

Intermediate Latin 201– Fall 2018
THE UNIVERSITY OF NEW MEXICO
Department of Foreign Languages and Literatures
www.fll.unm.edu

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Required Texts:

- *War with Hannibal*, by Brian Beyer. ISBN- 9780300139181
- *O Tempora! O Mores!* by Susan O. Shapiro. ISBN- 9780806136622
- Cassell’s Latin Dictionary. ISBN- 9780025225800

Goals and Course Introduction:

The goal of this course is to create a bridge between introductory Latin textbooks and authentic Latin texts with the expectation of being able to read and understand Latin at the intermediate level. With that goal in mind, our class will also be examining the theme of Enemies Foreign and Domestic, particularly the questions “What were the military, political, and social differences in Rome’s treatment of foreign and domestic enemies?” and “What, if any, inheritance from these traditions do we experience as 21st century Americans?”

We will begin the course with readings from Eutropius’ account of the Second Punic War, in *War with Hannibal*, followed by reading Cicero’s *First Catilinarian*. The Second Punic War against Hannibal and Carthage is one of the most significant military conflicts Rome faced, and had a significant impact on Rome’s political and military culture. The Catilinarian Conspiracy, and the speeches which accompany it, is one of the most famous speeches of all time, and Cicero is one of the most significant orators and Latinists in Roman history, whose impact was felt throughout the timespan of spoken, political Latin. After reading the texts of Eutropius and Cicero, you will be able to read, translate, and engage with authentic Latin texts and their historical and contemporary impacts.

Course Objectives:

- Read and understand unabridged Latin at an intermediate level.
- Accurately translate unabridged Latin texts.
- Discuss the cultural position and relevance of rhetoric and literature in ancient Rome.
- Express thoughts and opinions on a variety of issues related to the classical world.
- Explore connections between ancient Rome and our contemporary world.

Grading Scale:

A+	97 - 100%	B+	87 – 89%	C+	77 - 79%	D+	67 - 69%
A	93 – 96%	B	83 – 86%	C	73 - 76%	D	63 – 66%
A-	90 – 92%	B-	80 – 82%	C-	70 – 72%	D-	60 – 62%
						F	59%
							and under

Requirements and Grading: Evaluation of student performance for Latin 201 will be based on the following criteria:

Attendance	7.5%
Participation	7.5%
Culture Paper	15%
Quizzes	20%
Homework	20%
Midterm Exam	10%
Final Exam	20%

7.5% Attendance- Students are expected to attend class regularly. Each student has 3 free absences. Each absence after 3 will reduce the student's attendance grade by 4%. You may be dropped from the course after 6 absences.

7.5% Participation- Students are expected to participate in class by translating, contributing to class discussions, and working well in partners or groups.

20% Homework- Students are expected to read all assigned sections of the material before class, and to memorize all vocabulary and paradigms covered as indicated by the instructor. Failure to come to class prepared and ready to read the assigned sections will result in loss of participation points and a disruption of the class environment. Each reading will have a 5 question take home assignment. This will be turned in at the beginning of every class, then graded and returned. Students have the opportunity to gain up to ½ credit back by correcting any mistakes. Students who turn in the 5 question assignment late may earn up to ½ credit, and will not have the opportunity to make corrections. HW may also include written response papers for any readings assigned.

20% Quizzes- Throughout the semester students will be assigned take home quiz packets, which will review grammar and formation. These will be graded and returned to students. Students have the opportunity to redo incorrect options for half credit back. Any student that turns in the quiz packet late may earn up to ½ credit, any will not have the opportunity to Students may turn in the packet late, The lowest two grades will be dropped at the end of the semester.

15% Culture Paper- Students will turn in a 2-3 page paper on the last day of class. The topic and format will be discussed in class.

30% Exams- There will be one midterm exam and one final exam. The midterm will be worth 10% of the final grade; the final exam will be worth 20% of the final grade. Students will not be able to make up a missed exam, but they may take an exam early. Students must discuss time conflicts and situations with the instructor previous to the date of a missed exam.



ACCOMMODATION STATEMENT Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

INCOMPLETES - In accordance with University policy, incompletes are granted only in the most extreme and unusual circumstances. An unapproved incomplete given by a teaching assistant will be converted to "F".

