

ELEMENTARY LATIN II

LAT 102.4 | Spring 2019 | MWF 3:20-4:10pm | Languages 312

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Office Hours: W 01:00-02:00pm | F 11:00am-12:00pm

Office Location: Page 209 (above [Mary Lou Williams Center](#))

Website: <https://sakai.duke.edu/x/1Vj1ls>

P. Ovidius Naso
43BCE – 18CE

Introduction

Vēnī, vīdī, vīcī—I came, I saw, I conquered. *Tempus fugit*—time flies. *Caveat emptor*—let the buyer beware. You've probably heard some or all of these Latin sayings (and many more) before, and perhaps you've asked yourself: **why** do these phrases out of a dead language still make up part of the cultural conversation? **How** has the language of the **Roman Empire** make its way across the millennia to be with us today? **What** can Latin teach us about language, when almost no one speaks it any more? The search for answers to these and many more questions forms the core of this **Elementary Latin** course.

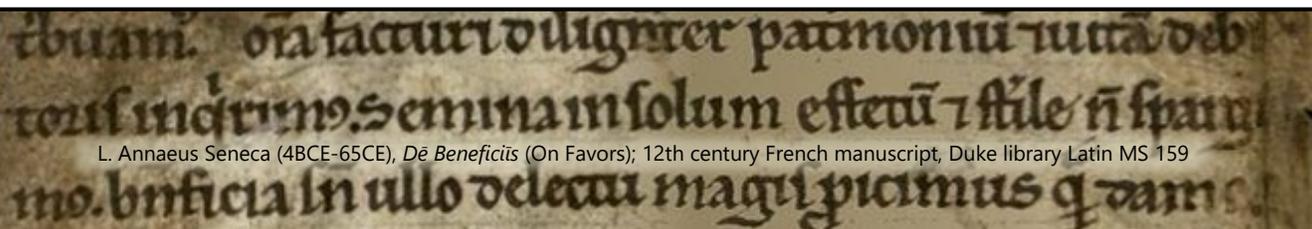
Description

Latin 102 **completes the introduction** to the Latin language, including vocabulary, grammar, syntax, style, and techniques in reading and translation. While the most obvious and immediate objective of this course is to learn to read and translate Latin, other major aims include **increased understanding of English grammar and syntax**, increased **English vocabulary** through the study of Latin root words, prefixes, and suffixes, heightened **analytical ability and sensitivity to detail**, and general improvement of the student's **communication skills**. Aspects of Roman culture are also presented through comments on the authors and context of the readings from Latin literature in the Wheelock text. At a usual rate of two days per chapter, we shall complete the **second half of the Wheelock textbook** (Chapters 21 - 40).

Goals

By the end of this course, you will have learned several hundred important Latin words, and understand the fundamentals of Latin grammar. You will be able to read and understand basic Latin texts, and appreciate the way Latin words and word forms interact to transmit meaning. Most importantly, your study of Latin will have helped you gain insight into the linguistic principles on which Latin, English, and all other languages operate. To that end, in this course we will:

- ❖ **memorize** Latin vocabulary, word forms, and basic grammatical constructions
- ❖ **identify** words and phrases in their context
- ❖ **analyze** the grammatical structure of Latin sentences
- ❖ **translate** simple phrases and sentences between Latin and English
- ❖ **contrast** the ways Latin, English, and other languages combine words to form meaning



L. Annaeus Seneca (4BCE-65CE), *De Beneficiis* (On Favors); 12th century French manuscript, Duke library Latin MS 159

Format

The course meets **3x per week** for **50 minutes** each class. An average class will include a **short quiz**, some of a variety of **individual and group activities**, and a combination of **lecture and discussion** on grammar, translation, and vocabulary. We will follow the curriculum of the **Wheelock Latin textbook**, with other sources as appropriate. **Each lesson will build off the lessons before**, and we will gradually work our way up from the fundamentals to higher-level knowledge and skills. Your instructor is **available for meeting during office hours** to answer questions or help you work with the material.

