



LATN 20100 2, LATN 20100 2 - Intermediate Latin I - Instructor(s): Christopher Simon

Project Title: **College Course Feedback - Autumn 2023**

Number Enrolled: **13**

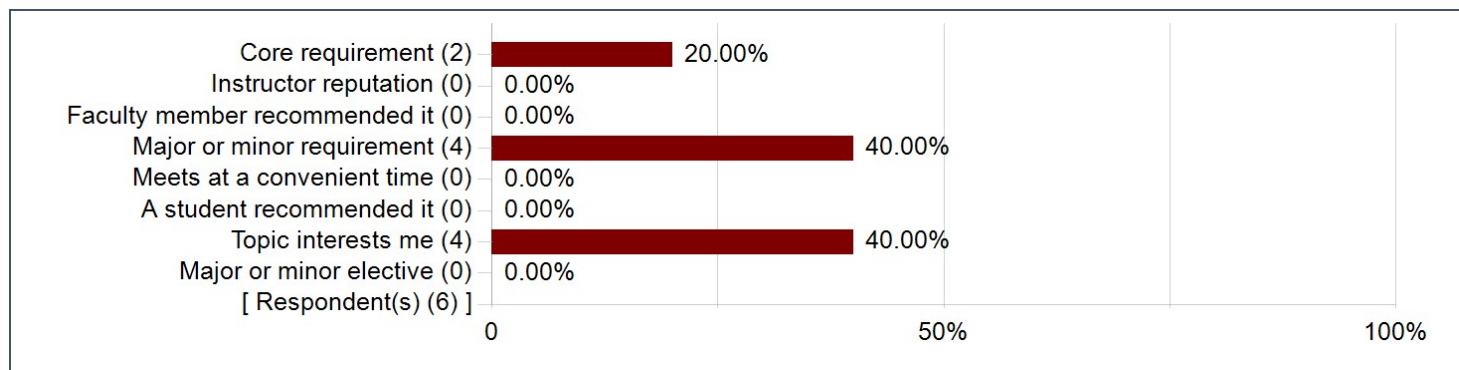
Number of Responses: **6**

Report Comments

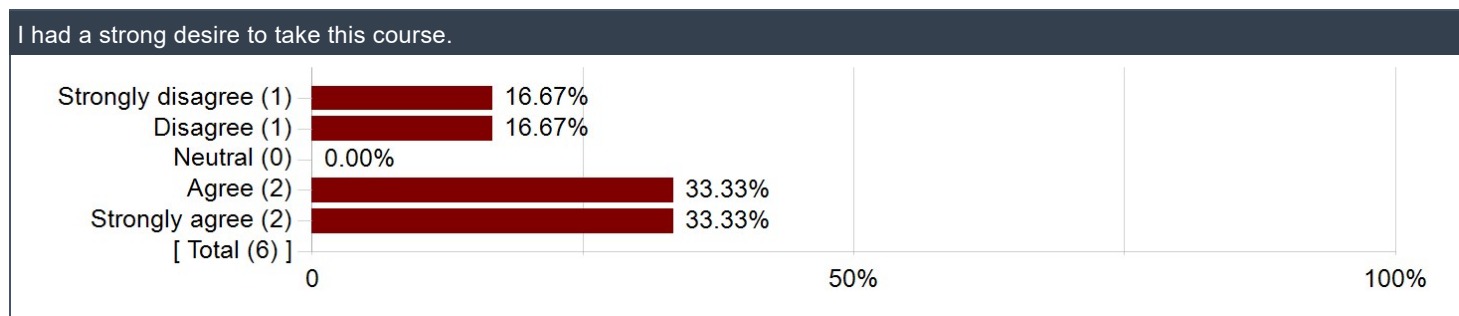
Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Friday, February 2, 2024**

