



LATI 103
INTRODUCTION TO LATIN
TRIMESTER 3, 2007

CRN 8307

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

Course Organisation

Lecturer: Ms. Claudine Earley (course co-ordinator)
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LATI 103 meets four days per week (Monday, Tuesday, Thursday and Friday) at 10:00-11:50 a.m. in Murphy 632 for FIVE weeks from Nov. 19 to Dec. 21.

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

The primary aims of this course are (i) to provide students with a general knowledge of the Latin language and, more importantly, the tools with which to read and understand simple Latin; and (ii) to give students wishing to continue with Latin the necessary level of competence to take LATI 104 after the Christmas break. This is an introductory course, and both LATI 103 and 104 are prerequisites for continuation to Latin at second-year level. In LATI 103 we shall cover around half of the basic Latin grammar and syntax.

Although translation from English into Latin is extremely valuable and will often be required, our primary emphasis in class will be on reading and understanding the Latin language. By the time a student who so chooses continues with and completes LATI 104, he or she will have read unadapted passages of Latin and, with the aid of a dictionary, should be able to read the more straightforward Roman authors.

Set Text

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

(Part II will also be used in LATI 104, along with Part 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 Programme (see our Programme Administrator, 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. To pass LATI 103 you must attempt all assessments and attain at least 50% in total. All assignments must be submitted by the due date and tests must be 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%

You will complete two assignments outside class and hand them in on the dates designated below. Each will count for 15% of your final mark. These assignments are designed to evaluate your progress without the pressure of the test environment. Afix coversheets and submit assignments to me or deposit them 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.

UNDER NO CIRCUMSTANCES CAN ANY WRITTEN WORK FOR LATI 103 BE ACCEPTED AFTER 21 DECEMBER 2007.

Relationship between Assessment and Course Objectives

The assessment and internal course work (including non-assessed exercises) 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 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 which give practice on Latin grammar and morphology (pp. 108-42 in Book I). 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 (pp. 145-9 in Book I). 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. (Take a look at p.146 and you’ll see why.)

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.

THE SMALL PRINT

Grievance Procedures

If you have any problems with your course (such as too much work compared with other similar courses, poor teaching quality, unfair assessment, or poor feedback on assignments), you should talk to the lecturer concerned or, if you are not satisfied with the result of that meeting, see the Programme Director, Head of School, or the Associate Dean (Students) for your Faculty. The University has a well-developed, independent procedure for dealing with academic grievances and complaints of this nature. These procedures are set out in Part 5 of the Personal Courses of Study Statute in the *Calendar*.

Student and Staff Conduct

More generally, the University is also concerned to 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 environment of safety and respect. To this end, it has put in place a comprehensive Statute on Conduct. This Statute is printed in the *Calendar* and contains information about what conduct is prohibited and what steps can be taken if there is a complaint. The Statute on Conduct is also published on the University's website:

(www.vuw.ac.nz/policy/StudentConduct)

or can be viewed at the Closed Reserve desk in the University Library. Persons with a complaint or grievance may seek assistance or support from another member of the University community such as the Adviser on Grievance Resolution, Departmental Chairpersons, Counselling staff or Sexual Harassment Contact Support persons. They may also resolve disputes by making use of any of the other informal procedures outlined in the Statute on Conduct. Class Representatives are available to assist you with any of these processes.

Plagiarism

Plagiarism is not acceptable in any form in this course or for any course within the department. Plagiarism includes:

- deliberately copying another student's work or passing off the work of someone else as your own work
- copying directly from books and other sources without using quotation marks or some other means of acknowledgment (it should also be noted that assignments which consist mainly of direct quotations are not acceptable, even if sources are acknowledged)
- not acknowledging sources used in your work (i.e. you must supply references)

Work which shows evidence of plagiarism will be penalised in line with the seriousness of the case. This may involve work being returned unmarked or a reduction in marks. In extreme cases, University academic disciplinary procedures may be invoked.

Students with Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all 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, then please contact the course co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services confidentially to discuss your individual needs and the options and support that are available. Disability Support Services (DSS) are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz.

Student Support

The University offers support to students in many areas including health, finance, counselling, accommodation and learning. More information is available via the Support tab on My Victoria.

LATI 103 Summer 2007 Proposed Schedule OXFORD LATIN COURSE: PART I

WEEK ONE:	Mon 19 Nov Tues 20 Nov Thurs 22 Nov Fri 23 Nov	Introduction, Latin pronunciation and Chapter 1 Chapter 2 Chapter 3 Short Test 1 (10%) Chapter 4
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WEEK TWO:	Mon 26 Nov Tues 27 Nov Thurs 29 Nov Fri 30 Nov	Chapter 5 Chapter 6 Chapter 7 Short Test 2 (10%) Chapter 8
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WEEK THREE:	Mon 3 Dec Tues 4 Dec Thurs 6 Dec Fri 7 Dec	Assignment 1 due (15%) Chapter 9 Chapter 10 Chapter 11 BIG TEST 1 (20%) Chapter 12
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WEEK FOUR:	Mon 10 Dec Tues 11 Dec Thurs 13 Dec Fri 14 Dec	Chapter 13 Chapter 14 Chapter 15 Short Test 3 (10%) Chapter 16 and Appendix
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WEEK FIVE:	Mon 17 Dec Tues 18 Dec Thurs 20 Dec Fri 21 Dec	Assignment 2 due (15%) Chapter 17 Chapter 18 Chapter 19 BIG TEST 2 (20%)
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