Texts required

There is one required textbook, available from the Duke Bookstore:

Wheelock, F. **Wheelock's Latin. 7th ed.** Rev. by R. A. LaFleur. Harper Collins, 2011 (or an earlier edition of the textbook).

One additional text is recommended but not required:

Goldman, N. and J. Morton, **English Grammar for Students of Latin, 3rd edition.** Olivia and Hill, 2012.

Other readings and additional resources are available on the course website.

Assignments

There will be three main types of assignment in this class—**studying, translating, and discussion**. All three will come in both **individual** and **group** varieties.

Study

For each class meeting, everyone will be assigned to read (or re-read) a few pages from the textbook or other sources. We will develop strategies for effective studying and note-taking during the course. You will have the opportunity to demonstrate your preparation in class participation and through written assessments.

Translate

On a regular basis you will get to translate from the textbook or other readings. These will not have to be polished, artistic translations but are instead an opportunity to practice and display your improved comprehension of Latin. You may or may not be required to turn in written work, but you will always have the chance to share in class.

Discuss

Discussing the material in class is a crucial component of the course, and includes sharing your various observations and questions, contributing to group activities, and assisting classmates to work through new material. Active participation matters but can vary in form for different students; ask the instructor for more details.

You will also have regular **quizzes** to help gauge your progress in acquiring vocabulary and recognizing important grammar and style points, several **tests** evaluating your translating ability and knowledge of the texts and authors, and a **final exam** as an opportunity to demonstrate accumulated skills and knowledge.



Relief from Ara Pacis (Altar of Peace), Rome

Assessment

Your grade will be derived from your assignments, participation, tests, quizzes, and exam:

45% Tests	three (50min) tests of your ability to identify and reproduce word forms, recall vocabulary, analyze grammar, and translate phrases, sentences, and passages
15% Vocabulary & Grammar Quizzes	shorter (5-15min) quizzes two or three days a week testing your knowledge of vocabulary, word forms, grammar constructions, or a combination of them
15% Attendance & Homework & Participation	regular active contributions to class activities and discussions, demonstrating preparation for each class session and ability to work individually and in groups
25% Final Exam	cumulative assessment of your knowledge and application of vocabulary, grammar, and translation abilities

A92-100|**A-**90-91|**B+**88-89|**B**82-87|**B-**80-81|**C+**78-79|**C**72-77|**C-**70-71|**D+**68-69|**D**62-67|**D-**60-61|**F**<60

Policies

Please take note of the following policies regarding logistics of the course and assessment:

- ❖ The preferred method for contacting the instructor (me) is via e-mail. **I pledge to return all e-mails within one business day.**
- ❖ Alternative office hours can be arranged on an ad-hoc basis; contact me over e-mail or talk to me before or after class to make an appointment.
- ❖ All written work must be turned in **before** class on the due date. **I will not accept late work.**
- ❖ **No electronic devices**—cell phones, laptops, tablets, telegraphs, etc.—are permitted except during **specified activities** or with a **verified academic need**.
- ❖ Given the significance of active participation, **attendance is mandatory** (with exceptions for documented illness or other University-sanctioned excusal) and will be counted towards your **Attendance & Participation** grade.

Disability Statement

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the [Student Disabilities Access Office](#) at 919.668.1267 or disabilities@as.duke.edu as soon as possible, to better ensure that such accommodations are implemented in a timely fashion.

Academic Integrity

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the [Duke Community Standard](#):

- ❖ I will not lie, cheat, or steal in my academic endeavors;
- ❖ I will conduct myself honorably in all my endeavors; and
- ❖ I will act if the Standard is compromised.



Co-Emperors Marcus Aurelius (L) and Lucius Verus (R) (ruled together 161-169 CE)

Additional aspects of academic integrity include but are not limited to:

- ❖ accurate representation of sources and their contexts
- ❖ debate and discussion conducted in good faith, relevant to the topic
- ❖ respect for the ideas and contributions of all—including ourselves
- ❖ advance preparation for each class session, and active participation

Note: for guidance on avoiding plagiarism, please look up <http://integrity.duke.edu/ugrad>, <https://plagiarism.duke.edu>, and <https://library.duke.edu/research/plagiarism>. Plagiarism includes providing in a test as your own translation one that you have memorized. (Note that memorized translations do not engage your own translation skills and will receive no credit.) I will report all suspected cases of plagiarism to Student Conduct.

