

CLAS 101: Latin for General Education I

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Spring 2009
MWF 9:00-9:50 (LS 10:35)
CH 131
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COURSE DESCRIPTION AND GOALS

The primary goals of introductory Latin are 1) to begin our knowledge of Latin grammar and syntax; 2) to expand our knowledge of Latin vocabulary; 3) to learn to recognize the vocabulary and the grammatical constructions with increasing ease; 4) to improve our fluency of translation, with the aim of becoming able to read Latin; and lastly, 5) to learn about the cultures of Rome, Latium, and Italy, the origination points of the Latin language. To those ends, we will spend time in class each day on grammar, vocabulary, and translation. We will cover, on average, two chapters in Wheelock every week.

TEXTS

Required:

Wheelock's Latin, by F. Wheelock, rev. R. Lafleur 6th Rev. ed. (HarperCollins, 2005)
38 Latin Stories, by A. Groton & J. May 5th ed. (Bolchazy-Carducci, 1998)

Requirements of the course:

1. **Preparation, Attendance, and Participation** are absolutely vital in a language course. You cannot put off daily work in this class (as you can in some other classes): there is simply no cramming two weeks' worth of grammar, especially in a language as intricate as Latin. If you have not prepared, attend anyway and make up the work. If you cannot attend, try to notify me *prior* to missing class. We are covering a good bit of material in this course. At the start you should make a commitment 1) to complete the assignments, 2) to memorize the necessary rules and vocabulary, and 3) to think about what you have read. I think that this should take 1-2 hours a day *every* day. We will cover material in class every day, and most of the time I will simply call on students randomly; your preparation and participation grade will depend on your readiness, and your questions, and your general attentiveness.

2. **Attendance:** Attendance is absolutely necessary for a successful class; absences should not occur except in extraordinary circumstances, that is, in true emergencies. Three absences will not be penalized, but after that, the following penalties accrue: for your fourth absence, your course grade will fall by 2 points; for your fifth, your course grade will fall by 4 points; and for your sixth, by 7 points; for your seventh, by 10 points; for your eighth, you will fail the course. Documented legal or medical emergencies *may* be an exception. **If it snows:** Either classes will be cancelled or operate on a delayed snow schedule (you can find this out by calling the Snow Line (828) 259-3050 or checking UNCA's homepage) or they will operate on a normal schedule. If you cannot attend, try to notify me *prior* to missing class. Weather may or may not be a legitimate excuse; however, if you live remotely and you do not feel safe to drive, do not drive. I'll work with you. Tardiness is frowned upon, and if excessive or chronic (i.e. more than 30 minutes late, or late repeatedly) will affect your participation grade and may be counted as an absence.

3. Grammatical Definitions: These assignments require you to understand and express in your own words the grammatical concepts we study from week to week. Writing about the grammar as you yourself understand it will enable you to better identify your own problems with language, both English and Latin. A sheet will be given out on the first day with guidelines and a list of terms for definition; new terms will be given some Mondays through the semester. Write your definitions in a notebook or space reserved exclusively for it, both so that you keep everything organized and in one place for handy future reference, and so that when it is time to turn your definitions in to me for a grade, you can find them easily. I advise you to write them EVERY week and stay on top of the new grammar as it is presented.

4. We will cover just over one chapter of *Wheelock* every week. Our goal for Latin 101 is chapter 16. We will have regular vocabulary and grammar quizzes, and tests after every four chapters. There will also be a cumulative final; a general format of the final will be discussed in class prior to exam time. All tests will include translation. In addition to your written work, a grade will be given for your attendance and participation. Grades will include plus and minus. The percentages are as follows: A=93-100, A-=90-92, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76, C-=70-72, D=below 70, F=below 60.

Special Needs: If anyone has a disability that requires special accommodation for quizzes, writing, or tests, please be sure that you are registered with the Advising and Learning Support Center, 219A University Hall; Ethan S. Fesperman is the Asst. Director and the phone is 232-5050. You should let me know **at the beginning of the semester** what accommodations you will need.

All of you will be held to the standards of academic honesty as described in the 2008-2009 catalog, which can be found on UNC-A's website in the Course Catalog, under the heading "Academic Regulations and Procedures" and subheading "Student Responsibilities", where academic misconduct is discussed. A breach of academic honesty will result in, at the very least, the unacceptability of the work under question; and at the very most, expulsion from the university. A breakdown of the grade distribution appears thus:

quizzes	-10%
grammatical definitions	- 5%
tests	-45%
final exam (5/8)	-30%
participation/ preparation	-10%

Syllabus: This syllabus is not quite the straitjacket that it appears, but we will have little flexibility in order to finish all we should finish. You are responsible for every assignment listed below, whether it is fully covered in class or not. All work should be done by the date on which it appears. (**LD** = *Labor Domesticus*; **P&R** = Practice and Review; **SA** = *Sententiae Antiquae*; **38 LS** = *38 Latin Stories*, by Groton and May)

Wk. I: 1/14: Intro to course: syllabus, books, assignments. **LD:** in *Wheelock*, read the section on 'Verbs' (pp.1-3), 'Reading and Translating Latin' (p.5), and 'Nouns and Cases' p.9).

