

**Elementary Latin 101– Spring 2017**  
THE UNIVERSITY OF NEW MEXICO  
Department of Foreign Languages and Literatures  
www.fll.unm.edu

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**Office Hours:** Tuesday 9-10:30 AM, Wednesday 12:30-2 PM, Friday 1:30-3 PM, or by appointment.

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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 have satisfied the following objectives and developed the following essential skills relating to communication, and personal and social responsibility:

- Read and understand short, basic authentic Latin texts at the novice-high level.
- Accurately translate short, basic authentic Latin texts.
- Use complex grammar skills to analyze Latin texts.
- Identify the parts of the world in which Latin has played a significant role.
- Identify patterns of cultural behavior or customs that have been discussed in class.
- Identify ways that the achievements, peoples and values associated with the Roman world have been represented internally and externally.
- 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%
							<b>and under</b>

**Grade Distribution:**

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

**Your grade consists 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.

<b>History rubric</b> (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-** Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

**TITLE IX-** 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>

**TECHNOLOGY STATEMENT-** Students are not to use cell phones or other entertainment devices during class time, unless otherwise stated by the instructor. Laptops and notetaking devices are permitted at the discretion of the instructor.

**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>

**\*TENTATIVE\* SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Lesson and Work Due</b>	<b>Weekly Homework</b>
<b>Week 1</b>	16-Jan	No Class- MLK Day	Ex: 2, 3, 5, 6 Workbook Ch. 1
	18-Jan	<b>Chapter 1:</b> Parts of Speech; The Verb: transitive/intransitive; 1 <sup>st</sup> and 2 <sup>nd</sup> conjugations; Principal Parts. <i>In Class:</i> Introductions, Syllabus, Latin Alphabet, Pronunciation, Cardinal Numbers [1-10]. Ex. 1.	
	20-Jan	<b>Chapter 1:</b> The Verb: Formation and uses of: Present Active Indicative, Present Active Infinitive. Latin Derivatives. <i>In Class:</i> Ex. 4 <b>QUIZ 1</b>	
<b>Week 2</b>	23- Jan	<b>Chapter 2:</b> The Noun: Cases, Gender, Dictionary Entry; Formation and Uses of: Nominative and Accusative; First Declension Paradigm. <i>In Class:</i> Ex. 10	Ex. 8, 9, 12, 14 [6-10], 16, 18 [1-6], 19, 21. Workbook Ch. 2-3. Ch. 3 Practice Sentences 1-3.
	25-Jan	<b>Chapter 2:</b> Second Declension (Masculine and Neuter); The Conjunction; Enclitics. <i>In Class:</i> Ex. 11, 14 [1-5], 15, 17	
	27-Jan	<b>Chapter 3:</b> Imperative, Vocative Case, Genitive Case. <i>In Class:</i> Review 1 <sup>st</sup> and 2 <sup>nd</sup> declensions, Read Narrative A (translate this reading and bring a word list to class), Ex. 20. <b>QUIZ 3</b>	
<b>Week 3</b>	30-Jan	<b>Chapter 3:</b> Dative Case, Expectations. <i>In Class:</i> Read Narrative B (word list due), Ex. 22, 23.	Ex. 24, 25, 27, 28, 31. Ch. 4 Practice Sentences. Workbook Ch. 4
	1-Feb	<b>Chapter 4:</b> Adverbs, Prepositions. Ablative Case: Means and Expressions of Place. <i>In Class:</i> Review 1 <sup>st</sup> and 2 <sup>nd</sup> declensions, Ex. 29.	
	3-Feb	<b>Chapter 4:</b> Word Order and Reading Skills. <i>In Class:</i> Ex. 30, 32. <b>QUIZ 3</b>	