Schedule of assignments

These are the readings, exercises, and assessments. Some weeks will feature additional readings, assigned to the whole class or different sections. **Some assignments are subject to change**, so check the class website on a weekly basis to ensure you have the most current schedule. Further details can be found online.

NOTE: all work is due the day under which it is listed – be prepared to turn in any written work in class on that day!

Week	Monday	Wednesday	Friday
1 (1/7-11)	No class	Wheelock Chapter 21: Study pp. 169-172; Read in class “Exercitationes” sentences 1-13 (pp. 167-168).	Wheelock Chapter 21: Study pp. 169-172; Translate the Sententiae Antiquae and the passage (pp. 172-174).
2 (1/14-18)	Wheelock Chapter 22: Study pp. 176-179; Translate “Exercitationes” sentences 12-16 (p. 180); Translate the Sententiae Antiquae and passages (pp. 180-182).	Wheelock Chapter 23: Learn declension of participles; complete worksheet.	Study pp. 184-188; Translate “Exercitationes” sentences 1-14 (pp. 188-189).
3 (1/21-25)	Dr. Martin Luther King, Jr. Day (No class)	Wheelock Chapter 23: Study pp. 184-188; Translate the Sententiae Antiquae and passage (pp. 189-191).	Wheelock Chapter 24: Study pp. 193-196; Translate the “Exercitationes” sentences 1-13 (pp. 196-197).
4 (1/28-2/1)	Wheelock Chapter 24: Study pp. 193-196; Translate the Sententiae Antiquae and passages (pp. 197-199).	Wheelock Chapter 25: Study pp. 201-206; complete handout on Indirect Statement.	Wheelock Chapter 25: Study pp. 201-206. ; Translate the “Exercitationes” sentences 1-16 (p. 206).
5 (2/4-8)	Wheelock Chapter 25: Study pp. 201-206; Translate the Sententiae Antiquae and passage (pp. 206-209).	TEST I: Textbook chapters 21-25	Wheelock Chapter 26: Study pp. 210-213; Translate the “Exercitationes” Sentences 1-18 (pp. 213-214).
6 (2/11-15)	Wheelock Chapter 26: Study pp. 210-213; Translate the Sententiae Antiquae and passages (pp. 214-216).	Wheelock Chapter 27: Study pp. 218-221; Translate the “Exercitationes” sentences 13-15 (p. 221); Translate the Sententiae Antiquae and passages (pp. 221-224).	Wheelock Chapter 28: Study pp. 227-231; Translate the “Exercitationes” sentences 1-15 (p. 231-232).
7 (2/18-22)	Wheelock Chapter 28: Study pp. 227-231; Translate the Sententiae Antiquae and passages (pp. 232-233).	Wheelock Chapter 29: Study pp. 236-240; Translate the “Exercitationes” sentences 1-15 (p. 240);	Wheelock Chapter 29: Study pp. 236-240; Translate the Sententiae Antiquae and passages (pp. 240-243).
8 (2/25-3/1)	Wheelock Chapter 30: Study pp. 245-250; Translate the “Exercitationes” sentences 1- 16 (p. 250).	Wheelock Chapter 30: Study pp. 245-250; Translate the Sententiae Antiquae and passages (pp. 2251-253).	TEST II: Textbook chapters 26-30