1/16: 'How Latin Works, or Whirlwind Tour of Grammar'; Pronunciation.
Chap. 1: 1st and 2nd Conjugations (mood, voice, principal parts). **LD:** memorize forms of **laudo** and **moneo**, and their translations, on p.4.

Wk. II: 1/19: Martin Luther King, Jr. Day: No Classes

1/21: Chap. 1: 1st and 2nd Conjugations. In class: *Sententiae* 4-10. **LD:** *Sententiae* 11-20.

1/23: Vocabulary/Grammar Quiz. Review homework. Chap. II: 1st Declension Nouns (cases); Agreement; Syntax. In class: SA 16, 17, 19. **LD:** SA 3-9; memorize 1st declension endings; write out declensions for **ira, -ae, poeta, -ae, and poena, -ae.**

Wk. III: 1/26: Review homework. Chap. III: 2nd Declension masculine nouns; apposition. **LD** memorize 2nd declension endings; write out declensions for **vir, viri** and **populus, -i.**

1/28: Chap. III: 2nd Declension. In class: *P&R* 8, 9,11; SA 7-11. **LD:** Translate 'The Grass Is Always Greener' (p.22); review 1st and 2nd declensions.

1/30: Vocabulary/Grammar Quiz. Review homework, forms. Chap. IV: 2nd Declension neuter nouns; 1st/2nd declension adjectives. **LD:** Write out declension of **verus, -a, -um;** memorize present forms of **sum, esse, fui** (p. 26); SA 1,2,5,7-10.

Wk. IV: 2/2: Review homework. Chap. IV: Predicate nouns and adjectives; Substantive adjectives. Review forms. **LD:** Translate 'The Tragic Story of Phaethon' in 38 *LS* (p.4); review for test.

2/4: Review homework translation; reviews forms and translations. **LD:** review for test.

2/6: Test on Chaps. 1-4. **LD:** Look over future and imperfect tenses (pp.31-32).

Wk. V: 2/9: Chap. V: 1st and 2nd Conjugations, future and imperfect. Forms and translations. In class: *P&R* 1-4. **LD:** *P&R* 5-8; write out future and imperfect for **do, dare, dedi, datum; video, videre, vidi, visum;** and two other verbs of your choice.

2/11: Vocabulary/Grammar Quiz. Chap. V: 1st/2nd declension adjectives in **-er.** In class: SA 1,3,5,7,11,12. **LD:** Translate 'The Adventures of Ió' in 38 *LS* (p.6).

2/13: Review homework. Chap. VI: **Possum, posse, potui;** complementary infinitives. In class: *P&R* 1-5. **LD:** *P&R* 11,12,13; SA 1-10.

Wk. VI: 2/16: Review homework. Chap. VI: **Possum, posse, potui;** complementary infinitives. In class: 'I Do Not Love Thee...' (p.40). Chap. VII: 3rd Declension Nouns. In class: *P&R* 3-7. **LD:** Write out declension of **mos, moris, m; pax, pacis, f.;** and **carmen, carminis, n.** with the appropriate forms of **novus, -a, -um;** SA 1-9.

2/18: Review homework. Chap. VII: 3rd Declension Nouns. In class: Translate 'The Rape of Lucretia' (p.47). **LD:** Translate 'Cleobis and Biton' in 38 *LS* (p.10).

2/20: Vocabulary/Grammar Quiz. Review homework. In class: SA 10-13. **LD:** Translate 'Catullus Dedicates His Poetry Book' (p.47).

Wk. VII: 2/23: Chap. VIII: 3rd Conjugation. Forms. **LD:** Conjugate in present, future, and imperfect: **duco, ducere, duxi, ductum; scribo, scribere, scripsi, scriptum;** and **disco, discere, didici;** SA 1-5.

2/25: Chap. VIII: 3rd Conjugation. Form. In class: SA 6-8,10-12, 15,16. **LD:** review for test.

2/27: Test on chaps. 1-8. **LD:** Read the pages on demonstratives (pp. 55-56).

Wk. VIII: 3/2: Chap. IX: Demonstratives **hic, ille, iste**. Forms and translations. **-ius** adjectives. In class: *P&R* 3-7. **LD:** decline **hic populus, haec terra, and hoc bellum** in all cases; SA 1-6.

3/4: Chap. IX: Demonstratives **hic, ille, iste**. Forms and translations. **-ius** adjectives. In class: SA 1-6. **LD:** SA 7-8; translate 'When I Have...Enough' (p.59).

