LATN 202-01 Intermediate Latin II (Poetry)

Bryan Norton
nortonb@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/classics_syllabi_spring_2015

Recommended Citation
http://www.exhibit.xavier.edu/classics_syllabi_spring_2015/15
A.M.D.G.

Latin 202-01: Intermediate Latin II (Poetry)
Spring 2015

Instructor: Mr. Bryan Y. Norton, S.J.                     M/W, 4:30-5:45 pm
Email: nortonb@xavier.edu
Location: Schott Hall 1001
_____________________________________________________________________________________

Office Hours

 My office is Schott Hall 907. You can email me to set up an appointment or drop by as you wish. Unless announced otherwise, you will find me in my office on Mondays, 3:00-4:00 pm.
 Additionally, I am happy to meet with you elsewhere on campus (CLC, coffee shop, etc.) as your schedule allows. If you email me, we can set up a time.

_____________________________________________________________________________________

Required Texts

 For this class, you will need to purchase two new texts, both of which are available at the bookstore.
    o Vergil, *Aeneid*. Translated by Robert Fagles (Penguin Classics)
    o Clyde Pharr, *Vergil’s Aeneid: Books I-VI* (Bolchazy-Carducci)
 Please bring these two texts with you to every class.

_____________________________________________________________________________________

Course Description and Learning Objectives

This is an intermediate Latin course for students who have already completed three semesters of college Latin. This course is part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. In the fall, the intermediate course focused upon classical prose. Now, in the spring, we turn to poetry. Our curriculum this semester will revolve entirely around Vergil’s *Aeneid*, the great Roman epic which remains among the most influential works of Western literature. T.S. Eliot, for example, famously called it the “classic of all of Europe.” By the end of the semester, we will be in a position to appreciate this bold claim.

We will begin the semester by reading the entirety of the epic in translation. Doing so will allow us to get a sense for the work as a whole. Class lecture and discussion will aim at understanding the epic’s historical context and interpreting its literary significance. While we make our way through the translation, we will simultaneously learn the ins and outs of dactylic hexameter, the poetic meter of classical epic. Without a firm grasp of this meter, we cannot access or appreciate the epic’s poetic quality. Once we have achieved these two goals—a “big picture” view of the epic and a “nuts and bolts” knowledge of the meter—we will spend the rest of the semester reading longer selections from Books I-VI of the epic. Thus described, students will achieve the following learning objectives:

 a deep familiarity with Vergil the poet and his historical-literary context in the Augustan age
 a thorough knowledge of the *Aeneid* as an epic poem: its structure, plot, significance, and interpretation
 a deep appreciation for the poetic nature of the poem, which includes:
    o a mastery of dactylic hexameter and a refined facility to read the meter aloud
    o stylistic points and rhetorical devices used within the poem
 a mastery of Latin morphology and syntax, achieved through close reading of the Latin text, supplemented by grammatical review, where necessary.
Xavier University articulates the cultural, formative value of intermediate language work 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.

---

**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:
  - The “meat and potatoes” of every class will be a close, thorough reading of the passage assigned for that day. As a class, we will strive to understand all Latin 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 at-home preparations. They should also plan to recite certain passages from memory—in particular, the poem’s famous proem.
  - 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.
  - You can expect a Daily Exercise to be administered at the beginning of every class. These quick, focused, timed drills will cover recent material. They are intended to foster your reading facility and focus on the mastery of difficult syntax.

---

**Final Grade: Percentages**

- In terms of final grades, the percentages break down in the following manner:
  - **Classwork: 20%**
    - The category of “classwork” includes attendance and takes into account the depth of your daily preparation for and contributions in class. “Classwork” 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. 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 classwork grade by 3.57% (100/28, the number of class meetings).
Absences unaccompanied by an email from the student will almost certainly result in the aforementioned 3.57% drop. *It's very bad form to miss class without emailing your professor.*

- Chronic tardiness to class will diminish a student’s classwork grade—with a possible penalty of up to 1% deduction per late attendance.

