

**School of Art History, Classics & Religious Studies
Classics Programme**

LATI 103: INTRODUCTION TO LATIN

**TRIMESTER 1 2010
1 March to 4 July 2010**



Names and contact details

Lecturer: Prof. Jeff Tatum (course co-ordinator)
OK515, phone: 463 5846
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Office hours: MF 11-12 or (gladly) by appointment

Class times and locations

Time & place: MTRF from noon to one in Murphy 632

Trimester dates

Teaching dates: 1 March to 4 June 2010
Mid-term break: 5 April to 18 April 2010
Study week: 7 to 11 June 2010
Examination period: 11 June to 4 July 2010

Essential and Recommended Texts

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 Programme office) 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 (approx. \$5).

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Communication of additional information

Any additional information (terms lists, changes, unofficial exam results, etc) will be posted on the Departmental notice board on the FIFTH floor of OLD KIRK. A notice giving examination times and places for all courses taught in the Classics will also be posted there when this information is available.

Withdrawal from the Course

Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefund.s.aspx>

Learning Objectives

This course aims to provide students with a general knowledge of Latin and, more importantly, the tools with which to read and understand simple Latin. We cover roughly one third of basic Latin grammar and syntax.

This is an introductory course 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 reasonably straightforward passages from Latin authors. Our 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.

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.

Course Delivery

This course combines lecture (based on prepared assignments) with in-class practical work, mostly translation and exercises in morphology and syntax. All students are expected to participate in these exercises on a routine basis.

Course Content

Herewith the content of the course by way of reference to the textbook. It is possible that our coverage of the text may vary somewhat from this schedule. However, *neither the dates of the tests nor the due dates of the assignments will change*. You should consider those dates fixed as you organise your term.

Term begins 1 March 2010

WEEK ONE:	OLC chapters 1-3; Language Aptitude Test
WEEK TWO:	OLC chapters 4-5
WEEK THREE:	OLC chapters 6-7; 30 minute test on Friday
WEEK FOUR:	OLC chapters 8-9
WEEK FIVE:	OLC chapters 10-11

MID-TERM BREAK (5 April to 18 April 2010)

WEEK SIX:	OLC chapters 12-13; 30 minute test on Friday
WEEK SEVEN:	OCL chapters 14-15; first assignment due on Friday

WEEK EIGHT: OCL chapters 16-17
WEEK NINE: OCL chapters 18-19; 30 minute test on Friday
WEEK TEN: OCL chapters 20-21
WEEK ELEVEN: OCL chapters 22-23; second assignment due on Friday
WEEK TWELVE: OCL chapters 24-25; 30 minute test on Friday

Mandatory Course requirements

All students must sit the Language Aptitude Test given at the end of the first week. Practice and guidance for this test will occupy the first three days of the course. The aptitude test is designed to help students whose interests or study habits are not well suited to a course in beginning Latin by giving them an early warning of potential difficulties. The final decision about remaining in the course, however, remains the responsibility of each student.

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 be taken on the day set, unless there are medical or other extenuating circumstances. Variances will be considered upon application—preferably before the event.

The internal assessment itself may be broken down as follows:

TESTS: 60%

Four 30-minute tests will be completed in class on the dates designated in the schedule below. Each will count for 15% of the total marks of the course. These tests are primarily intended to reinforce the recent grammar and vocabulary learned on a regular basis, though some revision of earlier material may be necessary.

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 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. You will incur a 5 mark per weekday penalty for the late submission of work. Plagiarised work will not be accepted (see below on plagiarism). Emailed assignments will not be accepted.

All assessment will be graded and returned to students in the following class where possible.

Expected Workload

It is strongly recommended that students attend 90% of the classes offered in this course. The cumulative process of language learning requires constant

application and it is very difficult to catch up, which means that poor attendance and poor preparation usually entail poor performance in the assessments.

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. No one will be penalized for making errors in class (better there than on a formal assessment), so don't avoid class simply because you're not so prepared as you should like to be. 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 twelve hours per week on this course.** Any less than this will very likely mean falling behind. 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. 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.

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.

You may find it helpful to write out a separate English translation of the whole passage. But you should not refer to this translation when in class. Simply reading 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 time after every class learning vocabulary, 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. 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 to learn them.

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.

Class representative

A class representative will be elected at the first class. The class representative provides a channel to liaise with the course coordinator in behalf of the students. The representative’s contact details will thereafter be distributed to the whole of the class.

General University Statutes and Policies

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>

The AVC(Academic) 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. This website can be accessed at:
http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx

Academic Integrity and Plagiarism

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:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- 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>