WITHDRAW: After the deadline to drop a course without Dean's approval (12th week of the semester for 16 week courses – check registrar.unm.edu for all course deadlines), you must obtain approval from the Dean of your college. Through your advisement center you may petition for Dean's approval. This process is for dropping one or more courses but not all courses for the semester. If you need to drop all of your courses, please meet with the Dean of Students Office (dos.unm.edu).

Criteria: Students may be allowed to drop courses because they have extenuating circumstances that prevent them from completing their course. Extenuating circumstances include but are not limited to:

- Medical condition of student or immediate family member that has made it impossible to continue the course
- Death of an immediate family member that necessitates leaving the University
- A work schedule that is requiring travel, extended work hours, or reassignment

ACADEMIC INTEGRITY – Review the student code of conduct in the Pathfinder regarding honesty and plagiarism:
<http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>

SYLLABUS- The syllabus will change, depending on the pace and progress of the class. It is your responsibility to keep up with the most up-to-date version of the syllabus for all dates. Each version of the syllabus will be posted to the class LEARN site with a date, to make it easy to find the most recent version.

***TENTATIVE* SCHEDULE**

Week 1

- Aug. 22 Introductions, Syllabus, Strategies, Numerals.
 HW- Read Introduction (xvii-xx); Section VII.
- Aug. 24 Section VII.
 HW- Sections VIII-IX lines 10-19.
- Aug. 26 Sections VIII-IX lines 10-19.
 HW- Sections IX-X lines 20-29.

Week 2

- Aug. 29 Sections IX-X lines 20-29.
 HW- Sections X-XI lines 30-39.
- Aug. 31 Sections X-XI lines 30-39.
 HW- Sections XI-XII 40-49.
- Sept. 2 Sections XI-XII 40-49.
 HW- Sections XII-XIII lines 50-59.

Week 3

- Sept. 5 Sections XII-XIII lines 50-59.
 HW- Sections XIII-XIV lines 60-69.
 Quiz Packet 1
- Sept. 7 Sections XIII-XIV lines 60-69.
 HW- Section XIV lines 70-80.
- Sept. 9 Section XIV lines 70-80.
 HW- Section XV lines 81-92.

Week 4

- Sept. 12 Section XV lines 81-92.
 HW- Sections XVI-XVII lines 92-103.
- Sept. 14 Sections XVI-XVII lines 92-103.

HW- Sections XVIII-XIX lines 104-114.

Sept. 16 Sections XVIII-XIX lines 104-114.
HW- Section XX lines 115-124.

Week 5

Sept. 19 Section XX lines 115-124.
HW- Sections XXI-XXII lines 125-134.
Quiz Packet 2

Sept. 21 Sections XXI-XXII lines 125-134.
HW- Section XXII lines 135-144.

Sept. 23 Section XXII lines 135-144.
HW- Section XXIII lines 145-153.

Week 6

Sept. 26 Section XXIII lines 145-153.
HW- Review for Midterm.

Sept. 28 Midterm Review Day.

Sept. 30 Midterm Exam.
HW- Cicero Sections 1-2 lines 1-16.

Week 7

Oct. 3 Sections 1-2 lines 1-16.
HW- Section 3 lines 17-32.
Quiz Packet 3

Oct. 5 Section 3 lines 17-32.
HW- Sections 3-4 lines 32-47.

Oct. 7 Sections 3-4 lines 32-47.
HW- Sections 4-6 lines 48-65.

Week 8

Oct. 10 Sections 4-6 lines 48-65.
HW- Sections 7-8 lines 66-78.

Oct. 12 Sections 7-8 lines 66-78.

Oct. 14 Fall Break- No Class.

Week 9

- Oct. 17 Section 8 lines 84-90.
HW- Sections 9-10 lines 91-109.
Quiz Packet 4
- Oct. 19 Sections 9-10 lines 91-109.
HW- Sections 10-11 lines 110-127.
- Oct. 21 Sections 10-11 lines 110-127.
HW- Sections 12-13 lines 128-142.

Week 10

- Oct. 24 Sections 12-13 lines 128-142.
HW- Sections 13-14 lines 143-157.
- Oct. 26 Sections 13-14 lines 143-157.
HW- Sections 15-16 lines 158-173.
- Oct. 28 Sections 15-16 lines 158-173.
HW- Sections 16-17 lines 174-191.

