VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wānanga o te Ūpoko o te Ika a Māui

LATI 103
INTRODUCTION TO LATIN
TRIMESTER 1, 2009
CRN 166
School of Art History, Classics and Religious Studies
Old Kirk, 5th floor

Course organisation
Lecturer: James McNamara (course co-ordinator)
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Office hours: M, T, Th, F; 10-11 am or by appointment.

LATI 103 meets four days per week (Monday, Tuesday, Thursday and Friday) at
4.10-5.00 p.m. in MY 632 for the duration of trimester 1 (2 March until 5 June 2009,
excluding Easter and the mid-trimester study break, 10-26 April).

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

Set Text
M. Balme and J. Morwood (eds.), *Oxford Latin Course*, 2nd edition (Oxford University
Press, 1996), Parts I and II. Parts II and III will be used in LATI 104.

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).

Course aims and objectives
This course aims to provide students with a general knowledge of the Latin language and,
more importantly, the tools with which to read and understand simple Latin. We cover
roughly one third of the basic grammar and syntax of Latin.
This is an introductory level course and is designed to give students who wish to continue
with Latin the necessary level of competence to take LATI 104. Both LATI 103 and
LATI 104 are prerequisites for taking Latin at 2nd-year level.
A student who has successfully completed LATI 103 and 104 will have read unadapted
passages of classical Latin and, with the aid of a dictionary, will be able to read the more
straightforward passages of Latin authors.

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.

Course requirements
In order to be eligible to pass this course, a student must sit and pass the ***Language Aptitude Test*** at the end of week 1. Practice and guidance for this test will be given during the first three classes. The test is designed so that any students whose interests or study habits are unsuited to learning Latin language can get early warning.

It is strongly recommended that students attend at least 90% of classes. The cumulative process of language learning requires constant application and it is very difficult to catch up on frequent non-attendance and non-completion of preparatory work (see workload statement).

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:

30-MINUTE TESTS: 60%
Attendance is required for a mark to be recorded in these tests.
Each test is equally weighted and is worth 12% of the overall course mark.

The first test is a **language aptitude test, 50 minutes long,** which will have three components: (1) knowledge of parts of speech and basic syntax; (2) deciphering a made-up language, based on examples; (3) knowledge of Latin vocabulary from chapters 1 to 3. The test is designed so that any students whose interests or study habits are unsuited to learning Latin language can get early warning.

TAKE HOME ASSIGNMENTS: 40%
Two assignments are to be completed outside class and handed in on the dates designated below. Each will count for 20% 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. Assignments may not be submitted by e-mail. Work

must be handed in by 5 pm on the day due. Plagiarised work will not be accepted (see below on plagiarism).

All assessment will be graded and returned to students in the following class where possible. **In order to pass LATI 103 students must attain a total of at least 50% over all assessments.**

Relationship between assessment and course objectives
Because consistent discipline and practice are required in learning Latin, this course is **100% internally assessed.** The assessment aims to allow both student and lecturer to evaluate the student's progress in accomplishing the objectives of the course, focussing on three key areas:
1.   memorisation of vocabulary and grammatical points;
2.   understanding of how vocabulary and grammar are used, tested by the translation of simple sentences of Latin to English or English to Latin; and
3.   application of the student's knowledge by translating longer passages from Latin to English.

Statement on penalties
In-term 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. If there are no extenuating circumstances and a student misses a test, no credit will be awarded.
Overdue assignments will be accepted with a penalty of 5% per working day overdue. No assignments may be submitted after 5 June 2009.

Learning Latin - course delivery, workload and methods
PREPARATION FOR CLASS: Learning languages is a cumulative process. Each step builds on the previous one and is consolidated through practice. It is highly recommended that students attend and participate in all classes and complete all preparation for 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 enjoy success.

The single most beneficial thing you can do in learning a language is to work on it every day. Beginning language courses require constant learning, practice and revision. An average student should spend no less than 12 hours per week on this course. Any less than this will mean dropping behind and if this happens it will be **virtually impossible to catch up.** The assessment consists of several short tests and assignments, rather than one larger final examination, to encourage you to prepare, practise 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. 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, it is strongly recommended that you to read these passages and raise any questions that arise in class. One 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. Coloured pens and highlighters can be helpful in aiding your memory.

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.

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.

In class, do not simply read from a written translation as this will do nothing for your grasp of Latin. Even if you have written out a translation, it is best to approach the original Latin again.

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.

LATI 103, PROPOSED SCHEDULE
Oxford Latin Course: Parts I & II

WEEK ONE: Parts of speech and remedial syntax
                                 Pronunciation
                                 Syntax: subject, verb and object; prepositional phrases
                                 Verbs: 3rd person singular
                                 Nouns: nominative and accusative cases; gender
                                 Adjectives: agreement of adjectives
                                 (Material in *OLC* chapters 1-3)
                                 Language aptitude test on Friday (12%)

WEEK TWO: *OLC* chapters 4-5
WEEK THREE: *OLC* chapters 6-7; **30-MINUTE TEST ON FRIDAY (12%)**
WEEK FOUR: *OLC* chapters 8-9
WEEK FIVE: *OLC* chapters 10-11
WEEK SIX: *OLC* chapters 12-13; **30-MINUTE TEST ON THURSDAY (12%)**
                                 Fri 10 Apr   **GOOD FRIDAY: NO CLASS**

