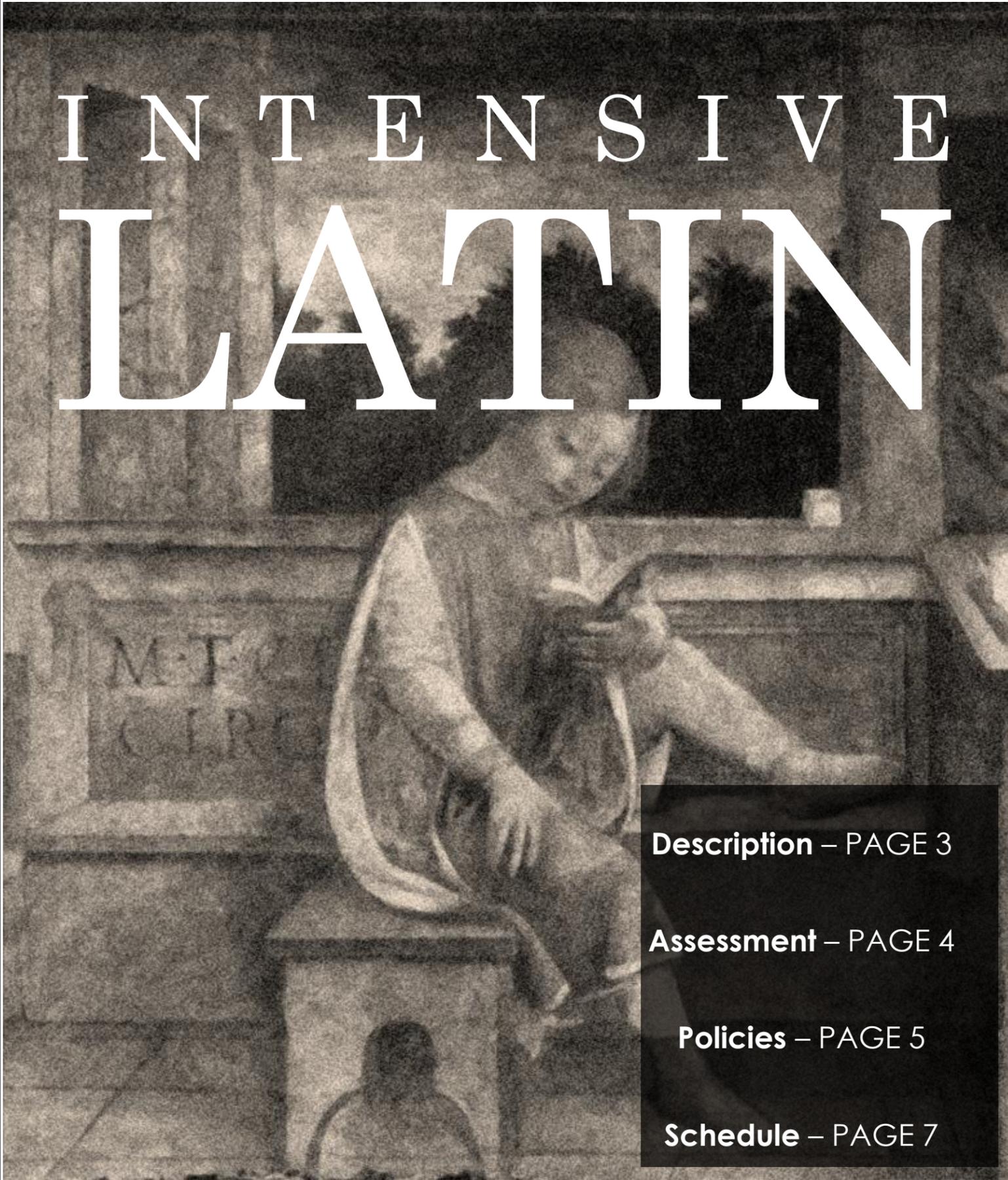


Vēnī, vīdī, vīcī—I came, I saw, I conquered.

