LATN 111-01H Intensive Elementary Latin I

Bryan Norton
nortonb@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/classics_syllabi_fall_2015

Recommended Citation
http://www.exhibit.xavier.edu/classics_syllabi_fall_2015/14

This Restricted-Access Syllabus is brought to you for free and open access by the Classics Syllabi 2015 at Exhibit. It has been accepted for inclusion in Classics Syllabi Fall 2015 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
Latin 111-01H: Intensive Elementary Latin I
Fall 2015

Instructor: Mr. Bryan Y. Norton, S.J.         MWF 11:00-11:50 am
Email: nortonb@xavier.edu
Location: Schott Hall 1010

Office Hours

➢ My office is Schott Hall 907. Unless announced otherwise, you will find me in my office on
  Mondays, 2:00-3:00 pm.
➢ Additionally, I am happy to meet with you elsewhere on campus (honors lounge, CLC, coffee
  shop, etc.) as your schedule allows. Just email me, and we can set up a time.

Required Texts

➢ Wheelock’s Latin, 7th edition (Bookstore).
➢ Chambers Murray, Latin-English Dictionary (Bookstore).

Course Description and Learning Objectives

This introductory Latin course constitutes part of the Xavier Core Curriculum, which aims to
develop people of learning and reflection, integrity and achievement, in solidarity for and with others.
Studying a second language imparts an important cultural sensitivity, which XU articulates in the
following way:

*The study of a language other than your own is invaluable in today’s globalized
world. Study of a foreign language also helps you to better understand your own
language as you draw comparisons about grammatical structures and etymology. In reaching at least high beginning proficiency, you will find
yourself able to communicate basic information in uncomplicated situations,and/or to read uncomplicated texts in another language. Though you may not
realize it until later, you will also achieve greater facility with your own
language, and your empathy for others from different linguistic backgrounds
will grow.*

As you know, this course is an intensive introduction to classical Latin, usually intended for those
students who are part of Xavier’s (venerable!) HAB program. Latin 111 will be followed by Latin 112 in
the spring. During this semester, we will cover the first 27 chapters of your textbook (*Wheelock’s*),
supplemented by additional materials. In so doing, you will acquire the skills you need to read classical
Latin. Student learning objectives (SLOs) thus include, but are not limited to, the following:

➢ The ability to pronounce and read classical Latin with growing facility.
➢ A working, expanding vocabulary of the most common words and idioms.
➢ A thorough understanding of Latin morphology & syntax. For example:
  o How nouns work → ability to decline and identify all cases & constructions
  o How verbs works → ability to conjugate and identify verbal voice, tense, mood
  o how other parts of speech work→ adjectives, adverbs, prepositions, etc.
➢ Students will also learn how to find, evaluate, and logically convey information and ideas in
  written and oral presentations.
The focus of this course is clearly philological. That said, the acquisition of any language necessarily implies a growing appreciation for that particular society. Thus, you will also learn about ancient Roman history, values, customs, institutions, and ideas. In this way, students will begin to understand the impact of Latin language and culture upon subsequent Western civilization (etymology, art, politics, philosophy, etc.).

Our Daily Ordo: What To Expect

- The acquisition and mastery of ancient Latin—like any language—can only come through attentive, enthusiastic, and committed practice. This practice will, of course, take place in class, but must continue outside of it as well, in the form of daily personal and/or group study.
- I expect you to come to class on time and prepared—meaning that, having completed your homework, you are ready and eager to contribute in meaningful, dynamic ways.
- In terms of regular class rhythm, you can expect some combination of the following activities:
  - review of recent material → “Ignatian repetitio”
    - This will include going over (some of) your homework together → peer-to-peer, small group, and/or board work → clarification of difficulties, etc.
  - lecture and explanation of new concepts
  - You can also expect to read Latin aloud every class. Please practice doing so during your personal/group study. Special attention will be given to proper pronunciation and recitation. The principle here is simple: if you treat Latin like a dead language, it will never come alive for you.

Final Grades

The following metrics will be used to determine final semester grades:

- **Coursework:** 25%
  - Coursework includes attendance and takes into account the quality of your daily preparation for and contributions in class. This score also includes the quality of your homework assignments—which will be collected at the end of every class and graded on a high pass (✔+), pass (✔) and low pass (✔-) basis. Unexplained late homework can only hope to receive a low pass (✔-). Students who do not turn in their homework at all will receive no credit (∅). For every absence or missed homework (∅), I reserve the right to lower a student’s coursework grade by 2.32% (100/43, the number of class meetings).
    - Absences unaccompanied by an email from the student will almost certainly result in the aforementioned 2.32% drop. It’s very bad form to miss class without emailing one’s professor.
  - Chronic tardiness can also diminish one’s coursework grade—with a possible penalty of up to 1% deduction per late attendance.
  - Regarding sickness: it happens to us all. If attending class is detrimental to your own health (or that of your classmates), please stay home. It’s important to take good care of yourself. If, however, you want to be sure not to lose the coursework credit for that day, I will need to see a doctor’s note.
- **Weekly Exercises (WEs):** 35%
  - These short exercises will occur roughly once a week—typically every Friday. They will measure your depth of understanding on recent material.
Bonanzas: 40%
- Twice throughout the semester, you will have the chance to “mine” all the “good things” you have learned and showcase them in the form of a longer, written examination. These Bonanzas will occur in the middle and at the end of the semester—so, basically, your midterm and final exam. Bonanzas will consist of both a take home and an in-class portion. They must, of necessity, be cumulative in nature. Details will follow.

