



LATI 104
ELEMENTARY LATIN
SUMMER TRIMESTER 2006/7

CRN 8308

School of Art History, Classics and Religious Studies
Old Kirk, 5th floor

Course Organisation

Lecturer: Ms. Claudine Earley (course co-ordinator)
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Office hours: M, T, Th, F; 9-10 am, 12-1 pm.

LATI 104 meets four days per week (Monday, Tuesday, Thursday and Friday) at
10:00-11:50 a.m. in Old Kirk 523 for five weeks from Jan. 8 to Feb. 9.

Any additional information or information on changes will be announced in class and
posted on the noticeboards on the 5th floor of Old Kirk.

Course Aims and Objectives

LATI 104 builds on LATI 103 and thereby aims:

- i. to continue the study of Latin grammar and syntax, with concentration on reading passages of connected prose, in order to give every student a better understanding of the nature of the Latin language.
- ii. to give students wishing to continue with LATI213 next trimester the necessary level of competence to read more straightforward extracts from authors such as Cicero, Virgil, Livy and Ovid in the original Latin.

The main focus will be on reading, understanding and translating Latin into English. Emphasis is placed on understanding morphology, grammar and syntax within a literary context. Students who pass this course should have a sound comprehension of the elements of Latin.

Set Text

M. Balme and J. Morwood (eds.), *Oxford Latin Course*, 2nd edition (Oxford University Press, 1996), Parts II and III.

If you are not familiar with English grammar and its terminology you may wish to purchase an inexpensive reference text available in the Classics Department office (see our administrative assistant, OK 508) written by Kathleen Loncar, *English Grammar: A short guide for English speakers who are learning another language*. Students interested in general advice on learning languages may also wish to purchase *How to Learn Another Language: Insights for successful language learning* by Sara Cotterall and Alison Hoffmann from Student Notes (\$5.30).

Assessment

The assessment in this course aims to establish the extent to which a student can demonstrate her or his developing knowledge of the Latin language. Assessment is designed to help the student and the lecturer evaluate progress in three key areas as well as to provide a final grade. The main areas to be tested are: (i) learning of vocabulary and grammar; (ii) understanding of how vocabulary and grammar are used, tested by the translation of simple sentences of Latin to English or English to Latin; and (iii) application of the student's knowledge, by translating longer passages from Latin into English.

This course is 100% internally assessed. All assignments must be submitted by the due date and tests must have been taken on the day set, unless there are medical or other demonstrable extenuating circumstances. Variances will be considered upon application—preferably before the event.

The internal assessment itself may be broken down as follows:

SHORT TESTS: 30% — three 30-minute tests will be completed in class on the dates designated in the schedule below. Each will count for 10% of the total marks of the course. These tests are mainly to reinforce the recent grammar and vocabulary learned on a regular basis, though some revision of earlier material may be necessary.

TAKE HOME ASSIGNMENTS: 30% — two assignments are to be completed outside class and handed in on the dates designated below. Each will count for 15% of the total marks of the course. Written work submitted as part of the internal assessment of this course should be handed to me or deposited in the Assignment Box (located next to OK 508). Do not place written work in lecturers' pigeonholes or under people's doors. Work must be handed in by 5 pm on the day due. Plagiarised work will not be accepted (see below on plagiarism).

BIG TESTS: 40% — two long tests, each 60 minutes in duration, are to be completed in class on the dates designated below. Each will count for 20% of the total marks of the course.

All assessment will be graded and returned to students in the following class where possible. In order to pass LATI 104 students must attain a total of at least 50% over all assessments.

UNDER NO CIRCUMSTANCES CAN ANY WRITTEN WORK FOR LATI 104 BE ACCEPTED AFTER 16 FEBRUARY 2007.

Relationship between Assessment and Course Objectives

The assessment and internal course work (including non-assessed exercises & drills) are designed to allow both student and lecturer to evaluate progress in accomplishing the objectives of the course. As a result, you are expected to learn vocabulary, to prepare for, to attend, and to participate in classes.

Learning Latin—and other Languages

PREPARATION FOR CLASS: Learning Latin and gaining fluency is a cumulative process. Each step builds on the previous one and is increased through preparation and practice. Unless there are exceptional circumstances, it is highly recommended that students attend all classes and complete all preparation for each class—as well as participate in each class. Do not get left behind! If you ‘take a rest’ for even just half a week, you may not be able to catch up afterwards. If you *do* keep up, of course, you are likely to achieve a handsome grade.

To this end, students are expected to learn vocabulary and to prepare translations and exercises for class. The single most beneficial thing you can do in learning a language—especially a highly inflected language like Latin—is to work on it every day. Beginning language courses require constant learning, practice and revision. I recommend that you put in 2-4 hours daily, in addition to class time. The assessment consists of several short tests and assignments, rather than one larger final examination, to encourage you to prepare, practice and revise regularly.

