

STEPHEN F. AUSTIN STATE UNIVERSITY  
DIVISION OF MULTIDISCIPLINARY PROGRAMS  
**ELEMENTARY LATIN 132.001**

DR. ANNE COLLINS SMITH  
PROFESSOR OF PHILOSOPHY AND CLASSICAL STUDIES  
SPRING 2016: MWF 10:00—10:50 AM IN BOYNTON 212

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**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](mailto:acsmith@sfasu.edu). Be sure to remember the "c"!

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

**Course description:**

Further development of Latin morphology, syntax and vocabulary; reading of selected texts.

**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.

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**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.

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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 [SFALiveText@sfasu.edu](mailto:SFALiveText@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	Date Due in
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of	N/A	N/A
Communication Skills	To include effective development, interpretation and expression of ideas though written, oral, and	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	Brochure for SFA	Survey due Monday, Nov. 30
Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical	Troy essay	Friday, December 4

### Student Learning Outcomes:

LAT 132 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 further 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 132 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:

Balme and Morwood, *Oxford Latin Course, Part II* (2<sup>nd</sup> edition). New York: Oxford University Press, 1996. ISBN: 9780195212051

### COURSE REQUIREMENTS

Homework & in-class exercises: 20%

Essay & Teamwork project.:	10%
Quizzes	30%
Midterm	15%
Final Examination	25%

### **TENTATIVE COURSE CALENDAR:**

Week 1: Critical thinking and communication

- January 20-22: Orientation, syllabus, case usage review; Chapter 13

Week 2: Critical thinking and communication

- January 25-29: Chapter 13 continued; Chapter 14

Week 3: Critical thinking, communication, and personal responsibility

- February 1-5: Quiz 1; Chapter 15-16 (Lives of Roman heroes Cincinnatus and Cloelia)

Week 4: Critical thinking, communication, and personal responsibility

- February 8-12: Chapter 17: Comitia (Elections)

Week 5: Critical thinking and communication

- February 15-19: Chapter 17, continued; Quiz 2

Week 6: Critical thinking, communication, and teamwork

- February 22-26: Chapter 18

***DEADLINE FOR CHOOSING GROUPS FOR TEAMWORK PROJECT***

Week 7: Critical thinking, communication, teamwork, and personal responsibility

- February 29-March 4: Chapter 19(including fabella); Video: *Ancient Rome: The Rise of Apartments*  
[A Fabella is a playlet that students can translate together and perform.]

Week 8: Critical thinking, communication, and teamwork

- March 7: Midterm review

***DEADLINE FOR UPLOADING GROUP PLAN FOR TEAMWORK PROJECT TO D2L***

- March 9: MIDTERM EXAMINATION
- March 11: Online drills of new tenses

Week 9

- March 14-18: NO CLASSES – SPRING BREAK

Week 10: Critical thinking, communication, and personal responsibility

- March 21-23: Chapter 19, continued; Quiz 3

***DEADLINE FOR WRITTEN ESSAY ON ANCIENT ROME: THE RISE OF APARTMENTS***

- March 25: NO CLASS – EASTER BREAK

Week 11: Critical thinking, communication, and personal responsibility

- March 28: NO CLASS – EASTER BREAK
- March 30-April 1: Chapter 20: Ludus Orbilii

***DEADLINE FOR ORAL ESSAY ON ANCIENT ROME: THE RISE OF APARTMENTS***

Week 12: Critical thinking, communication, and teamwork

- April 4-8: Chapter 20 continued; Quiz 4

***STUDENTS WILL PRESENT TEAMWORK PROJECTS IN CLASS***

Week 13: Critical thinking, communication, and teamwork

- April 11-15: Chapters 21 and 22

***DEADLINE FOR COMPLETING TEAMWORK SURVEY ON D2L***

Week 14: Critical thinking, communication, and teamwork

- April 18-22: Chapter 22, continued, including fabella; Quiz 5

Week 15: Critical thinking and communication

- April 25-29: Chapter 23

Week 16: Critical thinking and communication

- May 2-6: Chapter 24; Quiz 6; Review for final

Week of Final Exams

- May 09 (Monday): 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.
- 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](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.