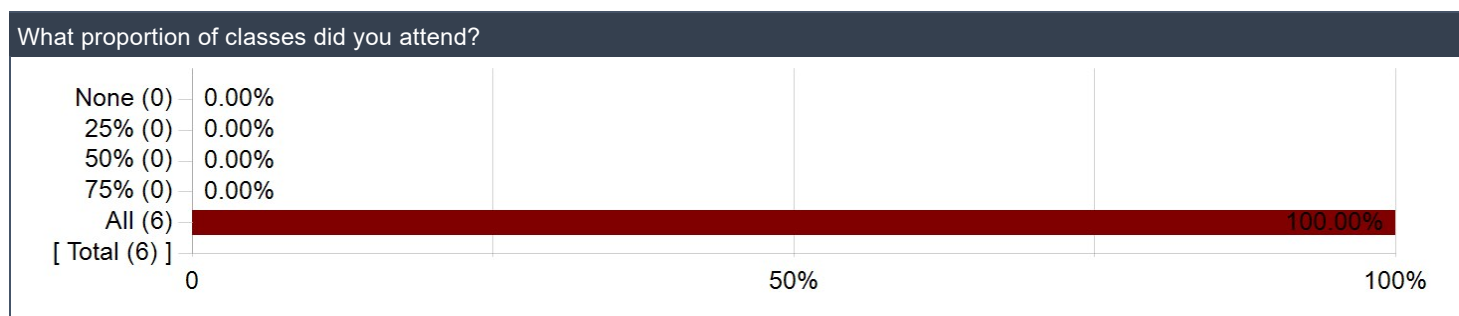
Why did you choose to take this course? (Select all that apply)



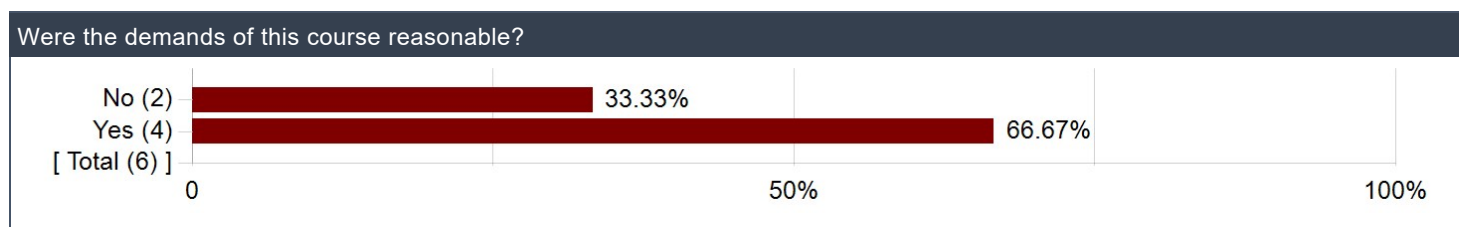
I had a strong desire to take this course.



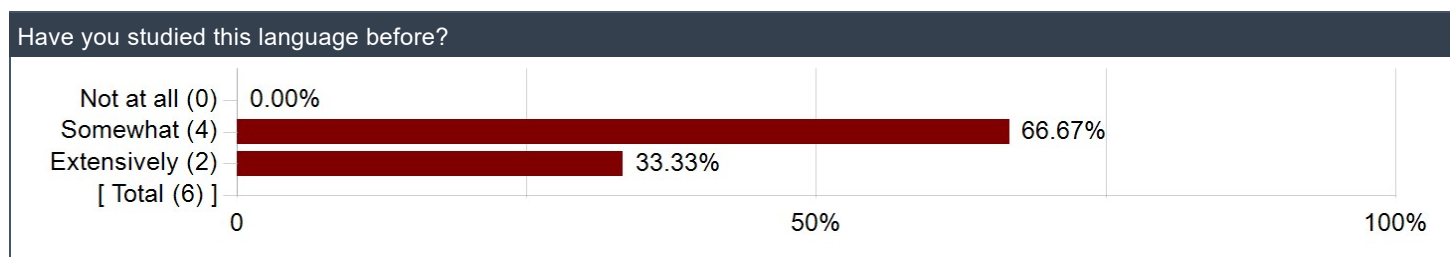
What proportion of classes did you attend?



Were the demands of this course reasonable?



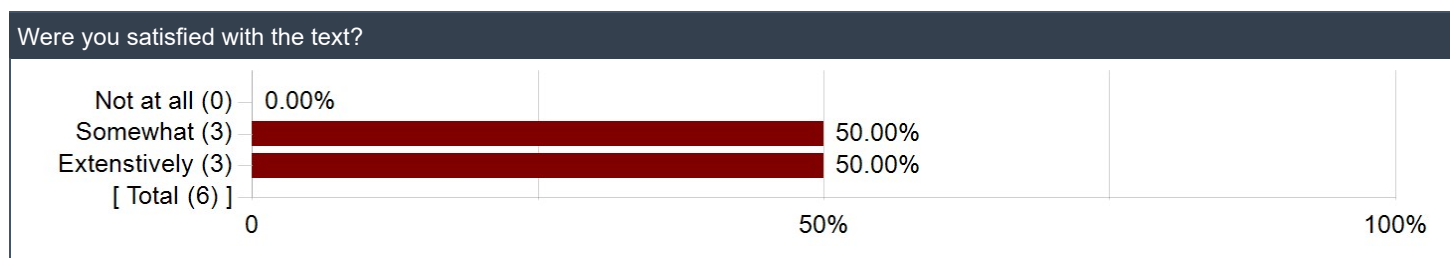
Have you studied this language before?



