LATN 201-01 Intermediate Latin I (Prose)

Bryan Norton
nortonb@xavier.edu

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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 (CLC, coffee shop, etc.) as your schedule allows. Just email me, and we can set up a time.

Required Texts

- Karl Frerichs, Cicero’s *First Catilinarian Oration*, Bolchazy-Carducci (Bookstore)
- *Wheelock’s Latin, 7th* edition (Bookstore)

Course Description and Learning Objectives

This intermediate 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:

> As a student attending a Jesuit Institution whose motto includes “men and women for others,” you should strive to become a responsible global citizen. Language and culture are inextricably connected, and therefore the geography, history and language of a society shape its culture. At some point during your first two or three years at Xavier, you will immerse yourself in a culture and language other than your own through intermediate-level study of a language, which will lead to greater cross-cultural competency, language proficiency, sensitivity, appreciation, and engagement.

As an intermediate course in Latin prose, this seminar is oriented toward reading comprehension and textual analysis. In terms of content, we will be working primarily with Cicero’s *First Catilinarian*, perhaps the most celebrated piece of classical prose. It is important at the outset to identify some of our principal student learning objectives (SLOs):

1. Students will review and master all Latin syntax. This objective will be met in a variety of ways: in-class lecture, regular homework exercises (*Wheelock’s*), supplementary review materials (handouts), etc.
2. Concurrent with (1), students will develop their ability to read Latin prose at sight with facility and precision. This objective will be met through regular, careful translations of selections from *Wheelock’s*, followed by Cicero’s *First Catilinarian*.
3. Concurrent with (2), students will learn to analyze the social, historical, religious, and political context of the late Roman Republic, in general, and of the Catilinarian Conspiracy, in particular. Through such analysis, students will examine the diverse, complex, and interdependent nature of people in the world.
4.) Concurrent with (3), students will learn how to engage and conduct classical scholarship and research. Critical Reading Days (CRDs, below) will privilege this kind of learning and analysis.

5.) Faithful to the finest Ciceronian tradition, students will hone their own rhetorical powers of persuasion, style, memory, and delivery. This rhetorical training—integral to classical oratory and essential still today—will be developed through public presentations and recitations.

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**Our Daily *Ordo*: What to Expect**

- Like any language, proficiency in classical Latin can only come through attentive, enthusiastic, and committed practice. This practice will, of course, take place in class, but must continue outside of it in the context 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 the following:
  - Usually, the “meat and potatoes” of class will be a close, thorough reading of the Latin passage(s) assigned for that day. As a class, we will strive to understand all syntax with clarity and precision (*ad unguem*).
  - All students should plan on taking at least one “translation turn” per class, where they will read several lines of Latin aloud and offer their own translation. Students should practice reciting the Latin as an integral part of their preparations. They should also plan on the occasional **memorization** and **public recitation** of certain key passages.
- **N.B.** Although you are expected to prepare the assigned passage, please do not write out your translations. Doing so would hinder your ability to read at sight, which is one of the main objectives of this class. Instead, mark up your translations with copious notes (vocabulary, morphology, syntax)—which will assist you in class and in your later study.

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**Final Grades**

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

- **Coursework: 25%
  - Coursework includes attendance and daily class work (translation turns, etc.).
  - This score also includes the quality of your homework assignments—which will be collected at the end of 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 that assignment.
  - **For every absence or missed homework (∅), I reserve the right to lower a student’s coursework grade by 2.27%** (100/44, the number of class meetings).
    - Absences unaccompanied by an email from the student will almost certainly result in the aforementioned 2.27% 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 the day, I will need to see a doctor’s note.
CRD Presentation: 10%
- We will have five Critical Reading Days (CRDs) throughout the semester, where students will take turns presenting scholarly articles and leading class discussion. Each student will present once. Details for these presentations will follow.
- Students not presenting on a given article will be asked to prepare certain questions, which will count as a regular homework assignment.

Weekly Exercises: 25%
- These short exercises will occur roughly once a week—typically every Wednesday. They will measure your depth of understanding on recently covered material.

Bonanzas: 40%
- Three times during 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. Bonanzas are meant to be an integrating experience, and they will measure your increasing command of Latin prose. More details will follow, but you can expect some combination of morphology, syntax (both seen and unseen passages), and analysis.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-95</td>
</tr>
<tr>
<td>B+</td>
<td>84-83</td>
</tr>
<tr>
<td>B</td>
<td>82-79</td>
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<tr>
<td>C+</td>
<td>76-75</td>
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<tr>
<td>C</td>
<td>74-72</td>
</tr>
<tr>
<td>D+</td>
<td>71-69</td>
</tr>
<tr>
<td>D</td>
<td>69-0</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.
  - 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.

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**Our Tentative Schedule**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>8.24, 8.26, 8.28</td>
<td>Diagnostic</td>
</tr>
<tr>
<td>Two</td>
<td>8.31, 9.2, 9.4</td>
<td>Review (Wheelock’s)</td>
</tr>
<tr>
<td>Three</td>
<td><em>9.7, 9.9, 9.11</em></td>
<td>Review (W)</td>
</tr>
<tr>
<td>Four</td>
<td>9.14, 9.16, 9.18</td>
<td>CRD (9.16), Review (W)</td>
</tr>
<tr>
<td>Five</td>
<td>9.21, 9.23, 9.25</td>
<td><em>First Catilinarian</em> (FC)</td>
</tr>
<tr>
<td>Six</td>
<td>9.28, 9.30, 10.2</td>
<td>Bonanza 1 (9.30) + FC</td>
</tr>
<tr>
<td>Seven</td>
<td>10.5, 10.7, 10.9</td>
<td>FC + CRD (10.7)</td>
</tr>
<tr>
<td>Eight</td>
<td>10.12, 10.14, 10.16</td>
<td>FC</td>
</tr>
<tr>
<td>Nine</td>
<td>10.19, 10.21, 10.23</td>
<td>FC</td>
</tr>
<tr>
<td>Ten</td>
<td>10.26, 10.28, 10.30</td>
<td>FC + CRD (10.28)</td>
</tr>
<tr>
<td>Eleven</td>
<td>11.2, 11.4, 11.6</td>
<td>Bonanza 2 (11.4)</td>
</tr>
<tr>
<td>Twelve</td>
<td>11.9, 11.11, 11.13</td>
<td>FC</td>
</tr>
<tr>
<td>Thirteen</td>
<td>11.16, 11.18, 11.20</td>
<td>CRD (11.18)</td>
</tr>
<tr>
<td>Fourteen</td>
<td>11.23, 11.25, 11.27</td>
<td>FC</td>
</tr>
<tr>
<td>Fifteen</td>
<td>11.30, 12.2, 12.4</td>
<td>FC</td>
</tr>
<tr>
<td>Sixteen</td>
<td>12.7, 12.9, 12.11</td>
<td>FC + CRD (12.9)</td>
</tr>
</tbody>
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**Bonanza 3 (Final Exam):**

Wednesday, December 16th, 10:00-11:50 am

(Date and time are non-negotiable.)