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

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LAT 132

Core Assignment: Teamwork

### Project: Travel Package

In groups of three or four you will collaborate to create a presentation. Each group will be assigned a city or region in Europe which they will need to “sell” to the class as a desirable place to visit in order to learn about Roman history. You are, in essence, selling a travel package to the class so you will want to include the following in your presentation:

- A visual aid (powerpoint, brochure, design postcards, etc) to show what your region is like
- Discussion of historic sites important for Roman history or culture.  
N.B. You should describe at least one ancient site and one museum.
- When these sites are open and the rules for visiting them.
- How the sites may be reached by bus, train, or other public transportation.
- Select a hotel, bed & breakfast, or other lodging from which the ancient sites are easily accessible. Describe it with some detail and provide a photo.

To accomplish your task you must work with a group. All members must collaborate on the presentation and all must speak.

#### Deadlines

**Nov. 4** By this date, students will have chosen groups and enrolled them on D2L.

**Nov. 13** By this date, students should have met and discussed their plans for the presentation and decided who will be responsible for what aspects of the presentation. It is highly recommended that students have a good portion of the research regarding the area complete at this point. A brief description of this plan must be uploaded to the dropbox on D2L by 5pm.

**April 4** Students will present their travel packages to the class.

**April 11** All students will complete teamwork survey for each of their teammates and deposit these in the D2L dropbox by 5pm. **You will not receive credit for the entire project if you do not complete this survey.**

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 132 Core Assessment Assignment**  
***Critical Thinking, Written and Oral Communication Skills***

You will view *Ancient Rome: The Rise of Apartments* in class. This film sheds light on apartment living in Ancient Rome by comparing and contrasting it with contemporary apartment living in New York City. It offers a perspective on the everyday lives of Rome's ordinary citizens from a number of different angles.

**Cultural Essay**

You will write a 2-page essay (500 – 600 words) in English analyzing points of view and reactions to material presented in the film. The essay will be uploaded to D2L.

In your essay, please respond to the following questions:

1. What was your image of life in Ancient Rome before viewing this film? In what ways did the film conform to or overturn your preconceptions?
2. Consider the characters from your textbook who moved into an apartment in Rome this semester. How did this documentary help you visualize their experiences? Consider what you learned about limitations on indoor lighting and indoor cooking. How would these limitations have affected Quintus's studies? How would they have affected his and his father's food budget? Based on information conveyed by the film, how safe were Quintus and his father in their top-floor apartment from (a) fire and (b) earthquakes?
3. Most Americans who have studied Roman history are likely to have learned about prominent and wealthy figures such as military and political leaders. How were their lives different from those of the poorer apartment dwellers? What do you think would be the most important facts from the film for Americans nowadays to learn?

The introduction to your essay should include a clear statement of the issues that your paper will explore. Your essay should address the questions above, using evidence from the film to support your conclusions. When discussing specific examples from the film, it is important to consider the context that the film offers.

In your final paragraph(s), you might want to address question #3 above, which relates the film to American culture.

The written essay will be due two weeks after the showing of *Ancient Rome: The Rise of Apartments* in class.

**Oral Description**

In response to the following question, you will create a 5-minute recording in English to be uploaded to the designated D2L dropbox.

The film *Ancient Rome: The Rise of Apartments* depicts an aspect of Ancient Rome not often recreated in films. In doing so, it touches on issues related to poverty, safety, access to resources, and the development of municipal services. First, tell what one would need to understand about Ancient Rome to understand the context of the film. Second, select a similar problem related to low-income living in the U.S. or Texas today. Compare and/or contrast this issue to one depicted in the film paying close attention to specific cultural context. In your voice essay consider cultural and ethical beliefs in the contemporary U.S. and Ancient Rome and contrast and/or compare appropriately.



In this video presentation, you will be seen and heard. It is recommended that you prepare for this presentation ahead of time. The purpose of your presentation should be clear, and it should be well organized and easy to follow. You should use language appropriate to presentation of ideas in an academic context. Gestures and facial expressions should help the audience to better follow the presentation.

The oral essay will be due one week after the written essay.