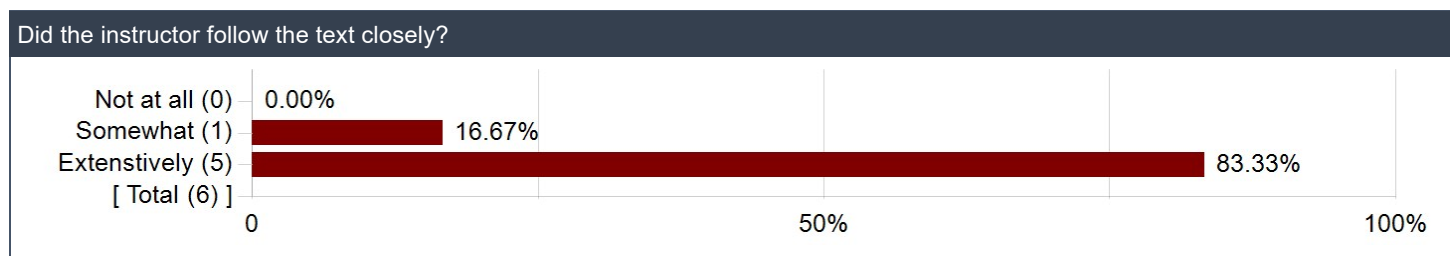
Rate the extent to which different aspects of the language were stressed:

	Mean	Median	Not At All	A Little	Some	A Lot	Extremely	Vigorously
Speaking	1.83	1.50	50.00%	16.67%	33.33%	0.00%	0.00%	0.00%
Spelling	3.00	3.00	16.67%	33.33%	0.00%	33.33%	16.67%	0.00%
Reading	5.67	6.00	0.00%	0.00%	0.00%	0.00%	33.33%	66.67%
Writing	3.67	4.00	16.67%	0.00%	33.33%	0.00%	50.00%	0.00%
Grammar	5.33	5.50	0.00%	0.00%	0.00%	16.67%	33.33%	50.00%
Vocabulary	4.33	4.50	0.00%	0.00%	33.33%	16.67%	33.33%	16.67%

Were you satisfied with the text?



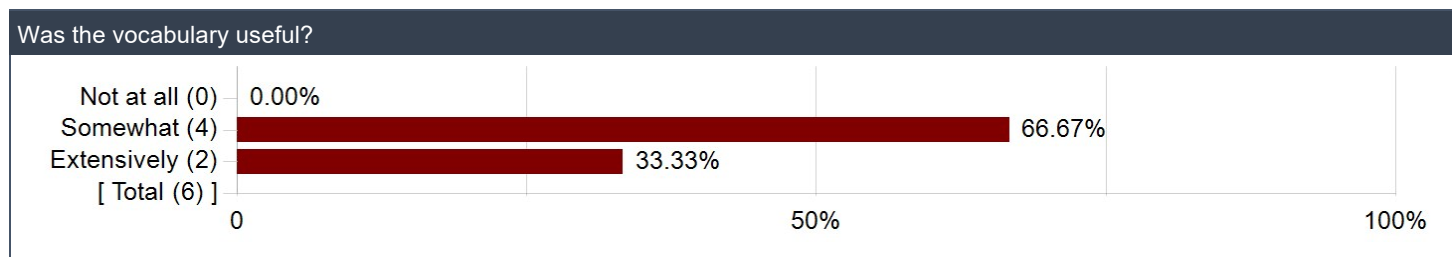
Did the instructor follow the text closely?



Explain:

Comments
While I wish we had the time & ability to execute the original plan of reading a variety of Cicero's texts (including the poem about his consulship), reading through a single speech in its entirety was the practical choice. The text was sufficiently challenging but not overwhelming, and rich enough to remain interesting until the end of the quarter. The sense of accomplishment on completing a work is a nice bonus. re: following the text, I left the class with a feeling that every worthwhile detail of grammar or content has been pointed out and explained.
Cicero's Catilinarian oration, which we read for most of the quarter, was highly interesting. The other texts (Cicero's personal letters, and Sallust) seemed somewhat arbitrary though.
The glosses were useful.