HOMEWORK: You must prepare the translations and exercises assigned for each class. It is your responsibility to see that you understand by the end of each class what errors you have made in your preparation and why. Don’t be afraid to ask questions! You are unlikely to be the only one confused, so please ask in class if you don’t get it.

EXERCISES: For each lesson there are exercises at the end of the book which give practice on Latin grammar and morphology. You are responsible for learning the paradigms, forms and vocabulary in the lessons as well. There is also a Reference Grammar section with tables that summarise all of the word-forms that you need to know. The more practice you get, the more comfortable you will be with the material. We will do most of the exercises in class, and you are expected to attempt answers.

PRACTICE: Reading over Latin can only get you so far and it will prove fruitless to hope that information will transfer itself into your brain by osmosis. It always pays to write

things down, to draw up lists and tables, to ask and answer questions, to quiz a friend—in short, anything that promotes *active* engagement with the language.

Note that the *Oxford Latin Course* contains short supplementary passages on Roman culture in each lesson. While you will not be tested on any of this material, I strongly urge you to read these passages and to raise any questions that arise in class. One obvious goal of learning Latin is to gain an understanding of Roman civilisation.

It is a good idea to maintain a reference grammar of your own. Not only will your own Reference Grammar be laid out as you want it, so you can find what you are looking for much more quickly and understand it more easily, but also writing things out helps you learn them. Use a folder subdivided into sections (e.g. ‘Nouns’, ‘Verbs’, ‘Miscellaneous’, etc.) where you can add pages to each section as we cover more material. I know it sounds a bit like primary school, but coloured pens and highlighters really help a lot.

PREPARING A TRANSLATION: When you are asked to prepare a piece of Latin, this means that you should work your way thoroughly through it, looking up any words that you do not know and trying to understand how they fit together and what each sentence means. You should come to class ready to attempt to translate the Latin into English.

In class, we will go through the passage and each person will be asked in turn to translate a sentence or two as best they can. Perfection is not required, and it is no disgrace to be unable to make sense of a sentence, as long as you have looked up all the words you did not know, and have tried to understand it. We will then use the reading passage as a basis for grammar review and explanation, drilling forms, learning about English derivatives from Latin, and so on.

Preparation can be time-consuming. You will need to make a note of what each unfamiliar word seems to mean. There are different opinions about the best way to keep notes: some people just make a list of the unfamiliar vocabulary, for instance, while others write in the text, in pencil, the meaning of anything they have looked up.

Do not write out a separate English translation of the whole passage. Simply reading in class from your translation will do nothing for your grasp of Latin. In fact, you will be expected to translate in class without reading your translation.

It is advisable to make notes on any parts of the Latin you did not initially understand as we go over them in class. Going over previous class translations is a very useful way of preparing for tests, since doing so fixes the grammar and vocabulary in your mind, and helps you to develop a “feel” for the language.

VOCABULARY LEARNING: Learning vocab is the part of learning any language that takes the most discipline. It is ongoing, persistent, and inevitable. You can *never* afford to skimp on it. Spend 30-60 minutes after every class learning vocabulary. Learn words from the chapter covered that day (about 25 words/day) and make sure that you can still remember the vocabulary from a previous chapter, since these words carry on throughout

the course. Ensure that you can translate both ways—Latin to English *and* English to Latin. Then you will be learning *actively*, rather than just recognising words *passively*. You are also very likely to be tested on your skills in translating from English into Latin. It will help to maintain your own vocab list. This way not only will you will have a full list of all the words you need to know, but the act of recording them will help you learn them.

General University policies and statutes

Students should familiarise themselves with the University’s policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under ‘About Victoria’ on the VUW home page at www.vuw.ac.nz.

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/staffconduct

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

LATI 104
Summer 2006/7 Proposed Schedule

OXFORD LATIN COURSE: PART II

WEEK ONE:	Mon 8 Jan Tues 9 Jan Thurs 11 Jan Fri 12 Jan	Chapter 23 Chapter 24 Chapter 25 Short Test 1 (10%) Chapter 26
WEEK TWO:	Mon 15 Jan Tues 16 Jan Thurs 18 Jan Fri 19 Jan	Chapter 27 Chapter 28 Short Test 2 (10%) Chapter 29 Chapter 30
WEEK THREE:	Mon 22 Jan Tues 23 Jan Thurs 25 Jan Fri 26 Jan	No class (Wgtn Anniversary Day) Assignment 1 due (15%) Chapter 31 Chapter 32 BIG TEST 1 (20%) Chapter 33
WEEK FOUR:	Mon 29 Jan Tues 30 Jan Thurs 1 Feb Fri 2 Feb	Chapter 34 Chapter 35 Chapter 36 Short Test 3 (10%) Chapter 37
WEEK FIVE:	Mon 5 Feb Tues 6 Dec Thurs 8 Dec Fri 9 Feb	Chapter 38 No class (Waitangi Day) Assignment 2 due (15%) Chapter 39 Chapter 40
WEEK SIX:	Date to be confirmed	BIG TEST 2 (20%)