Tempus fugit—time flies. *Caveat emptor*—let the buyer beware. You've probably heard some or all of these Latin sayings before (maybe others too) 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** made its way across the millennia to be with us today?

What can Latin teach us about language, when (almost) no one speaks it anymore? The search for answers to these and many more questions forms the core of this **Intensive Latin** course.



INTENSIVE LATIN

Description – PAGE 3

Assessment – PAGE 4

Policies – PAGE 5

Schedule – PAGE 7

LATIN I

FALL 2019

Important Info

Class time

Monday-Friday
12:20pm-1:15pm

Class location

Blegen Library room 214
[MAP](#)

Class website

Blackboard on [Canopy](#)

Instructor

David Stifler, Ph.D.

Email

stifledw@ucmail.edu

Office

Blegen 303

Office hours

Monday 2pm-3pm
Wednesday 10am-11am

Teaching Assistant

Tiziano Boggio

Email

boggioto@ucmail.uc.edu

Description

1

Overview of the course its goals, the format of class meetings, activities, assignments, tests, and quizzes.

Assessment

2

Outline of quizzes, tests, and assignments with a breakdown of the grading scheme for the course.

Policies

3

Expectations for the class, recommended practices, college and university regulations.

Schedule

4

Course calendar with assignments, deadlines, and dates of in-class examinations.

1 | Description



Salvēte omnēs and welcome to Latin! This course is aimed at students who are **new to the Latin language** or who may have **one to two years** of Middle/High School Latin, so **no prior experience is required or expected**. This course is the first part of a two-semester curriculum that, by the end of next spring, will introduce you all of the **core grammar** and much **essential vocabulary** of Latin. The most obvious goal for this course is for you to **learn to read Latin** (see: the textbook title) and explore ancient

literature, but in this course you will also learn much about the **grammar and syntax** of English and other languages you may already know, as well as gain an **increased English vocabulary** through studying Latin roots, prefixes, and suffixes. In the bigger scheme of things, you will acquire **enhanced analytical ability, attention to detail, and communication skill** that will serve you well in this course and beyond.

Bōnam fortūnam!

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

Format

The course, being intensive, meets **5x per week** for **55 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 **Keller & Russell Latin textbook** (abbr. K&R), 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.

Required Texts

There is one required textbook and one workbook, both available from the UC bookstore (and the usual online bookselling outlets):

Keller, Andrew and Stephanie Russell. ***Learn to Read Latin. Second Edition.*** New Haven: Yale University Press, 2015. ISBN: 978-0300194951

Keller, Andrew and Stephanie Russell. ***Learn to Read Latin Workbook. Second Edition.*** New Haven: Yale University Press, 2015. ISBN: 978-0300194951 or 978-0300194975 (pt. 1) and 978-0300194982 (pt. 2)

Another book is highly recommended:

Goldman, Norma. ***English Grammar for Students of Latin.*** Ann Arbor: Olivia & Hill, 2004. ISBN: 978-0934034346

Nōtā bene - the workbook comes in a single-volume version as well as a two-volume version. I personally recommend the two-volume version because it means you'll have only half as much weight to carry around with you at any given time.

(seriously – they're heavy books)

2 | Assessment

Assessment Scheme

Your grade in this course will be the product of your **participation** in class, regular completion of **assignments**, and your performance on **quizzes, tests**, and the **final exam**. It will follow this scheme:

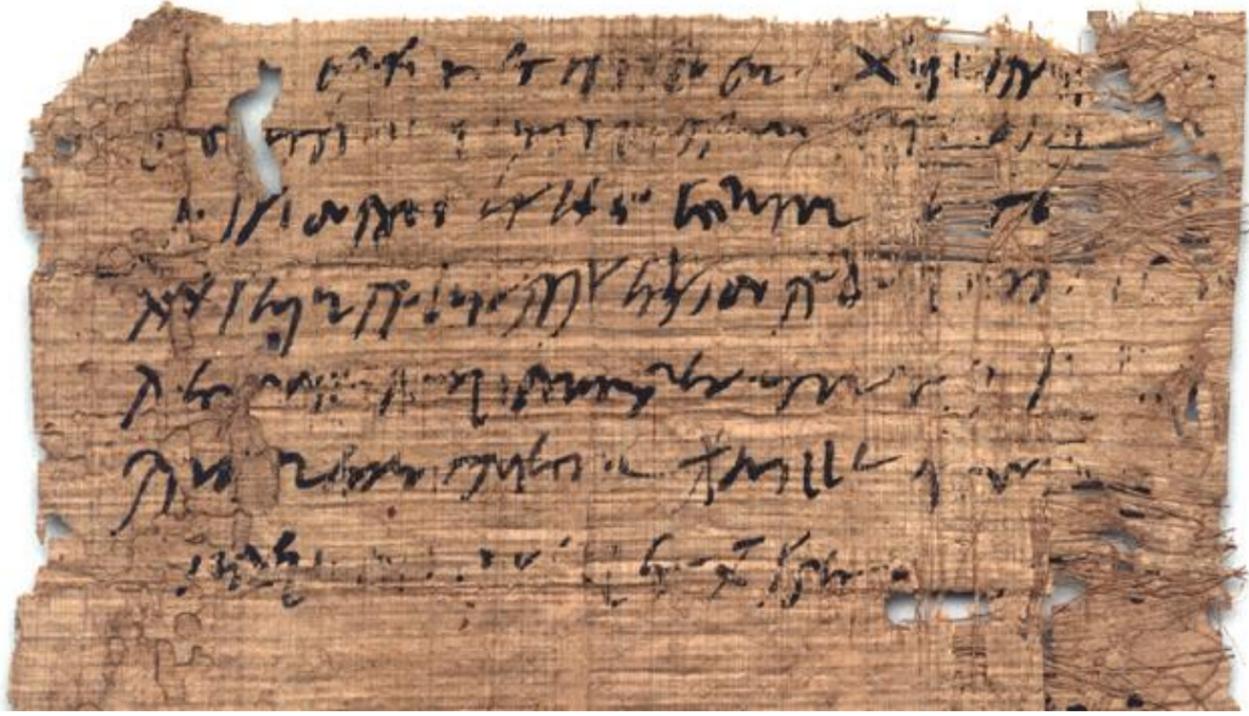
30% Vocabulary & Grammar Quizzes	shorter (5-15min) three to four days a week testing your knowledge of vocabulary, word forms, grammar constructions, or a combination of them
30% Tests	three (55min) tests of your ability to identify and reproduce word forms, recall vocabulary, analyze grammar, and translate phrases, sentences, and passages
20% Attendance & Homework & Participation	timely completion of assignments, preparation for class meeting, and regular attendance and participation in class activities
20% Final Exam	a two-hour cumulative assessment of your knowledge and application of vocabulary, grammar, and translation abilities – set 1:30pm Monday, December 9
A 92 - 100 A - 90 - 91 B+ 88 - 89 B 82 - 87 B - 80 - 81 C+ 78 - 7 C 72 - 77 C - 70 - 71 D+ 68 - 69 D 62 - 67 D - 60 - 61 F < 60	

Because this is an intensive course, **make-up quizzes are not allowed and we will not accept late work**. That said, your three lowest quiz grades will be dropped from your final grade, and we will overlook up to three unexcused absences and missing assignment. Your assignments will be graded for **completeness and not correctness**, because mistakes are an essential part of learning and you will not lose points for otherwise complete and timely work.

- ❖ **Quizzes** are an opportunity for you to demonstrate how well you know Latin vocabulary and grammar. They will focus on specific selections of vocabulary and/or on specific grammar topics, generally from the most recent class session or week but occasionally as a review of less recent material. You should be prepared for a quiz at the start or end of every class session.
- ❖ **Tests** will let you show your ability to identify word forms and grammatical constructions from a larger collection of topics and will also give you the chance to translate and analyze sentences and passages. These will be more comprehensive than quizzes, and their dates are noted on the schedule.
- ❖ **Attendance and participation** in class is essential, because learning a language requires regular practice. Likewise, your **homework** assignments will give you opportunities outside of class to practice and review the course material. In general terms, your homework is intended to reflect your individual study, while class time will provide more opportunities for group work in which you will learn with peers.
- ❖ The **Final Exam** will be a larger version of the tests and will give you the chance to demonstrate your cumulative knowledge of vocabulary, grammar, and translation skill for the semester. You will have opportunities to review and prepare in and out of class.