Was the vocabulary useful?

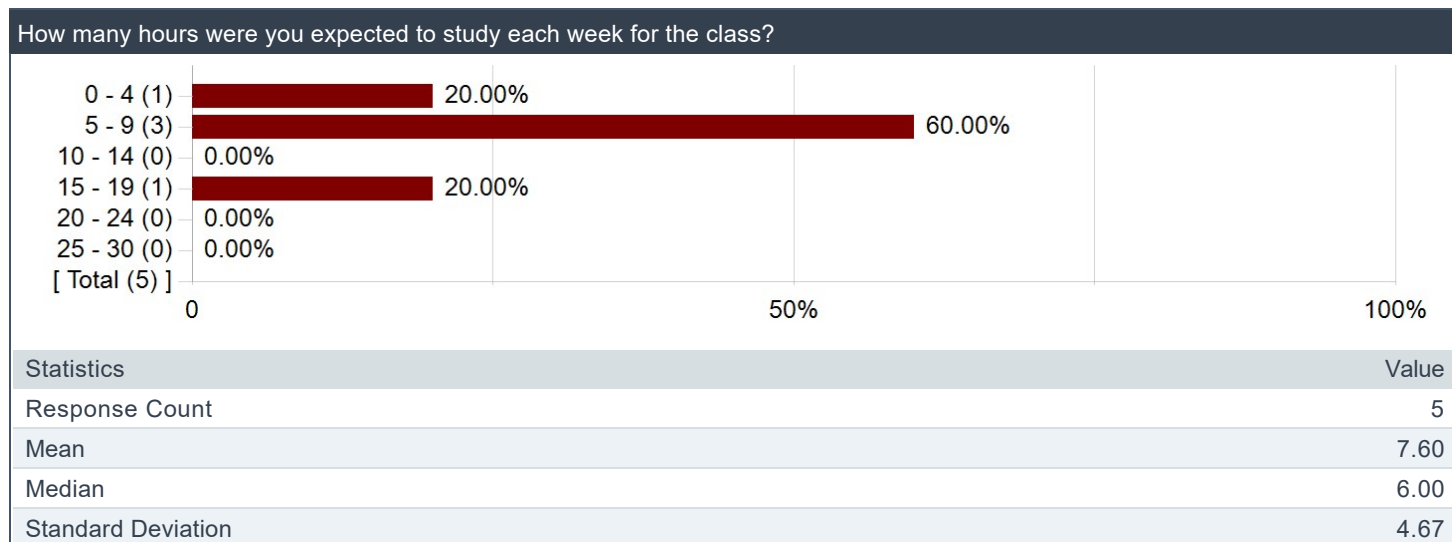


Why?

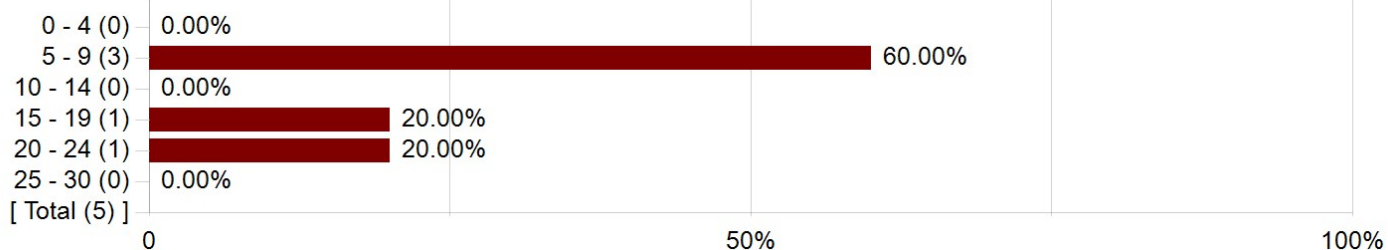
Comments
There wasn't any special emphasis on vocabulary; we picked it up as we went. It should make it easier to engage with other speeches, or writings on the topic. I appreciated the comments on the nuances of specific words, e.g. the etymology of ingenium.
Glosses were useful.

Describe the format of the class (lecture, drills, etc.). Was this format productive? Please be specific.