MID-TRIMESTER BREAK

WEEK SEVEN: *OLC* chapters 14-15; **ASSIGNMENT 1 DUE ON FRIDAY (20%)**
WEEK EIGHT: *OLC* chapter 16; *OLC BOOK II*, chapter 17
WEEK NINE: *OLC* chapters 18-19; **30-MINUTE TEST ON FRIDAY (12%)**
WEEK TEN: *OLC* chapters 20-21
WEEK ELEVEN: *OLC* chapters 22-23; **ASSIGNMENT 2 DUE ON FRIDAY (20%)**
WEEK TWELVE: *OLC* chapters 24-25; **30-MINUTE TEST ON FRIDAY (12%)**

GRAMMAR SUMMARY FOR LATI 103

Chapter	Content
4	Singular and plural in nouns and verbs. Agreement of subject and object.
5	All present tense forms for regular verbs of conjugations 1-4 and for *sum* -ō -mus -s -tis -t -nt Prepositions with abl. or acc. case N.b. ablative case often means 'by.../with.../from...'

6	Infinitives
	    - forms
	    - usage with certain verbs (*cupiō, dēbeō* etc.)
	 The mixed conjugation
	 Vocative case [addressing someone directly]
	 Asking questions
	    - interrogative words (*quid? ubi?* etc.)
	    - the suffix –ne

7	3rd declension nouns
	    - consonant stem
	    - -i stem
	 3rd declension adjectives
	    - n.b. 3rd decl. adjj. have the same forms for masc. and fem.
	 Adjectival agreement with nouns (gender, case, number)
	 Irregular verbs: *possum* and *eō*

8	Imperatives More on prepositions Compound verbs (formed with prepositions re-, con-, ad-, in-, ē-)
9	Genitive case [meaning 'of...'] (decl. 1, 2, 3)

	- possessive genitive
	- partitive genitive
	Adverbs
	    - forming adverbs from adjectives
	    - advv. which are not formed from adjj.

10	Neuter nouns (2nd decl. and 3rd decl. consonant and –i stems) Adjective forms used when describing neuter nouns (incl. adjj. of the 1st/2nd decl. type and 3rd decl. types)

11	Dative case ['to.../for...']
	You should now know the forms of 1st, 2nd, 3rd decl. nouns in all 6 cases, singular and plural.
	Uses of the dative
	    - verbs that take an indirect object
	    - verbs that take an indirect and a direct object (e.g. *dō, dāre; ostendō, -ere*)
	    - dative of the person concerned (oft. translated by 'for...')

12	Review of nouns and adjj.
13	Subordinate clauses and subordinating conjunctions Relative clauses ('*quī, quae, quod'*)

14	Pronouns
	    - demonstrative (*is, ea, id; ille, illa, illud*)
	    - personal (forms of *ego, tu, nōs* and *vōs*)
	    - reflexive (forms and usage of *mē, tē, sē* in singular and *nōs, vōs, sē* in plural)
	    - ille for change of subject
	    - possession with adjectives *meus, tuus, suus, noster, vester, suus* (n.b. *suus* is reflexive, referring back to subj. of verb)
	    - possession with pronoun *eius* (non reflexive)

15	Irregular verbs: *volō, nōlō*
	Irregular imperatives
	Demonstrative pronouns
	    - *hic, haec, hoc*
	    - *ipse, ipsa, ipsum*

16	Review chapter
17	Imperfect tense, all forms Pefect tense, all forms Introduction to various perfect stems of the third conj.
18	Perfect stems of verbs Meanings of the perfect (with 'have', without 'have') Expressions of time - duration with acc. - 'time when' with abl.
19	Perfect stems of verbs: samples from all conjj. Pluperfect tense: all conjj. and *sum*. Adjj. summus and medius. Expressions of place: *ad* + acc., *ab* + abl. Cities, towns, small islands without prepositions. Locative case: names of towns, *domus* (n.b. *rus* and *humus* as well).
20	Perfect tense with reduplication. 4th declension.
21	Pefect tense of 3rd, 4th, mixed conjugation verbs (-vi/-ivi/-ui). 5th declension (all declensions have now been learnt).
22	Perfect tense of inchoative verbs (-sc suffixed to stem). Uses of the ablative (separation, place where, time when, time within which).
23	*Fero*. Uses of the ablative (instrumental, manner, qualities, with adjectives). Revision: perfect forms.
24	Comparison of adjectives (-ior and -issimus). Common irregular comparatives. The use of *quam* = than.
25	Irregular superlatives (-er → -errimus; -ilis → -illimus). Comparison of adverbs. *Quam* + superlative.

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 or go to the Academic Policy and Student Policy sections on:

http://www.victoria.ac.nz/home/about/policy

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

Statement on legibility
Students are expected to write clearly. Where work is deemed illegible, the options are:
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard within a specified time frame after which the penalty for a missed assessment will apply;
- if the student does not transcribe it to an acceptable standard, the work will not be marked and no credit will be awarded.

Plagiarism and academic integrity
- Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.
- Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.
- The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:
    o Material from books, journals or any other printed source
    o The work of other students or staff
    o Information from the internet
    o Software programs and other electronic material
    o Designs and ideas
    o The organisation or structuring of any such material
- **Find out more about plagiarism, how to avoid it and penalties, on the University's website: http://www.victoria.ac.nz/home/study/plagiarism.aspx**