Nota bene: A passing midterm grade does not guarantee that you will pass the course, nor does a failing midterm grade automatically mean that you will fail the course.*

Additional Policies

Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. According to the SFA policy located at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf,

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please note that quoting or closely paraphrasing the textbook or lecture without citation is plagiarism and will be penalized. Anyone who commits an act of cheating or plagiarism will receive a grade of F for the course. Moreover, the student is required to meet with the instructor to discuss the incident, and a formal Report of Academic Dishonesty will be submitted to the student's permanent file. If you feel that the instructor's determination of academic dishonesty is in error, there is an appeals process described in full at <http://www.sfasu.edu/policies/academic-appeals-by-students.pdf>.

Disability accommodations: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

Withheld Grades [Semester Grades Policy (A-54)]

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. *This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.* The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Extra credit is not available. The grade you receive in this class will be the grade you earn on course requirements.

LAT 131

Core Assignment: Teamwork

Project: A Brochure for SFA

This semester, you will work as part of a team consisting of 4-5 students. Your task will be to develop a brochure for SFA in Latin for the purpose of recruiting prospective students from Quintus's high school in Venusia. Your team may choose to create a brochure for the university as a whole or for a particular college. The team's tasks will include deciding together on a plan for a brochure, reviewing each other's contributions to the brochure, and deciding on a layout for the final brochure. The final brochure must also include visual images.

Each brochure must be at least 500 words; each student's individual contribution must be at least 125 words. Individual contributions must also include at least one paragraph; an individual contribution consisting entirely or largely of lists is not acceptable.

Here are some important points to remember in writing your brochure:

- 1) Remember that the intended audience for the brochure will be students in a small town in Italy during the 1st century B.C.E.. You have already learned about important differences between education in their time and our own, so be sure to take these differences into account while composing your brochure.
- 2) Do not try to use stock phrases such as "At SFA, you're not a number." These sentences sound trite in English and would make little sense in Latin.
- 3) Your brochure must be written *only the structures that you've learned in class this semester*. If your contribution uses structures that we have not studied, I will assume that you have used a translation program, and you will receive a zero for the assignment.
- 4) You have not learned the future tense yet, so do not say "At SFA, you will (learn, meet, grow, etc)." Using the structures you've learned, describe the campus, students, professors, say what students do, etc.
- 5) No help from anyone outside your group—other than the instructor—is permitted, and use of computer translation programs is strictly prohibited. During peer-review sessions, the group should ensure that translation programs are not used to correct each other's work.

Important Deadlines

For this project, you have several deadlines. Failure to meet any of these deadlines will result in a zero for this project:

October 12 By this date, students should have chosen their partners and enrolled in groups on D2L. The minimum size for a group is four people, and you may have as many as five people.

November 2 By this date, students should have met and discussed their plan for the brochure project and assigned different sections to each student and also discuss what kinds of photos or images to include. A description of the group plan should be uploaded to the dropbox on D2L by 5:00 pm.

November 9 By this date, each student needs to submit a draft of his or her section of the brochure to the dropbox on D2L. Each student must receive preliminary approval of his or her contribution from the instructor before submitting it to peer review.

November 16 By this date, each group needs to have met at least once to review the different sections of the brochure in order to make comments and suggestions on the different team member's sections.

The team members also need to decide on the final layout of their brochure, including which pictures or illustrations to include.

November 23 On this date, each group must turn in its final brochure, complete with pictures. The group must upload the brochure to the dropbox on D2L as well as a hard copy in class.

November 30 By this date, each student needs to have completed the survey on D2L. The survey will ask you to evaluate yourself and your team members' work on the project. Your responses will not be shared with other members of your team, nor will the final grade for the project be determined in any way by the responses on the surveys. However, you will not receive a grade for the project if the survey is not completed.

After each group meeting, it is a good idea to write a few notes to help you later complete the survey. You will be evaluating your team members according to the following criteria:

- Contribution to team meetings
- Facilitation of the contributions of team members
- Individual preparation outside of team meetings
- Help in fostering a constructive team climate
- Responses to conflict

LAT 131

Core Assignment: Critical Thinking, Personal Responsibility, Communication

Essay Assignment: *Troy*

We will watch excerpts from the movie *Troy* as a class, in conjunction with a textbook reading adapted from Homer's *Iliad*. These excerpts will form the basis of a core assignment.

Part 1. This semester we have talked about masculine identity in the ancient world. Answer the questions below.

Why doesn't Achilles take advantage when Hector trips over a stone during the battle? How does his reluctance to take advantage of an accident relate to the ancient approach to warfare? How would a warrior nowadays act in this situation? What would you do in this situation?

Part 2. This semester we have also talked more generally about ancient cultural beliefs. Answer all questions below.

What is the *dirum facinus* – the "terrible deed" – that Achilles commits? What cultural taboos of his time does he violate by performing this deed? Would this deed be acceptable in our culture nowadays? Why or why not? How would you react if someone did this in your presence?

Your essay should be 2 pages typed and double spaced. It is due two weeks after the showing of excerpts from *Troy* in class.