Week 11

- Oct. 31 Sections 16-17 lines 174-191.
HW- Sections 17-18 lines 192-208.
Quiz Packet 5
- Nov. 2 Sections 17-18 lines 192-208.
HW- Sections 19-20 lines 209-228.
- Nov. 4 Sections 19-20 lines 209-228.
HW- Sections 20-21 lines 229-243.

Week 12

- Nov. 7 Sections 20-21 lines 229-243.
HW- Sections 22-23 lines 244-262.
- Nov. 9 Sections 22-23 lines 244-262.
HW- Sections 24-25 lines 263-277.
- Nov. 11 Sections 24-25 lines 244-262.
HW- Sections 26-27 lines 278-294.

Week 13

- Nov. 14 Sections 26-27 lines 278-294.
HW- Sections 27-28 lines 294-310.
Quiz Packet 6
- Nov. 16 Sections 27-28 lines 294-310.
HW- Section 29 lines 311-325.

Nov. 18 Section 29 lines 311-325.
HW- Section 30 lines 326-339.

Week 14

Nov. 21 Section 30 lines 326-339.
HW- Sections 31-32 lines 339-356.

Nov. 23 Sections 31-32 lines 339-356.

Nov. 25 THANKSGIVING- NO CLASS

Week 15

Nov. 28 Sections 32-33 lines 357-271
Quiz Packet 7

Nov. 30 TBD

Dec. 2 TBD

Week 16

Dec. 5 TBD

Dec. 7 TBD

Dec. 9 TBD
Culture Paper Due in Class

Final Exam TBD

Translation rubric.	80% meets objectives
100%	I am training my replacement
90 - 99%	Translation is highly accurate, with at most a few technical grammatical details missed, or a few careless errors, or a few vocabulary errors.
80-89%	Translation is mostly accurate and overall grammatical structure is reflected in the translation, but with several errors, mostly minor, but with occasional major errors, such as wrong tense, wrong category (such as mistaking a noun for a verb), or missing crucial vocabulary
70-79%	Translation includes some phrases translated accurately or almost accurately, but some phrases garbled. Overall grammatical structure of passage not well reflected in translation due to significant confusion over morphology or missing too much vocabulary.
60 - 69%	Translation attempted but badly garbled. Several words translated correctly with some grammatical relationships indicated, but some crucial relationships missing or mistaken. Overall grammatical structure is missing or incorrect.
0-59%	Only isolated words translated correctly; little or no indication of grammatical relationships; no translation of the passage attempted.

Reading guidelines: classics

Novice-Low

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High

Has sufficient control of the writing system to interpret very basic written language. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Intermediate-Low

Able to understand main ideas and/or some facts from the simplest connected texts. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid

Able to read consistently with increased understanding simple, connected texts. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places.

Intermediate-High

Able to read consistently with full understanding simple connected texts about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language.

Advanced Plus

Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

INTERPRETIVE READING			
Novice low: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.			
✓	statement		
I can recognize letters and characters.			
	I can alphabetize names and words.		
I can connect some words, phrases, or characters to their meanings and functions in Latin sentences.			
	I can identify the subject of a sentence.		
	I can identify the main verb of a sentence.		
Novice mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.			
I can recognize words, phrases, and characters.			
	I can identify forms of specific verb conjugation and noun declensions.		
	I can recognize key vocabulary words.		
What else can you do?			
Novice high: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.			
I can usually understand short simple messages.			
	I can understand simple Latin sentences.		
	I can describe how the syntax of a simple Latin sentence is working.		
What else can you do?			
Intermediate low: I can understand the main idea of short and simple texts.			

	I can answer questions demonstrating my comprehension of a short and simple connected narrative in Latin.		
	I can intuit the meaning of unknown and unfamiliar vocabulary based on the context of a short and simple connected narrative in Latin.		
What else can you do?			
Intermediate mid: I can understand the main idea of texts.			
I can understand basic information in announcements and other simple texts			
	I can read and translate a short connected passage of text in Latin.		
	I can identify the function of unknown or unfamiliar words in a connected passage of text in Latin based on their forms (declensions, conjugations).		
What else can you do?			