3 Policies



Communication with Instructors

If you have individual questions regarding any aspect of the syllabus, assignments, or the course structure, please **e-mail the professor (i.e. me)**. I pledge to return all e-mails within **one business day**. Any questions you have regarding the course material, i.e. the grammar, vocabulary, word forms, translation, etc. can go to the professor or the TA.

Office hours are regularly scheduled as indicated on page 2, however

alternative meeting times can be arranged by appointment. **Contact the instructor or TA** (in person or via e-mail) before coming to the office, to make sure that I will be there.

If you believe you need additional help in this course beyond what is possible during office hours, the **Latin Tutor** is available as a resource. You can contact the tutor, Justin Alimaras, at alimarjc@mail.uc.edu with questions and to arrange extra help. **We are all here to help you succeed!**

In Class

Except as part of a specific accommodation as noted on the next page, **no electronic devices** (cell phones, tablets, laptops, etc.) are permitted during class. Feel free to type up your homework assignments and print them out; I will note, however, that studies show hand-writing notes and exercises to be much more effective for learning. All homework needs to be ready to turn in at the **beginning** of each class session.

Academic Integrity

In pursuit of its teaching, learning and research goals, the University of Cincinnati holds its students, faculty and administrators to the highest ethical standards defined in the University of Cincinnati [Student Code of Conduct](#).

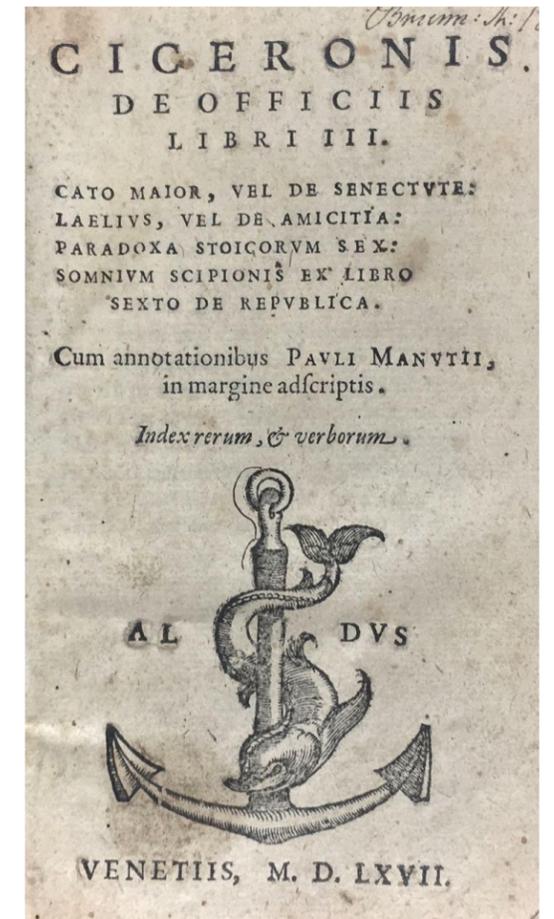
In this course, you must **avoid plagiarizing the work of others**. The Code of Conduct defines **plagiarism** as:

- ❖ Submitting another's published or unpublished work in whole, in part or in paraphrase, as one's own without fully and properly crediting the author with footnotes, quotation marks, citations, or bibliographic references.
- ❖ Submitting as one's own original work,

material obtained from an individual, agency, or the internet without reference to the person, agency or webpage as the source of the material.

- ❖ Submitting as one's own original work material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.
- ❖ Submitting one's own previously written or oral work without modification and instructor permission.

[Here](#) is a useful chart on the subject!