  - **Daily Exercises: 40%**
    - These short, timed exercises will occur every class. They will measure your depth of understanding on recently covered 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. While they will privilege recent material, bonanzas must, of necessity, be cumulative in nature.
    - **Midterm Bonanza: 20%**
    - **Final Bonanza: 20%**

  - In assigning grades, I will use our departmental Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</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>90-87</td>
<td>B</td>
</tr>
<tr>
<td>86-85</td>
<td>B-</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 lasting predisposition will be to take you at your word with trust and in good faith.

- **Technology:** Unless otherwise announced, students may not use any technological devices in class (phones, laptops, 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 new Learning Management System (LMS), will allow us to communicate outside of class. There, you will be able to find important course announcements and documents.

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 for the good of all. Therefore, what one does affects all. What we say and do in class—our **language & and our body language**—reverberates throughout the space for better and for worse.

- In my experience, certain kinds of behaviors significantly undermine the quality of our communal space. Please “**don’t be that guy**” (or gal) who: ”
A.M.D.G.

- 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 to class.
  - Always bring with you to class the text assigned for the day.
  - Failure to do so betrays lack of interest & commitment.
- sits there blankly during class without showing any effort to take notes or participate.
  - Again, “boredom” is not the message you want to send to your peers and professor.
- packs up early before the appointed time.
  - Such pre-mature 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 (Have a nice day), and signature (Sincerely, Vergil). Failure to do so reflects poorly on a student’s sense of propriety.
- In short, please remember that there is a fundamental difference between sending a text message to a friend and an email to a professor.

---

Our Tentative Schedule

Below, you’ll find the dates for our semester class meetings. Assignments will be announced at the end of class or shortly thereafter (via Canvas). Bonam fortunam!

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>1.12, 1.14</td>
<td>Book 1; translation + dactylic hexameter (DH)</td>
</tr>
<tr>
<td>Two</td>
<td>1.19, 1.21</td>
<td>Books 2-4; translation + DH</td>
</tr>
<tr>
<td>Three</td>
<td>1.26, 1.28</td>
<td>Books 5-6; Books 7-8; translation + DH</td>
</tr>
<tr>
<td>Four</td>
<td>2.2, 2.4</td>
<td>Books 9-10; Books 11-12; translation + DH</td>
</tr>
<tr>
<td>Five</td>
<td>2.9, 2.11</td>
<td>Aeneid I-VI: Select Passages</td>
</tr>
<tr>
<td>Six</td>
<td>2.16, 2.18</td>
<td>Select Passages</td>
</tr>
<tr>
<td>Seven</td>
<td>2.23, 2.25</td>
<td>Midterm Bonanza (2.23); Select Passages</td>
</tr>
<tr>
<td>Eight</td>
<td>3.2, 3.4</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Nine</td>
<td>3.9, 3.11</td>
<td>Aeneid I-VI: Select Passages</td>
</tr>
<tr>
<td>Ten</td>
<td>3.16, 3.18</td>
<td></td>
</tr>
<tr>
<td>Eleven</td>
<td>3.23, 3.25* (*sine magistro)</td>
<td></td>
</tr>
<tr>
<td>Twelve</td>
<td>3.30, 4.1</td>
<td></td>
</tr>
<tr>
<td>Thirteen</td>
<td>4.6 (Easter Monday), 4.8</td>
<td></td>
</tr>
<tr>
<td>Fourteen</td>
<td>4.13, 4.15</td>
<td></td>
</tr>
<tr>
<td>Fifteen</td>
<td>4.20, 4.22</td>
<td></td>
</tr>
<tr>
<td>Sixteen</td>
<td>4.27, 4.29</td>
<td></td>
</tr>
</tbody>
</table>

Final Bonanza:

Monday, May 4th, 4:30-5:50 pm