Week	Monday	Wednesday	Friday
9 (3/4-8)	Wheelock Chapter 31: Study pp. 255-258; Translate the "Exercitationes" sentences 1-16 (pp. 258-259).	Wheelock Chapter 31: Study pp. 255-258; Translate the Sententiae Antiquae and passages (pp. 259-262).	Wheelock Chapter 32: Study pp. 264-269; Translate the "Exercitationes" sentences 1-17 (p. 269).
10 (3/11-15)	Spring Break		
11 (3/18-22)	Wheelock Chapter 32: Study pp. 264-269; Translate the Sententiae Antiquae and passages (pp. 269-271).	Wheelock Chapter 33: Study pp. 273-275; Translate the "Exercitationes" sentences 1-15 (p. 276).	Wheelock Chapter 33: Study pp. 273-275; Translate the Sententiae Antiquae and passages (pp. 276-279).
12 (3/25-29)	Wheelock Chapter 34: Study pp. 282-287; Translates "Exercitationes" sentences 1-17 (p.288)	Wheelock Chapter 34: Translate the Sententiae Antiquae and passages (pp.288-292)	Wheelock Chapter 35: Study pp. 294-298; Translate the "Exercitationes" sentences 1-16 (p. 298); Translate the Sententiae Antiquae and passages (pp. 298-301)
13 (4/1-5)	TEST III: Textbook chapters 31-35	Wheelock Chapter 36: Study pp. 303-306; Translate the "Exercitationes" sentences 1-17 (pp. 306-307).	Wheelock Chapter 36: Study pp. 303-306; Translate the Sententiae Antiquae and passages (pp. 307-310).
14 (4/8-12)	Wheelock Chapter 37: Study pp. 312-316; Translate the "Exercitationes" sentences 1-14 (p. 316).	Wheelock Chapter 37: Study pp. 312-316; Translate the Sententiae Antiquae and passages (pp. 317-320).	Wheelock Chapter 38: Study pp. 323-326; Read "Exercitationes" sentences 1-17 (p. 326-327).
15 (4/15-19)	Wheelock: Chapter 38: Study pp. 323-326; Translate the Sententiae Antiquae and passages (pp. 327-330).	Wheelock Chapter 39: Study pp. 332-335; Complete worksheet; Translate odd-numbered "Exercitationes" sentences.	Wheelock Chapter 39: Study pp. 332-335; Translate the Sententiae Antiquae and passages (pp. 336-339).
16 (4/22-26)	Wheelock Chapter 40: Study pp.341-344; Translate the Sententiae Antiquae and passages (pp. 345-349).	Review session for final examination	Extra office hours: Scheduled by appointment

Final exam will be Monday, 29 April, 02:00pm-05:00pm in Languages 312

Strategies for Success

There are many ways to be successful in this class and many different things to take away from it, but the students who get the most out of the class tend to do the following:

- ❖ **Read everything more than once.** Even if you just spend 10 minutes before class skimming back over something, you will find you can retain and engage with it much better.
- ❖ **Use the time between classes and spread out your work.** You should plan to spend 2 hours outside of class per 1 hour in class
- ❖ **Practice vocabulary every day.** There are a lot of words to learn in this course, and you need to become familiar with them—the only way to succeed is by doing it every day, ideally several times.
- ❖ **Take notes both at home and in class.** If something looks important, it probably is—and if it's confusing for you, it probably is for others as well. Write it down so you can point it out later in class.
- ❖ **Do not write translations in your textbook** but take notes elsewhere instead. If you leave your textbook plain, it will be much more useful as a resource when you review and translate in class.

- ❖ Remember that **your assignments are an opportunity, not an obstacle**. You will challenge yourself and succeed by exploring new concepts, doing each assignment thoroughly, and reflecting afterwards.
- ❖ **Ask questions**. Write down your questions while you study and raise them in class. Ask your classmates what they think. Ask yourself what you think and why. In everything you read, ask—what do we know? how we know it? why does it matter?

Academic Resources

The Academic Resource Center (ARC) offers **free services to all students** during their undergraduate careers at Duke. Services include:

- ❖ Learning Consultations
- ❖ Peer Tutoring and Study Groups
- ❖ ADHD/LD Coaching
- ❖ Outreach Workshops
- ❖ ...and more.

Because learning is a process unique to every individual, we work with each student to **discover and develop their own academic strategy for success** at Duke. Contact the ARC to schedule an appointment. Undergraduates in any year, studying any discipline can benefit!

211 Academic Advising Center Building, East Campus – behind Marketplace
arc.duke.edu • theARC@duke.edu • 919-684-5917