Comments
50 minutes class three times a week; a quiz or a discussion of the assignment being handed back in the beginning; most of the class spent translating the text; usually about a sentence per person. Unless we were running short on time, we read the Latin before translating. The format was productive – we used all the time we had.
Each participant would provide a portion of their translation of the reading homework to the class, which the professor would then analyze and correct. While this was helpful to develop translation skills, more time could have been allocated for the explanation of difficult grammatical concepts
The class met three days a week from 12:30 to 1:20. The format was relatively productive, however at times occasionally highly specific grammar questions were asked/debated and this stalled the reading of the text. Reading was also done by cold calling, which I found to be extremely stressful.
reading the text, no diversity of class

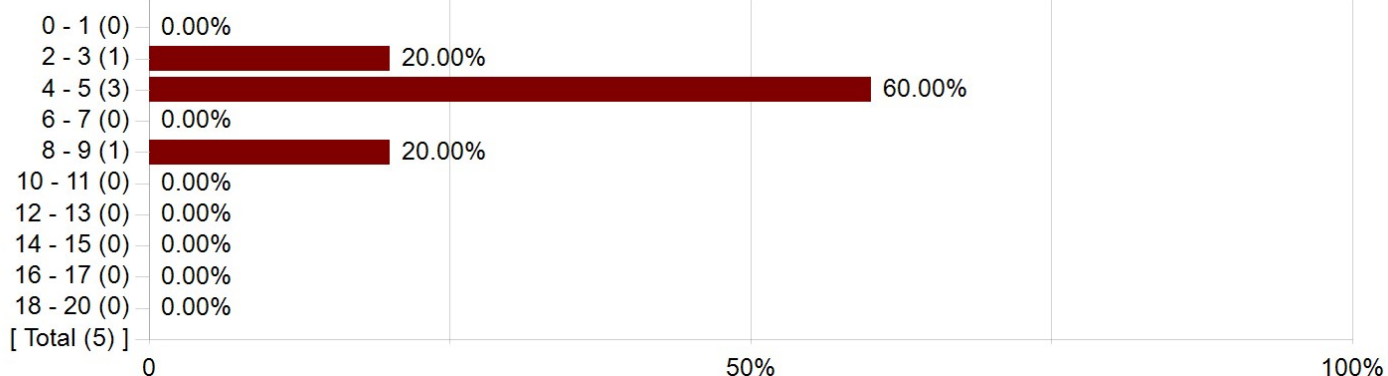


How many hours did you spend?



Statistics	Value
Response Count	5
Mean	10.80
Median	7.00
Standard Deviation	6.94

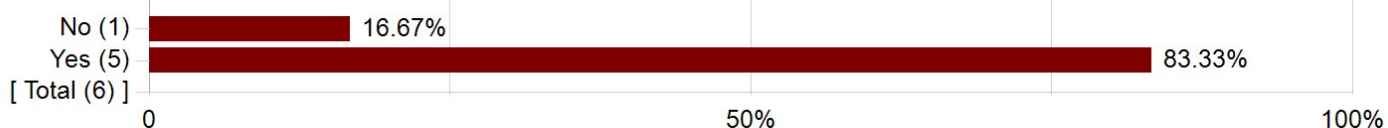
How many written quizzes were given?



Statistics	Value
Response Count	5
Mean	5.20
Median	5.00
Standard Deviation	2.28

Were there daily assignments? (i.e., journals)?

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If there were required outside activities (i.e. foreign films or SCOLA), describe your experience.

Comments

N/A

n/a

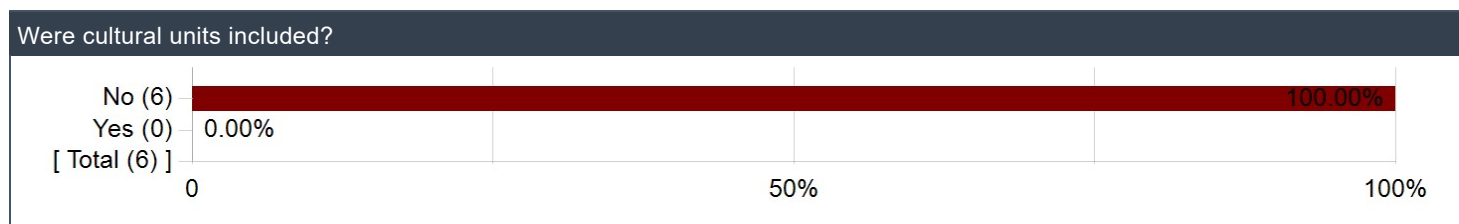
Was your instructor organized?

