

Elementary Latin 102: Spring 2018
THE UNIVERSITY OF NEW MEXICO
Department of Foreign Languages and Literatures
www.fll.unm.edu

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Required Texts:

- *Introduction to Latin*, 2nd ed. (Shelmerdine/ Focus Publishing) 978-1-58510-3904
- *Introduction to Latin*, 2nd ed, workbook. (Shelmerdine/ Focus Publishing) 978-1-58510-6745

Course Objectives: If you consistently keep up with the classwork and homework, by the end of the semester, you will be able to:

- Read and understand short, basic authentic Latin texts at the novice-high to intermediate-low level.
- Accurately translate short, basic authentic Latin texts.
- Use complex grammar skills to analyze Latin texts.
- Identify patterns of cultural behavior or customs that have been discussed in class.
- Express thoughts and opinions on a variety of issues related to the classical Roman world.

ASSESSMENTS: Students will be assessed over the course of the semester in the following areas:

- reading comprehension
- culture

Assessments are an opportunity to inform both the student and the teacher of the effectiveness of course learning and teaching. In some cases, assessments will be reflected in the overall student grade. In others, it is simply an opportunity to ensure that course objectives are being met.

Student self-assessment: Students will be charting their own progress through the course via “can-do statements”. These will be available throughout the course during the review sessions held before each of the 3 exams.

Grading Scale:

A+	97 - 100%	B+	87 - 89%	C+	77 - 79%	D+	67 - 69%
A	93 - 96%	B	83 - 86%	C	73 - 76%	D	63 - 66%
A-	90 - 92%	B-	80 - 82%	C-	70 - 72%	D-	60 - 62%
						F	59%
							and under

Grade Distribution:

Quizzes	20%
Exams	40%
Homework	20%
History paper	5%
Attendance and Participation	15%

Your grade is comprised of:

20% - Quizzes: There will be quizzes every Friday. These will include grammar, vocabulary, and other questions pertinent to the chapters. Quizzes will occur at the beginning of class, so be punctual. The 3 lowest quiz grades will be dropped at the end of the semester.

40% - Exams: There are a total of 3 exams which will mainly consist of reading comprehension, translation and other questions pertinent to the translation. The first 2 exams will each be worth 10% of your grade, and the final exam will be worth 20% of your final grade.

20% - Homework: Homework will be assigned regularly by the instructor. **No late homework** is accepted. The 2 lowest homework grades will be dropped at the end of the semester.

5% - History paper: Write a 1-2 page history paper focusing on a historical figure or group discussed in class.

All of the criteria in the culture rubric (below) will be assessed in the Culture Paper.

History rubric (80% meets objectives)	Excellent 100 – 90%	Good 89 – 80%	Limited 79 – 70%	Poor 69 – 0%
Clear outline of topic/issue and student understanding of topic	Clear understanding demonstrated. Topic is clearly outlined and easy to follow.	Understanding is demonstrated for the most part. Topic is stated but underdeveloped.	Understanding is incomplete, but potential is there.	No understanding demonstrated, or misunderstood.
Provision of a thoughtful and personal response to the stated issue	In-depth, insightful comparisons/ thoughts made. Multiple angles explored.	Interesting comparisons/ thoughts made, lacking some depth. Multiple angles mentioned.	Comparison(s) or thoughts mentioned but not explored. Superficial.	No comparisons or personal/ original thought.
Interaction with Latin text	Student properly cites and responds to Latin text in way that remains relevant to the topic.	Student cites and responds to Latin text that is somewhat relevant to the topic.	No Latin text cited but student discusses some aspects of a text.	No Latin text is cited or discussed.
Relevance to topic	Completely and consistently on topic	Mostly on topic	Somewhat on topic	Not on topic
Basic historical facts	All correct	1-2 errors, relatively insignificant	Several errors, at least 1 of which is flagrant	Many errors
Length	Required length achieved (1-2 pgs)	Required length nearly achieved (0.5-0.95 pgs)	Required length almost achieved (0.25-0.5 pgs)	Unacceptable length (0.25 page or less)
Citations/Sources	Consulted and properly cited 2 sources	Consulted 2 sources but improperly cited sources	Consulted 1 source	No sources cited or apparently consulted

15% - Attendance/Participation: Simply showing up and being prepared will get you a long way in Latin. This means being punctual and thoroughly reading the assigned material. You get 2 free absences. After this, your Attendance/Participation grade will suffer by 4% for each subsequent absence. You may be dropped from the class after 6 absences.

Extra Credit: You may earn a maximum of 3 points extra credit:

1. For absolutely perfect attendance, you may earn 1%.
2. There will be other opportunities to earn a total of 2% and they will be announced in class.



