**Fall 2018, Block 1**

**9:00-11:00 am, 1:00-3:00 pm, South Hall 17**

Instructor: Nathan Kish (nkish@cornellcollege.edu; office phone: 319-895-4319)

Office Hours: M, W, F 11:00-12:00 and by appointment, College Hall 310

**Required Texts:**

M. Balme and J. Morwood, *Oxford Latin Course. Part III.* Second Edition. Oxford University Press, 1997; ISBN 978-0195212075

J.-A. Shelton, *As the Romans Did: A Sourcebook in Roman Social History*. Second Edition. Oxford University Press, 1998; ISBN 978-0195089745

**Recommended Text:**

J. Morwood, *Oxford Latin Grammar*. Second Enlarged Edition. Oxford University Press, 2000; ISBN 978-0198602774

**Texts of Possible Interest:**

*English Grammar for Students of Latin.* ISBN: 978-0934034340

Bennett’s *New Latin Grammar* (*free at* <http://www.thelatinlibrary.com/bennett.html>)

Gildersleeve’s *Latin Grammar* ( <https://archive.org/details/gildersleevesla03lodggoog)>

Allen and Greenough’s *New Latin Grammar* (<https://archive.org/details/allengreenoughsn01alle)>

A good Latin-English dictionary:

* I would recommend a paper dictionary: there is less “noise” with them and it can be helpful to see similar words when looking one up. The *Cassell’s*, *Collins*, and the *New College* Latin-English dictionaries are serviceable and inexpensive.
* Free online dictionaries include the Perseus Project and Words by William Whitaker; the dictionary (Lewis and Short) on the Perseus website, however, can provide much more information than you need at this point (hence the benefits of simpler paper dictionaries).
* Apps, such as SPQR (which uses the same dictionary as Perseus)

**Course Goals:**

Latin 103 will provide a bridge between the introductory and intermediate sequence by introducing new grammar and syntax in order to prepare students to read extended texts (prose and poetry) and analyze the literary, historical, and cultural questions they pose. The main goals of this course are to help students improve their comprehension of a variety of Latin texts (prose and poetry, inscriptions and graffiti, ancient and early modern), to learn how to interpret and analyze these texts and their contexts, to become sensitive to the nuances of language, and to improve their ability to communicate their findings and analysis in a critical manner in class discussions, exams, and through written work and oral presentations.

More specifically, students will:

* + Master new grammar and syntax including the subjunctive mood, indirect discourse, infinitive uses, deponent verbs, and subordinate clause constructions (EPO of knowledge);
  + Acquire greater understanding of language in general and English grammar in particular (EPO of inquiry);
  + Recognize the ubiquity of the Latin language in the 21st century;
  + Practice using Latin as a medium to convey everyday thoughts and feelings (EPO of communication);
  + Consider the representation of Latin conversation and dialogue in literary and educational texts;
  + Learn how to read and interpret a variety of genres of epigraphic texts (inscriptions and graffiti) and how these texts can be used to investigate the social, economic, and religious history and culture of Roman communities during the late Republic and imperial period (Intercultural literacy EPO);
  + Become acquainted with social and cultural elements of ancient Rome and the Renaissance through the study of Latin texts and secondary readings (intercultural literacy EPO);
  + Work in groups to write and perform a Latin dialogue (EPOs of communication and well-being)

This course supports the Educational Priorities and Outcomes of Cornell College and places an emphasis upon knowledge, inquiry, communication, intercultural literacy, and well-being.

**Course Requirements:**

**Attendance and Participation**: Class attendance and active participation in discussion are vital to gaining mastery of the course material. Part of attendance and participation is preparation for class – come with questions and come prepared to share your observations of the previous night's assignments.

**Quizzes:** There will be four quizzes. Quizzes are one of the best ways to master the material as we move along in smaller, discrete amounts.

**Latin Dialogue:** For the final project for the course, students will work in groups to write, perform, and record a Latin dialogue. There will be smaller assignments due throughout the term to facilitate completion and students will workshop their work in progress during the third week of the block. Along with the script, students will submit an essay in which they discuss the language and themes of their dialogue and their performances choices. More information on this project TBA.

**Midterm Examinations:** There will be two midterm exams: **September 4** and **September 12.** These exams will include translation, paradigm and vocabulary review, reading comprehension, and perhaps essays based on our various readings.

**Final Exam:** The final exam will be a two-hour exam given on the final Wednesday of the term (**September 19**). It will be cumulative and comprehensive in scope and will be structured similarly to the midterm exams.