Mean	Median	Very Unorganized	Somewhat Unorganized	Fairly Organized	Somewhat Organized	Very Organized
3.67	3.50	0.00%	0.00%	50.00%	33.33%	16.67%

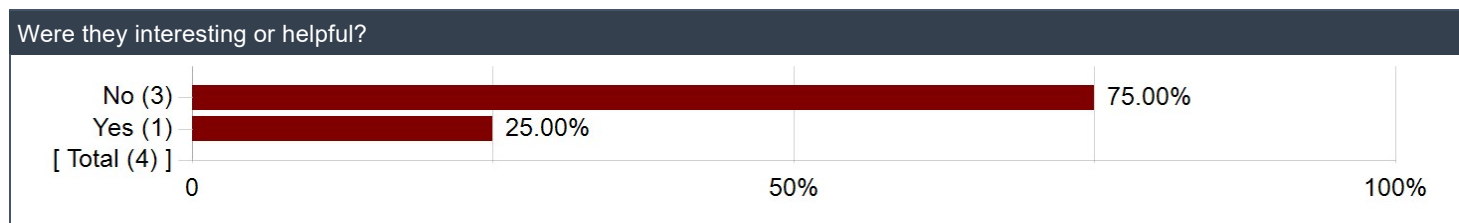
Explain

Comments
A very clear and thorough syllabus; consistent and detailed Canvas page as well as an additional discussion board; always prepared handouts with correct answers when giving feedback on home assignments & the exams.
Most of the assignments were viewable on Canvas, although there were occasional problem. My greatest issue was with how he would grade assignments; he would often grade them to a very specific set of standards without explaining them beforehand, making them much more difficult.
The instructor was flexible about adjusting to lesson plans according to the needs of the students. However, the instructor struggled to adjust to students being at different levels of preparedness with Latin, and did not specify expectations in the beginning for how the Latin was to be translated by the students.

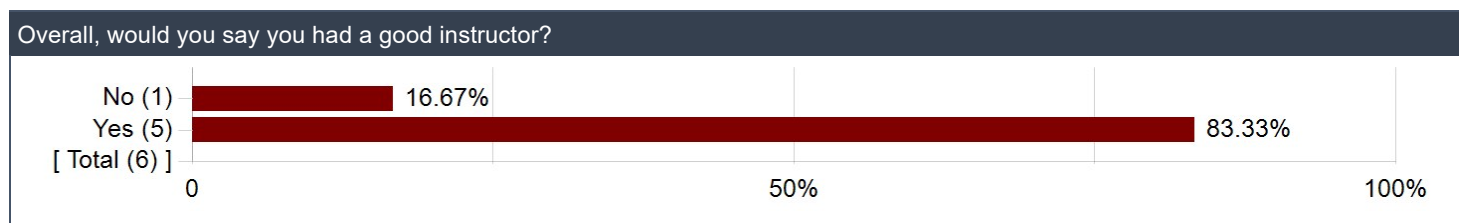
Were cultural units included?



Were they interesting or helpful?



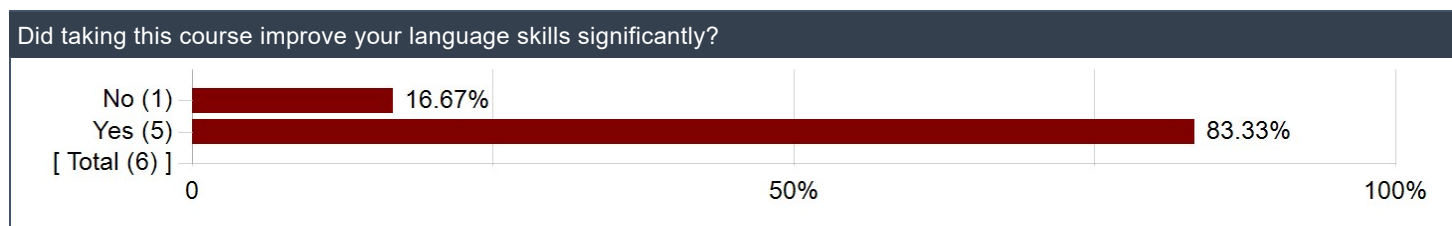
Overall, would you say you had a good instructor?