ACCOMMODATION STATEMENT In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in

emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

INCOMPLETES - In accordance with University policy, incompletes are granted only in the most extreme and unusual circumstances. An unapproved incomplete given by a teaching assistant will be converted to "F".

WITHDRAW: After the deadline to drop a course without Dean’s approval (12th week of the semester for 16 week courses – check registrar.unm.edu for all course deadlines), you must obtain approval from the Dean of your college. Through your advisement center you may petition for Dean’s approval. This process is for dropping one or more courses but not all courses for the semester. If you need to drop all of your courses, please meet with the Dean of Students Office (dos.unm.edu).

Criteria: Students may be allowed to drop courses because they have extenuating circumstances that prevent them from completing their course. Extenuating circumstances include but are not limited to:

- Medical condition of student or immediate family member that has made it impossible to continue the course
- Death of an immediate family member that necessitates leaving the University
- A work schedule that is requiring travel, extended work hours, or reassignment

ACADEMIC INTEGRITY – Review the student code of conduct in the Pathfinder regarding honesty and plagiarism: <http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>

TITLE IX STATEMENT

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

TENTATIVE SCHEDULE

Week	Date	Lesson	Quizzes/Homework/Readings (assigned on the day)
Week 1	15-Jan	Martin Luther King Jr. Day, No Class	
	17-Jan	Introductions; Syllabus; Chapter 17: Tenses/Uses of the Participle; Ablative Absolute	Ex. 142, Read Chapter 18
	19-Jan	Chapter 18: Dependent Relative Clauses; Interrogative Pronouns; Interrogative Adjectives; Ex. 142; Ex. 144;	Reading 23, Ex. 149
Week 2	22-Jan	Chapter 18: Intensive Pronouns; Reading 23; Ex. 149	Review Packet Due Chapter 18 Workbook Due; Reading 24; Practice Sentences 18
	24-Jan	Chapter 18: Reading 24; Practice Sentences 18; Chapter 19: Infinitive Forms/Formations	Read Chapter 19; Ex. 151
	26-Jan	Chapter 19: Indirect Statement; Sequence of Tenses; Ex. 151; Ex. 154	Quiz 1 Reading 25; Reading 26; Practice Sentences 19

Week 3	29-Jan	Chapter 19: Reading 25; Reading 26; Practice Sentences 19	Chapter 19 Workbook Due Read Chapter 20; Ex. 156
	31-Jan	Chapter 20: Negative Commands with nolo; Review of sum, possum; Objective Infinitives; Ex. 156; Reading 28	Ex. 162; 163; Reading 29
	2-Feb	Chapter 21: Comparison of Adjectives; Irregular Adjectives; Quam Comparison; Ablative of Comparison; Indefinite Pronoun; Reading 29	Quiz 2 Reading Chapter IV
Week 4	5-Feb	Reading Chapter IV	Chapter 20 Workbook Due Chapter 21 Workbook Due Read Chapter 22 ; Ex. 167 ; Ex. 168
	7-Feb	Chapter 22: Comparison of Adverbs; More on Quam; Deponent Verbs; Ex. 167; Ex. 168	Reading 30; Ex. 169; 22 Practice Sentences
	9-Feb	Chapter 22: Reading 30; Ex. 169; 22 Practice Sentences	Quiz 3 Read Chapter 23; Ex. 172; Ex. 173; Reading 31
Week 5	12-Feb	Chapter 23: Irregular Verbs eo, fero; Paradigm of vis; Ex. 172; Ex. 173; Reading 31	Chapter 22 Workbook Due Chapter 23 Workbook Due Ex. 174; Reading 32; 23 Practice Sentences
	14-Feb	Chapter 23: Ex. 174; Reading 32; 23 Practice Sentences	Read Chapter 24; Ex. 179
	16-Feb	Chapter 24: Present Active and Passive Subjunctive; Ex. 179; Present Subjunctive of sum, possum, volo	Quiz 4 Ex. 180 ; Ex. 181
Week 6	19-Feb	Chapter 24: Independent Subjunctive; Ex. 180; Ex. 181	Chapter 24 Workbook Due
	21-Feb	REVIEW FOR EXAM 1	
	23-Feb	EXAM 1	Reading 33; Ex. 182;
Week 7	26-Feb	Chapter 24: Reading 33; Ex. 182; 24 Practice Sentences	Read Chapter 25; Ex. 185; Reading 34
	28-Feb	Chapter 25: Imperfect Subjunctive; Irregular Imperfect Subjunctives; Ex. 185; Reading 34	Ex. 186; Reading 35 A-C; 25 Practice Sentences
	2-Mar	Chapter 25: Ex. 186; Reading 35 A-C; 25 Practice Sentences	Quiz 5 Read Chapter 26; Ex. 188