3 Policies

continued

Accessibility

The University of Cincinnati is committed to providing all students equal access to learning opportunities. Accessibility Services is the official campus office that works with students who have disabilities (learning, ADD, psychological, visual, hearing, physical, cognitive, medical, etc.) to arrange reasonable accommodations. Students are encouraged to contact Accessibility Services for a confidential discussion about services and accommodations.

Students should initiate contact early in the term to allow adequate time for services to be arranged.

If you require accommodations, please contact the AESS at (513) 556-6823 or at University Pavilion 210 on the main campus. You will be provided an Accommodation Form indicating your accommodation needs for the term. Please send this term to the professor as soon as possible to ensure your accommodation needs are discussed, agreed upon, and provided.



Non-Discrimination

The University of Cincinnati **does not discriminate** on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

The university **does not tolerate** discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The university **responds promptly and effectively** to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The university takes immediate action to **end a hostile environment** if one has been created, prevent its recurrence, and **remedy the effects** of any hostile environment on affected members of the campus community.

If you need University support in any case of discrimination that goes against University policy, contact the equal

opportunity and accessibility administration [here](#).

Title IX

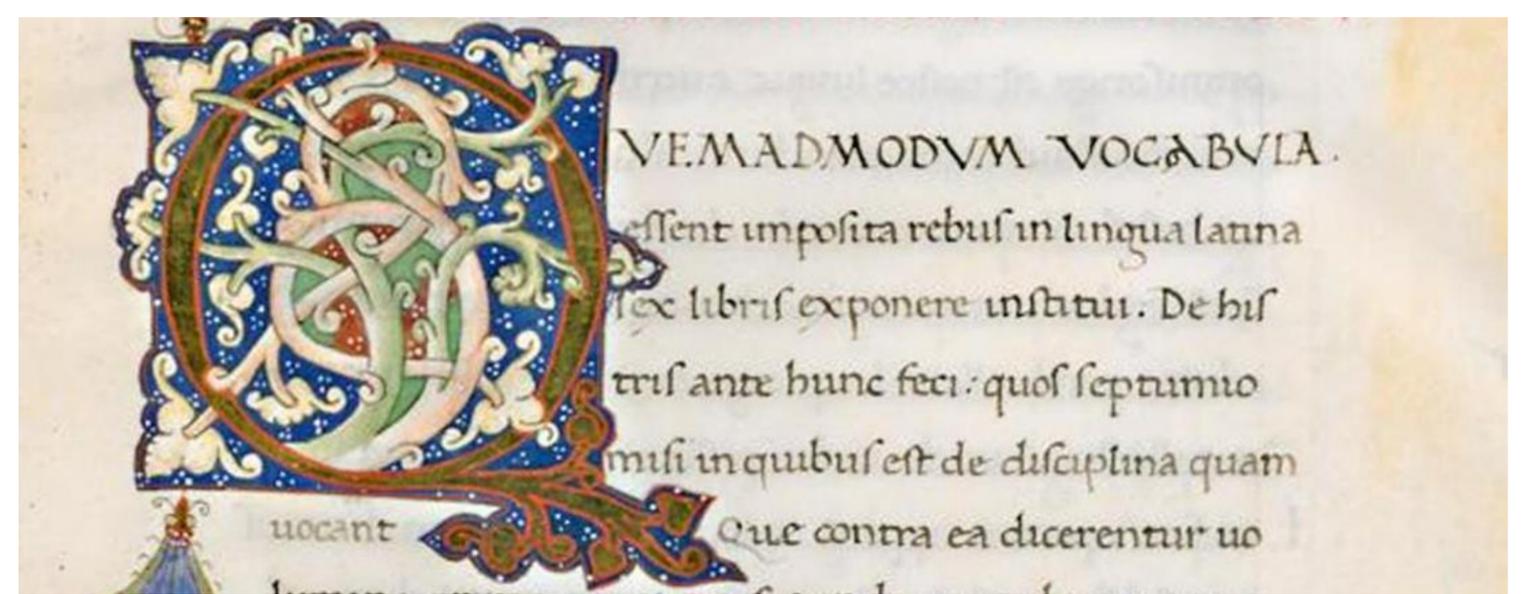
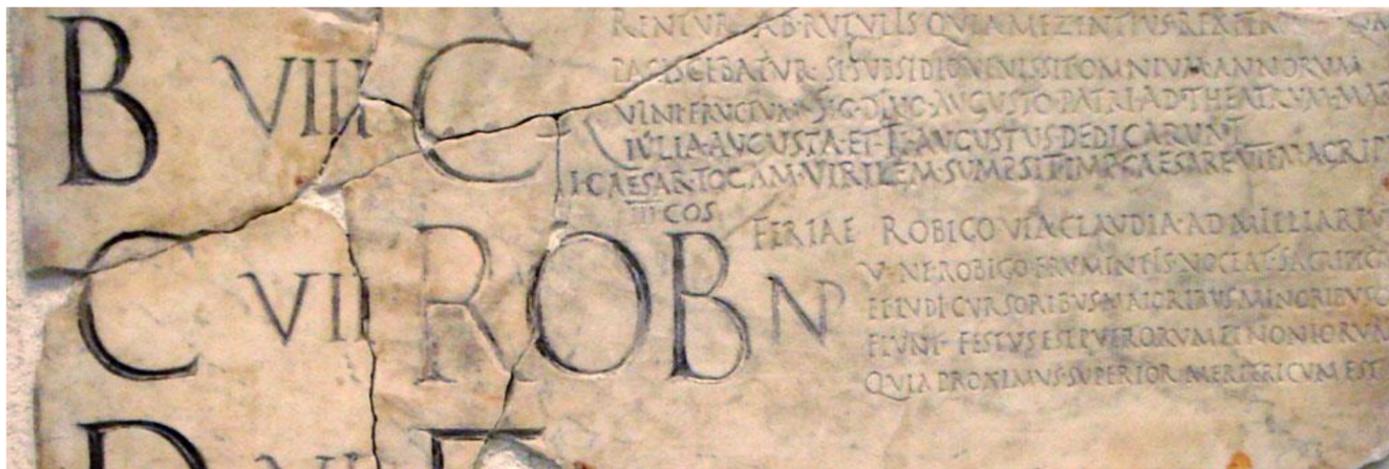
Title IX is a federal civil rights law that prohibits discrimination on the basis of a person's actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also address instances of sexual violence, dating or domestic violence, and stalking. If a student discloses a Title IX issue to a faculty member, the faculty member is required