Why?

Comments
I think I was very lucky to have Prof. Simon as an instructor this quarter! Aside from being unbelievably organized and available, he is also a very thorough teacher, and clearly knowledgeable & passionate about the period and the material. He sets high expectations, but he helps the students to fulfil them, and genuinely cares about their success & general wellbeing.
Overall, Professor Simon demonstrated a definite skill and passion for the Latin language, and a willingness to help his students engage with the material.
The instructor cared about the students, and was happy to have students reach out to discuss the Latin and made sure that he was available. The instructor was generally patient with students, even when students were occasionally combative.
not enough posting on canvas, not understanding of student needs, fights with students

Did taking this course improve your language skills significantly?



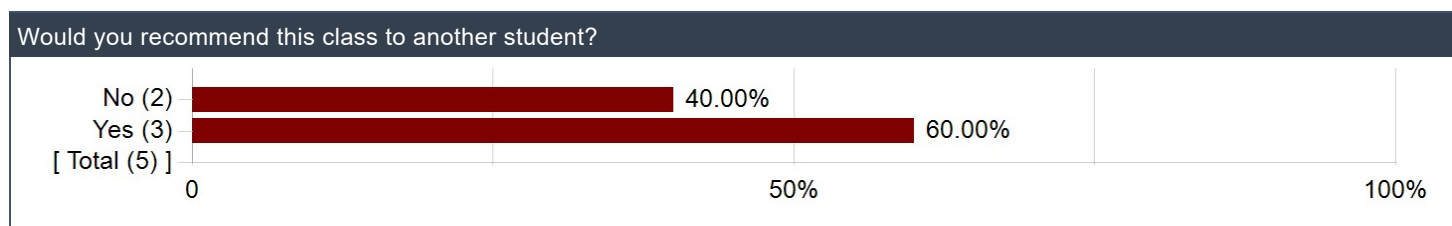
In what way?

Comments
I am more confident tackling complex sentences, and can more precisely describe their grammar, which does make it easier to figure out what's happening. As somebody who's never read an unabridged Latin text before, I think that my whole experience of the language has changed.
It enhanced my ability to translate Latin text accurately
This class made me thoroughly consider the grammar within a Latin text, and improved my translation skills as we translated within class.

How would you improve this course?

Comments
It was a very good course. I would consider spreading out the first exam, the home assignment, and the second exam more, if possible within the quarter system.
No more prose composition
Please try not to cold call students, or at least adjust it in some way how the professor calls on students for reading in some way. The professor at the end had students call on each other, but then no student wanted to place the stress of being cold called on another student, which led to hesitation. I hated being cold called, to the point being in the class felt like I was always tense and my flight response was activated.
I'd also maybe encourage students, if they have a specific grammar question that appears to be stalling class, to ask their question after class.
At times, the professor appeared frustrated at pace with which we were reading the Latin. I also felt personally frustrated sometimes by what felt like the lack of a clear answer or explanation, and it appeared that other students were frustrated by this as well. I think ultimately this was a miscommunication between professor and students. I would recommend being more direct with students.
While I understand using threads, it was difficult to keep track of multiple platforms. Maybe I was just bad at it, but I would prefer discussions were kept on canvas.
I'd also more clearly set expectations for what the professor wants the Latin–English translations to be, especially for students who did not take lower level Latin classes and are uncertain how the professor wants the Latin to be translated (i.e. a student used to translating abl. of means as "by instrument" instead of "by means of instrument"). This may require brief review in the beginning, but this would possibly reduce miscommunication between professor and students.

Would you recommend this class to another student?



Why?

Comments
It's a great class for anyone who wants to learn Latin. It's particularly useful for developing a better grasp on grammar.
Genuinely, this class was stressful. In spite of that, I'd probably still recommend it to anyone looking to improve their Latin.
The professor sets high expectations, but the professor also very clearly cared deeply about his students and about the Latin. The professor clearly wanted his students to fully understand the Latin, and not just understand it, but be able to explain how they understand it the way they do. This led to interesting discussions about the Latin. The professor was willing to discuss the homework with students any time, and made himself to available to students outside of class. As stressed as I was at times, I did have fun and laugh in class.
With that being said, I wouldn't recommend it to anyone who is hesitant about Latin, out of fear that their experience with this class discourages them (they feel like they're bad at Latin) or intimidates them (they feel like they will never understand Latin).