

1. College: **College of Liberal and Applied Arts**
2. Department: **Division of Multidisciplinary Programs**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **LAT 131**
5. Course title: **Elementary Latin I**
6. Course catalog description: **Introduction to the grammar, syntax, and vocabulary of classical Latin, with attention to historical, cultural, and literary background.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **60**
9. Course prerequisites and/or required qualifications for enrolling in the class: **None**
10. Course **is not/will not be** available online.
11. Foundational Component Area: **Component Area Communication**
12. Explain why this course fits into this foundation component area: **This course meets the Coordinating Board's description of communication courses because it focuses on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. This course involves the development of oral, aural, written, and visual literacy skills (for example, by speaking aloud, listening, writing, and recognizing the integration of illustrations and text) that enable people to exchange messages appropriate to the subject, occasion, and audience.**
13. Core Objectives
 - Critical Thinking - Students learn critical thinking by acquiring skills in inquiry, analysis, evaluation, and synthesis of information. Students are asked to think creatively and innovatively by questioning their taken-for-granted assumptions about the way that ideas are expressed in language; Latin sentences are constructed so differently from English that students must reflect in new ways on the function of words and how they work together to produce meaning. Skills are taught through lecture, readings, and translation assignments. They are developed through question and answer and through discussion; and they are demonstrated through examination and through an assignment that requires students to translate a substantial reading from Latin into English and to formulate, justify, and clearly express the reasoning employed when determining the syntactical function of words based on their specific endings in their grammatical context.
 - Communication Skills - Instructors use class time to explain the importance of communication skills and the norms for the clear expression of ideas within both English and Latin. Instructors will sharpen students' visual literacy by ensuring that they complete assignments in which their textbooks use illustrations rather than written definition to demonstrate the meaning of new terminology. Students will develop and demonstrate their writing skills by completing a translation project in which they explain their reasoning in choosing constructions that preserve meaning from the original to the target language. In addition to this project, students will also engage in oral communication through class discussion but only after instructors have explained the guidelines for effective group discussion.
 - Teamwork - Once instructors have explained the guidelines for effective teamwork, students use class time to engage in cooperative work in which they

work effectively with one another toward a shared purpose or goal, such as the correct translation of a passage. To demonstrate these abilities, students complete an assignment exploring Roman cultural values in which the quality of the teamwork process is more important than the end result, and which incorporate transparency regarding the contributions of individual members and the interactions among the team members, including the ability to consider different points of view respectfully and collegially, in approaching the goal.

- Personal Responsibility - A student's understanding of the connections among choices, actions, and consequences and their relation to ethical decision-making will be enhanced by class lectures and readings addressing these topics, particularly in regard to important Roman concepts such as duty and tradition. The ability to assess their own positions, to recognize issues in a variety of settings, to think about different perspectives might be applied to topics of concern and to consider the ramifications of alternative actions will be developed through question and answer and through discussions of the choices made by the historical and mythological characters portrayed in their textbook. These abilities are demonstrated through examination and through a cooperative assignment that requires students to explain the basis used by Romans for making important ethical decisions and to explore the ramifications for their own ethical choices if they choose to adopt the Roman value system.

Contact person for questions about this submission:

- a. Michael Martin
- b. ext. 6537
- c. martinmj@sfasu.edu