to forward that information to the Title IX Office. The Title IX office will follow up with the student and discuss how the University can take steps to address the impact on the student and the community. They will also inform the student of their rights and direct them to available resources. The priority is to make sure students are safe and successful here at the University of Cincinnati. Students are not required to talk to anyone in the Title IX Office. Students may also directly report any instance of sex or gender-based discrimination, harassment or violence to the Title IX office at 513-556-3349. Students who wish to know more about their rights and resources on campus, they can consult the Title IX website or contact the Title IX office directly at 513-556-3349.

4 | Schedule

Important Dates

Keep in mind the following dates for planning purposes:

2 September	Labor Day	No class
20 September	Test I	K&R chapters 1-3
October 10-11	Reading days	No class
October 18	Test II	K&R chapters 3-6
November 11	Veterans Day	No class
November 15	Test III	K&R chapters 6-8
November 27-29	Thanksgiving break	No class
December 6	Last day of class	Review + evaluations
December 9	Final exam	1:30-3:30pm



Readings, Assignments, and Quizzes

Readings will be assigned from the K&R books for each class meeting. Other readings, such as grammar references, will be made available through the course website (Blackboard). Written assignments, whether from the textbook and workbook or additional materials, will be announced in in class and on the course website. Any additional materials will be handed out in print form, but will also be available online. As mentioned on page 4 of this syllabus, you should prepare for a quiz every class session.

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.

- ❖ **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. Language learning is **cumulative** and you need regular practice to attain proficiency.
- ❖ **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.
- ❖ 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 consider why that is.