

Latin 110.01 MWF 11-11:50 in Couper 207

Latin 110.02 MWF 12-12:50

Professor Feltovich (afeltovi@hamilton.edu)

Office hours in Root Hall 309:

W 2:30-3:30, Th 1:30-3:30, or by appointment (NOTE CHANGE from Tu to Th)

TA: Becca McAuliffe (rmcaulif@hamilton.edu)

TA session: Su and Tu 7-8pm in KJ 109

Course Goals

1. After two semesters (including Latin 120), to be able to pick up any Latin text, and, with the help of various resources, understand what it says, including the historical context.
2. To unlearn some unhelpful things and then learn how *you* learn.
3. To study somewhat broadly how languages work, and more specifically, to understand the grammar and syntax of English and Latin.
4. To learn problem solving and pattern recognition skills that will be an asset in many careers.
5. To examine the role of the Latin language and, to a lesser extent, ancient Roman culture in modern US language and culture.

Classroom Pedagogy

I am somewhat over-ambitiously trying to incorporate the pedagogical practices of team-based learning, ungrading, and universal design for learning. To me, what they have in common is:

1. Resuscitating an internal motivation for learning that has been driven out of most of us by 12+ years of traditional schooling.
2. Changing from a mindset of education as an individual goal to education as a collective practice.
3. Acknowledging that students have a variety of strengths and learning needs, and not forcing conformity to one rigid method of learning.

Assessment

The purpose of assessment *in this class* is not for me to rank and sort you with a number grade, but for you and I to ascertain whether you are understanding the material, then to make a plan on how to proceed. You'll receive oral and written feedback from me, in class and out. In addition, I will train you to assess yourself, so that you can figure out what you do and don't understand, and what you need to do to improve.

- Daily: I will ask you to orally re-translate (not read a written translation) prepared material in class, and you will receive feedback from me and/or peers. Often you will check work with peers before being asked to share your translation.

- Once or twice weekly: I will give you a sentence that you have seen before, from any prior material covered, and you will write out a translation (without books or notes), then we'll check our work in class, then you'll turn it into me for written feedback.
- Once every other week: I will give you a brand new sentence that you haven't seen before, using vocab we have covered thus far, and you will write out a translation (without consulting books or notes). Then we'll check work in class, then you'll turn it in to receive written feedback from me.
- Office hours: As often as you like, and sometimes at my urging, you can see me in office hours to go over homework, in order to determine if you're on track.

Reflection

One of the course goals is for you to learn how you learn. In order to aid in this goal, I will ask you over the course of the semester to write a reflection on your learning process and how it has changed over the semester.

Final grade

The goal of ungrading is to disrupt the authoritative nature of the professor-student relationship, and instead position the professor as a guide. Furthermore, we aim to replace an extrinsic reward structure with an intrinsic interest in learning. But Hamilton College still requires a grade on your transcript. For your final project, I will ask you to propose your own grade, then write a defense of your proposal. In your proposal, you should consider how prepared you are to go onto Latin 120 (second semester) with any teacher, including one who would assign traditional grades.

You will turn in your grade proposal to me, then you and I will meet to discuss. I may try to argue that you raise or lower your grade. At the end of our meeting, you will propose your final grade, and I will record it in the official record.

How to prepare for class

- Read and study the chapter.
- You may watch my instructional videos (see link on Blackboard), which accompany each chapter, if you find them helpful.
- You can also consult various websites (links on blackboard) to help drill or study the information.
- Attend TA sessions to help drill vocab and forms, understand material, or prepare homework. **The pace of this course is set with the intention that you attend one TA session per week. Think of this as mandatory.**
- Study with peers from class.
- If they are useful, go through drill exercises in the back of the book. Note that **the answers are provided in the textbook.**

- **Prepare assigned material. Your goal is to be able to retranslate the material in class without looking at a written translation or notes.** So please do not simply write out a translation and move on. You want to be able to recreate your translation in class.

What to expect in class

- General Q&A about the new (or old!) material.
- Break into pairs or trios to re-translate sentences to each other. Work collectively to understand the grammar and syntax. I will circulate to help.
- Share those translations (in written or oral form) with the whole class.
- Break into pairs or trios to translate *new* material, which you did not prepare ahead of time.
- Diagram sentences: identify syntax and label Subject, Object, etc.
- Write out, by yourself, translations of prepared or new material, to be given to me so that I can provide individual feedback.

Textbook

Our main textbook is *Wheelock's Latin* (which I will refer to as "Wheelock"), and our auxiliary textbook is *38 Latin Stories* ("38LS"). Wheelock's approach is to give you a short grammatical lesson, then a few practice sentences to translate (sentences invited by the textbook authors), then excerpts of "real" Latin to translate. These excerpts tend to be short (ranging from one sentence to a short paragraph), which doesn't help you develop the skill of reading longer narratives. 38LS is designed to fill this gap. The stories therein are composed by the authors (Groton and May) specifically to accompany each Wheelock chapter, starting with Ch. 3.

Acknowledgments

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