3/6: Chap. IX: Demonstratives. In class: begin translation of 'Nisus and Euryalus' in 38 *LS* (p.14). **LD:** Finish 'Nisus and Euryalus'

Wk. IX: 3/9-13: *Feriae Vernae (Spring Break)*

Wk. X: 3/16: Quiz on demonstratives. Review homework translation. Chap. X: 4th and 3rd **-io** Conjugations. Forms. **LD:** Conjugate present, future, imperfect of **venio, venire, veni, ventum** and **facio, facere, feci, factum;** SA 1-4.

3/18: Chap. X: 4th and 3rd **-io** Conjugations. In class: SA 5-11. **LD:** 'Aurora and Tithonus' in 38 *LS* (p.16); look at forms of 1st and 2nd person personal pronouns (pp.67-68).

3/20: Chap. XI: Personal Pronouns; Demonstrative **is, ea, id** and **idem**. Translation and usage. In class: *P&R* 1-4,14, 15. **LD:** SA 1,2, 6-8, 10.

Wk. XI: 3/23: Review homework. Chap. XI: Personal Pronouns; Demonstrative **is, ea, id** and **idem**. In class: begin translating 'Cicero Denounces Catiline in the Senate' (p.73). **LD:** finish translating 'Cicero Denounces Catiline in the Senate' (p.73).

3/25: Chap. XII: Perfect Active System. Forms and translation. Principal parts. In class: *P&R* 1, 3, 5-8. **LD:** conjugate in perfect, pluperfect, and future perfect three verbs of your choice, with translations of all forms; SA 1, 4, 8-11.

3/27: Undergraduate Research Symposium Day: No Classes

Wk. XII: 3/30: Chap. XII: Perfect Active System. Forms and translation. Principal parts. **LD:** 'A Gift Bearing Greeks' in *38 LS* (p.20)

4/1: **Quiz** on principal parts. Chap. XII: Perfect Active System. Forms. In class: 'Pliny Writes to Marcellinus...' (p.80). **LD:** review for test.

4/3: **Test on chaps. 1-12.** **LD:** Read the pages on reflexives (pp.82-84).

Wk. XIII: 4/6: Chap. XIII: Reflexive Pronouns and Possessives; Intensive **ipse, ipsa, ipsum**. In class: *P&R* 1,2,5-8; **LD:** Translate 'Alexander the Great and the Power of Literature' (p.87).

4/8: Review homework. Chap. XIII: Reflexive Possessives; Intensive **ipse, ipsa, ipsum**. In class: *SA* 1-2 **LD:** *SA* 3-8.

4/10: Review homework. Chap. XIII: Reflexive Pronouns; Intensive **ipse, ipsa, ipsum**. In class: *SA* 3-8. **LD:** 'Echo and Handsome Narcissus' in *38 LS* (p.22).

Wk. XIV: 4/13: Vocabulary/Grammar Quiz. Chap. XIV: I-stem 3rd Declension Nouns; Ablatives. In class: *SA* 1-5. **LD:** 'Cicero Imagines the State of Rome...' (p.95). Look at forms of 3rd declension adjectives in Chap. XVI (pp.104-106).

4/15: Review translation. In class: translate 'Europa and the Bull' in *38 LS* (p.24).

4/17: Chap. XV: Numerals. **LD:** Memorize the Latin cardinal numbers from 1-10 and 20, 30, 40, etc. to 100 (p. 451).

Wk. XV: 4/20: Chap. XV: Numerals; Genitives of the Whole; Ablatives of Time. **LD:** *SA* 2,3,5,8.

4/22: Vocabulary/Grammar Quiz. Chap. XV: Numerals; Genitives of the Whole; Ablatives of Time. **LD:** Translate 'How the Aegean Got Its Name' in *38 LS* (p.26); decline **urbs, urbis**, f. and **mare, maris**, n. with the appropriate forms of **magnus, -a, -um**.

4/24: Chap. XVI: Third Declension Adjectives, forms. In class: *P&R* 1-7. **LD:** Decline **rumor celer, vita brevis**, and **tempus difficile**; *P&R* 13, 15; *SA* 1-4.

Wk. XVI: 4/27: Chap. XVI: 3rd Declension Adjectives. Review homework. In class: *SA* 8-16. **LD:** Translate "Juvenal Explains His Impulse to Satire" (p. 109).

4/29: Chap. XVI: 3rd Declension Adjectives. In class: Translate 'The Wrath of Achilles' in *38 LS* (p.28). **LD:** review chaps. 1-16

5/1: Course evaluation. A look ahead and a general review.

Wk. XVII: 5/4: General review for final. **LD:** Review for final.

FINAL: Friday, May 8, 8:00-10:30