In assigning final marks, I must use our departmental grading scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95</td>
<td>A</td>
</tr>
<tr>
<td>94-93</td>
<td>A-</td>
</tr>
<tr>
<td>92-91</td>
<td>B+</td>
</tr>
<tr>
<td>84-83</td>
<td>C+</td>
</tr>
<tr>
<td>82-79</td>
<td>C</td>
</tr>
<tr>
<td>78-77</td>
<td>C-</td>
</tr>
<tr>
<td>74-72</td>
<td>D</td>
</tr>
<tr>
<td>71-70</td>
<td>D-</td>
</tr>
<tr>
<td>69-0</td>
<td>F</td>
</tr>
</tbody>
</table>

A Few General Policies

- **Academic Honesty.** Since we are all bound to follow the University’s statement on academic honesty, I will have us take a moment to read it now. I will proceed on a simple honor code: by signing your name to your written work, you will be pledging to me and to each other that you have followed these guidelines of academic integrity to the best of your knowledge and ability. My first instinct and disposition will be to take you at your word in good faith.

- **Technology:** Unless otherwise announced, students may not use any personal devices in class (phones, laptops, iPads, e-readers, etc.).

- **Students with learning disabilities** are encouraged to inform me as soon as possible so that we can make appropriate accommodations.

- **Canvas,** Xavier’s Learning Management System (LMS), will allow us to communicate outside of class. There, you will be able to find important course announcements and documents.

- **Regarding guests** (family, friends, prospective students, etc.): they are welcome, but please let me know beforehand.

Classroom Etiquette

In my estimation, the classroom is a sacred space, a place where something uniquely human occurs: the mind is broadened, the heart formed, the soul enlightened. I hope that you will agree with me. Regardless, I expect that you will treat the classroom as a “public, communal space” that is shared all for one and one for all. Therefore, what we say and do in class—our language & and our body language—reverberates throughout the space for better and for worse.

Certain kinds of behaviors, I have found, significantly undermine the quality of our communal space. Please “don’t be that guy” (or gal) who:

- pulls out a phone during class—either to text or to check the time. Even when you think that you are doing this on the sly, it is very apparent and disrespectful to all.
  - Please turn off/silence your phones before coming into class—just as you are expected to do in movie theaters, symphony halls, churches, etc.
- forgets to bring course materials.
  - *Always* bring your things to class. Failure to do so betrays lack of interest/preparation.
- sits there blankly during class without showing any effort to take notes or participate actively.
  - Again, “boredom” is not the vibe you want to emit to those around you.
- packs up early before the appointed time.
A.M.D.G.

- Such premature rustling is disruptive and disrespectful. If I have mistakenly lost track of time, please simply raise your hand and alert me to the hour.
- Also, one final request regarding email communication: be professional!
  - Please include the pleasantries of address (Dear...), salutation (Greetings), valediction (Thank you for your time), and signature (Sincerely, Cicero). Failure to do so reflects poorly on a student’s sense of propriety.
  - In short, please remember that there is a fundamental generic difference between sending a text message to a friend and an email to an instructor.

---

Our Tentative Schedule

Below, you’ll find a working outline of our semester schedule. Dates and chapters may need to change, depending on our progress. Thanks to all for being flexible. Bonam fortunam!

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Chapters (Wheelock)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>8.24, 8.26, 8.28</td>
<td>1-2</td>
</tr>
<tr>
<td>Two</td>
<td>8.31, 9.2, 9.4</td>
<td>3-4</td>
</tr>
<tr>
<td>Three</td>
<td>9, 7, 9, 9, 9.11</td>
<td>5</td>
</tr>
<tr>
<td>Four</td>
<td>9, 14, 9.16, 9.18</td>
<td>6-7</td>
</tr>
<tr>
<td>Five</td>
<td>9.21, 9.23, 9.25</td>
<td>8-9</td>
</tr>
<tr>
<td>Six</td>
<td>9.28, 9.30, 10.2</td>
<td>10-11</td>
</tr>
<tr>
<td>Seven</td>
<td>10.5, 10.7, 10.9</td>
<td>12-13</td>
</tr>
<tr>
<td>Eight</td>
<td>10.12, 10.14, 10.16</td>
<td>14; Review; Midterm (10.16)</td>
</tr>
<tr>
<td>Nine</td>
<td>10.19, 10.21, 10.23</td>
<td>15-16</td>
</tr>
<tr>
<td>Ten</td>
<td>10.26, 10.28, 10.30</td>
<td>17-18</td>
</tr>
<tr>
<td>Eleven</td>
<td>11.2, 11.4, 11.6</td>
<td>19-20</td>
</tr>
<tr>
<td>Twelve</td>
<td>11.9, 11.11, 11.13</td>
<td>21-22</td>
</tr>
<tr>
<td>Thirteen</td>
<td>11.16, 11.18, 11.20</td>
<td>23-24</td>
</tr>
<tr>
<td>Fourteen</td>
<td>11.23, 11.25, 11.27</td>
<td>25</td>
</tr>
<tr>
<td>Fifteen</td>
<td>11.30, 12.2, 12.4</td>
<td>25-26</td>
</tr>
<tr>
<td>Sixteen</td>
<td>12.7, 12.9, 12.11</td>
<td>27; Review</td>
</tr>
</tbody>
</table>

**Final Bonanza:**
Friday, December 18th, 10:00-11:50 am
(Date and time are non-negotiable.)