		World Language Expo	
Week 8	5-Mar	Chapter 26: Perfect and Pluperfect Active Subjunctive; Perfect and Pluperfect Irregular Subjunctive; Ex. 188	Chapter 25 Workbook Due Reading 36; Ex. 196
	7-Mar	Chapter 26: Tenses of the Independent Subjunctive; Sequence of Tenses; Reading 196; Reading 36	Ex. 199; Ex. 200
	9-Mar	Chapter 26: Reading 36; Ex. 196; Subjunctive Adverbial Clauses;	Quiz 6
12-16 Mar		SPRING BREAK	
Week 9	19-Mar	Chapter 27: Perfect and Pluperfect Passive Subjunctives; Ex. 199; Ex. 200	Chapter 26 Workbook Due Ex. 202; Ex. 203; Reading 38
	21-Mar	Chapter 27: Adverbial Conditional Clauses; Simple and Subjunctive Conditions; Ex. 201; Ex. 202; Ex. 203; Reading 38	Read Chapter 28; Reading 39
	23-Mar	Chapter 27: Reading 39; Chapter 28: Fio; Dependent Subjunctive	Quiz 7 Ex. 208; Ex. 209; Reading 40
Week 10	26-Mar	Chapter 28: Dependent Subjunctive; Ex. 208; Ex. 209; Reading 40; 28 Practice Sentences	Chapter 27 Workbook Due Chapter 28 Workbook Due Read Chapter 29; Ex. 211
	28-Mar	Chapter 29: The Gerund; The Gerundive; Ex. 211; Ex. 213	Reading 41; Ex. 216; Ex. 217
	30-Mar	Chapter 29: The Gerund; The Gerundive; Reading 41; Ex. 216; Ex. 217	Quiz 8 29 Practice Sentences; Read Chapter 30
Week 11	2-Apr	Chapter 29: 29 Practice Sentences Chapter 30: Relative Pronouns; Ex. 219; Ex 221; Case Review	Chapter 29 Workbook Due
	4-Apr	REVIEW FOR EXAM 2	
	6-Apr	EXAM 2	
Week 12	9-Apr	Chapter 30: Reading 42; Reading 43	Chapter 30 Workbook Due Read Chapter 31; Ex. 222
	11-Apr	CONFERENCE: NO CLASS	Ex. 222-3; Reading 44, 45

	13-Apr	CONFERENCE: NO CLASS	
Week 13	16-Apr	Chapter 31: Reading 44; Review of Independent Subjunctives	Chapter 31 Workbook Due Read Chapter 32
	18-Apr	Chapter 31: Subordinate Clauses in Indirect Speech; Ex. 222; Impersonal Constructions	Reading 46
	20-Apr	Chapter 31: Dative with Compound Verbs; Dative of Purpose; Ex. 223; Reading 45	Reading 47 Quiz 9 History Paper Due
Week 14	23-Apr	Chapter 31: Reading 44; Review of Independent Subjunctives	Chapter 32 Workbook Due Reading 48
	25-Apr	Chapter 32: The Supine; Reading 46	
	27-Apr	Chapter 32: Ut + Indicative; Reading 47;	Quiz 10
Week 15	30-Apr	Chapter 32: Reading 48; Case Review Dependent Subjunctive Review	
	2-May	Grammar Review	
	4-May	Story/Translation Review Day	
FINAL EXAM Time: TBA Place: TBA			

Translation rubric.		80% meets objectives
100%	I am training my replacement	
90 - 99%	Translation is highly accurate, with at most a few technical grammatical details missed, or a few careless errors, or a few vocabulary errors.	
80-89%	Translation is mostly accurate and overall grammatical structure is reflected in the translation, but with several errors, mostly minor, but with occasional major errors, such as wrong tense, wrong category (such as mistaking a noun for a verb), or missing crucial vocabulary	
70-79%	Translation includes some phrases translated accurately or almost accurately, but some phrases garbled. Overall grammatical structure of passage not well reflected in translation due to significant confusion over morphology or missing too much vocabulary.	

60 - 69%	Translation attempted but badly garbled. Several words translated correctly with some grammatical relationships indicated, but some crucial relationships missing or mistaken. Overall grammatical structure is missing or incorrect.
0-59%	Only isolated words translated correctly; little or no Indication of grammatical relationships; no translation of the passage attempted.

Reading guidelines: classics

Novice-Low

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High

Has sufficient control of the writing system to interpret very basic written language. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Intermediate-Low

Able to understand main ideas and/or some facts from the simplest connected texts. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid

Able to read consistently with increased understanding simple, connected texts. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places.

Intermediate-High

Able to read consistently with full understanding simple connected texts about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language.

Advanced Plus

Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.