

LATI 104
Elementary Latin
Third Trimester 2010
15 November - 19 February 2011

CRN 8308

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

Course Organisation

Course coordinator: Dr Simon Perris
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Phone: 463-7407
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Guest Lecturers: Jay Chhana and Jen Oliver

Timetable: **M T Th F, 10:00–11:50 am, KK 203**

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

Teaching dates: 10 January 2011 – 11 February 2011
Last Assessment due: 11 February 2011

Withdrawal from the Course

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

Course Aims and Objectives

This course aims to develop students' knowledge of Latin grammar and syntax and, more importantly, to develop students' reading competency. Moving on from LATI 103, this is an elementary course designed to give students who wish to continue with Latin the necessary level of competence to take LATI 213. Both LATI 103 and LATI 104 are prerequisites for taking Latin at 2nd-year level. The focus is on reading, understanding and translating Latin into English. Students who successfully complete LATI 104 will have a sound understanding of Latin morphology and grammar and the main syntactical constructions; will have read unadapted passages of classical Latin; and, with the aid of a dictionary, will be able to read more straightforward passages of Latin authors.

Mandatory Course Requirements

There are no mandatory course requirements.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

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 and vice versa.

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 demonstrable extenuating circumstances. Variances will be considered upon application, before the event.

The internal assessment itself may be broken down as follows:

QUIZZES: 20%

Two 25-minute tests will be completed in class on the dates in the schedule below (p.6). Each will count for 10% 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 (p.6). 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 pigeonholes or under 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.

TESTS: 40%

Two tests, each 50 minutes in duration, are to be completed in class on the dates designated below (p.6). 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 103 students must attain a total of at least 50% over all assessments.

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.

Language Learning ~ 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. 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, 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: 'Preparing' a piece of Latin, means working 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 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. 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. 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.

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.

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 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).

All textbooks and student notes (undergraduate and postgraduate) will be available for purchase from vicbooks on the top floor of the Student Union Building.

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>

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/avcacademic/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>

LATI 104
Third Trimester 2010 (January – February 2011)
Schedule

OXFORD LATIN COURSE: PARTS II & III, chs 24–45

WEEK ONE (chs 24–28)

Mon 10 Jan	Chapter 24
Tue 11 Jan	Chapter 25
Thur 13 Jan	Chapter 26–27
Fri 14 Jan	Chapter 27–28

WEEK TWO (29–33)

Mon 17 Jan	QUIZ 1 (10%). Chapter 29
Tue 18 Jan	Chapter 30
Thur 20 Jan	Chapter 31
Fri 21 Jan	Chapters 32–33

WEEK THREE (34–36)

Mon 24 Jan	Wellington Anniversary Day
Tue 25 Jan	TEST 1 (20%). Chapter 34
Thur 27 Jan	Chapter 35
Fri 28 Jan	Chapter 36

WEEK FOUR (37–41)

Mon 31 Jan	ASSIGNMENT 1 DUE (20%). Chapter 37
Tue 1 Feb	Chapters 38–39
Thur 3 Feb	Chapters 39–40
Fri 4 Feb	QUIZ 2 (10%). Chapter 41

WEEK FIVE (42–45)

Mon 7 Feb	ASSIGNMENT 2 DUE (20%). Chapters 42–43
Tue 8 Feb	Chapters 43–44
Thur 10 Feb	Chapter 45 and revision
Fri 11 Feb	FINAL TEST (20%)