**Grading:**

* + Class Participation, Homework Preparation, Moodle Activities, and Attendance, 10%
  + Quizzes, 10%
  + Midterm Examinations (2), 25%
  + Final Exam, 30%
  + Latin Dialogue project, 25%

Letter grades will be assigned according to the following pattern:

A 100-93 B+ 89-87 C+ 79-77 D+ 69-67 F below 60

B 86-83 C 76-73 D 66-63

A- 92-90 B- 82-80 C- 72-70 D- 62-60

**Latin 103 Commandments:**

1. Thou shalt not compose thine own sentence; thou shalt read the sentence that hath been written

2. Thou shalt read to the end of the word & taketh into account the morphological ending of said word.

3. When asked to parse a noun or an adjective, thou shalt deliver up its gender, number, and case.

4. When asked to parse a verb, thou shalt deliver up its person, number, tense, mood, and voice.

5. When asked to parse a participle, thou shalt deliver up its gender, number, case, tense, and voice.

**Policies:**

**Attendance and Participation:** Since the class format, as well as a significant portion of the final grade, depends largely on discussion, attendance and participation are vital for successful completion of the course. Failure to attend class sessions will impact your final grade. You should expect for me to call on everyone randomly each section, so be prepared. If you have questions, please ask. Topics in this course build upon each other and so the exams are cumulative, so it is particularly important to resolve any questions as quickly as possible. However, illness and unforeseen circumstances do arise. Please let me know as soon as possible if you will not be able to attend a morning or afternoon session.

**Deadlines:** Assignments are due in class as described in the syllabus. Please consult with me in advance if circumstances arise that will prevent you from timely completion of an assignment.

**Academic Honesty:** Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty” and [here](https://www.cornellcollege.edu/registrar/pdf/Academic%20Honesty.pdf).

**Accommodations:** Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see http://cornellcollege.edu/disabilities/documentation/index.shtml. Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes. At the beginning of each course, the student must notify the instructor within the first three days of the block of any accommodations needed for the duration of the course.

**Weekly Schedule**

**\*\***The instructor reserves the right to change the syllabus as the course progresses. Any changes will be announced in class or over email.

# **Week 1**

1) Monday, August 27

**Introductions and syllabus**

**Grammar and Syntax: *OLC* Chapter 34**

* Subjunctive mood
* Present and imperfect subjunctive
* Uses of the Subjunctive: jussive, purpose

**Review: Nouns and Verbs**

2) Tuesday, August 28

**Grammar and Syntax: *OLC* Chapter 35**

* Pluperfect subjunctive
* Uses of the Subjunctive: indirect commands; *cum* clauses (see also *OLC* ch. 47)
* Sequence of Tenses

**Review: Nouns and Verbs**

3) Wednesday, August 29

**Quiz #1**

**Grammar and Syntax: *OLC* Chapter 36**

* Deponent verbs
* Present infinitive passive
* Passive imperatives

**Review: Adjectives and Participles**

4) Thursday, August 30

**Grammar and Syntax: *OLC* Chapter 37 and 38**

* Ablative Absolute (37)
* Future Participle (38)

**Review: Pronouns – Personal, Demonstrative, and Relative**

5) Friday, August 31

**9:00-11:00 am: Catch up, review, talk about projects**

**1:00-3:00 pm: Office hour appointments**

**Due at office hour appointments: Brief sketch of the scene, bibliography, and discussion of further**

**steps.**

# **Week 2**

6) Monday, September 3

**Grammar and Syntax: *OLC* Chapter 39**

* Indirect Questions
* Perfect Subjunctive

**Review: Infinitives**

7) Tuesday, September 4

**9:00-10:30 am: Midterm #1**

**1:00-3:00 pm: Grammar and Syntax: *OLC* Chapter 41; Terence, *Eunuchus* (sight translation)**

8) Wednesday, September 5

**Grammar and Syntax: More grammar and syntax**

**Terence, *Eunuchus***

9) Thursday, September 6

**Quiz #2**

**Terence, *Eunuchus***

10) Friday, September 7

**9:00-11:00 am: Terence, *Eunuchus*; review**

**1:00-3:00 pm: Office hour appointments**

**Due at office hour appointments: Draft of script.**

# **Week 3**

11) Monday, September 10

**Quiz #3**

**Cicero, *De amicitia* selection**

12) Tuesday, September 11

**Cicero, *De amicitia* selection**

13) Wednesday, September 12

**9:00-10:30 am: Midterm #2**

**1:00-3:00 pm: Cicero, *De amicitia* selection**

14) Thursday, September 13

**9:00-11:00 am: Cicero, *De amicitia* selection**

**1:00-3:00 pm:** **Group Project presentations and workshops**

15) Friday, September 14

**9:00-11:00 am: Erasmus, *Colloquia***

**1:00-3:00: Office hour appointments**

# **Week 4: Final Exam Week**

16) Monday, September 17

**Quiz #4**

**Erasmus, *Colloquia***

**Due: Latin dialogue group project portfolio**

17) Tuesday, September 18

**Erasmus, *Colloquia***

**Review**

18) Wednesday, September 19

**Final Exam: 9:00 am-12:00 pm**