Week 4	6-Feb	<b>Chapter 5:</b> Adjectives, Agreement. Substantive Use. Irregular Verb: <i>sum</i> . <i>In Class:</i> Reading 1 (word list due), Ex. 35, 36.	Ex. 34, 37, 38. Ch.5 Practice Sentences. Workbook Ch. 5.
	8-Feb	<b>Chapter 5:</b> Genitive: Explanatory, Objective, Subjective; Ablative: accompaniment, manner; Sentence Patterns: transitive, intransitive, linking. <i>In Class:</i> Review cases, Reading 2, Reading 3, Ex. 39.	
	10-Feb	<i>In Class:</i> Narrative Reading 1 (word list due) <b>QUIZ 4</b>	
Week 5	13-Feb	<b>Chapter 6:</b> Imperfect Active Indicative: 1 <sup>st</sup> and 2 <sup>nd</sup> Conjugations. Future Active Indicative: 1 <sup>st</sup> and 2 <sup>nd</sup> Conjugations.	Ex. 40, 41, 44, 46. Ch. 6 Practice Sentences. Workbook Ch. 6.
	15-Feb	<b>Chapter 6:</b> <i>sum</i> : Imperfect and Future Indicative; Mind The Gap; Subjective Infinitive; Dative of Possession. <i>In Class:</i> Reading 4 (word list due), Ex. 42, 43, 45.	
	17-Feb	<b>Chapter 7:</b> Third Declension Nouns (Masc./Fem., Neut.); Consonant Stem; Gender Patterns. <i>In Class:</i> Reading 6 (word list due) Ex. 50, 51. <b>QUIZ 5</b>	
Week 6	20-Feb	<b>Chapter 7:</b> Pronoun: Personal. Irregular Verb: <i>possum</i> ; Sentence Patterns: Special Intransitive. <i>In Class:</i> Reading 5 (word list due)	Ex. 48, 49, 53, 55. Ch. 7 Practice Sentences. Workbook Ch. 7.
	22-Feb	Catch-up/Sight Reading	
	24-Feb	<b>REVIEW FOR EXAM 1</b> <b>QUIZ 6</b>	
Week 7	27-Feb	<b>EXAM 1</b>	Ex. 57, 58. Ch. 8 Practice Sentence [1-6]. Workbook Ch. 8.
	1-Mar	<b>Chapter 8:</b> Third and Fourth Conjugations. <i>In Class:</i> Review 1 <sup>st</sup> and 2 <sup>nd</sup> conjugations, Ch. 8 PS [7-8].	
	3-Mar	<b>Chapter 8:</b> Personal Pronoun; Sentence Pattern: Factitive. <i>In Class:</i> Reading 7 (word list due), Ex. 60, 61. <b>QUIZ 7</b>	

Week 8	6-Mar	Read together: Reading 8 (word list due) <b>Chapter 9:</b> Imperfect and Future Active Indicative: Third and Fourth Conjugation. <i>In Class:</i> ex. 65	Ex. 59, 62, 64. Ch. 9 Practice Sentences [1-4]. Workbook Ch. 9.
	8-Mar	<b>Chapter 9:</b> Pronoun: Demonstrative, Adjectival Use. <i>In Class:</i> Reading 9, Reading 10 (word lists due), Ex. 67, 69.	
	10-Mar	<b>Chapter 10:</b> Third Declension I-stem <i>In Class:</i> Review Pronouns, Reading Narrative II (word list due)	
<b>12-19 Mar- Spring Break</b>			
Week 9	20-Mar	<b>Chapter 10:</b> Third Declension Adjectives; Expression of Cause <i>In Class:</i> Reading 11 (word list due), Ex. 71, 72, 73.	Ex. 66, 68, 70, 74. Ch. 10 Practice Sentences. Workbook Ch. 10.
	22-Mar	<b>Chapter 11:</b> Perfect Active System: Perfect, Pluperfect, Future Perfect. <i>In Class:</i> Reading 12 (word list due), Ex. 78, 82.	
	24-Mar	<b>Chapter 11:</b> Special -ius Adjectives; Numerals; Expressions of Time. <i>In Class:</i> Review Perfect Active System, Reading 13, Reading 14 (word lists due), Ex. 86 [1-5], 87 [1-5]. <b>QUIZ 8</b>	
Week 10	27-Mar	<b>Chapter 12:</b> Dependent Clauses: Adverbial Use; Accusative Case: Extent, Degree; Dative with Adjectives <i>In Class:</i> Reading 15 (word list due), Ex. 88, 91, 93.	Ex. 76, 77, 83, 86, 89, 94. Ch. 11 Practice Sentences [6-10], Ch. 12 Practice Sentences [1-5]. Workbook Ch. 11-12.
	29-Mar	<b>REVIEW FOR EXAM 2</b> <b>QUIZ 9</b>	
	31-Mar	<b>EXAM 2</b>	
Week 11	3-Apr	Review Declensions, Tenses.	
	5-Apr	Conference Travel- No Class	
	7-Apr	Conference Travel- No Class	
Week 12	10-Apr	<b>Chapter 13:</b> Relative Pronouns; Clauses <i>In Class:</i> Review Dependent Clauses, Ex. 96, 98.	Ex. 97, 99, 101, 104, 106. Ch. 13 Practice Sentences. Workbook Ch. 13.

	12-Apr	<b>Chapter 13:</b> Reflexive Pronouns. <b>Chapter 14:</b> Passive Voice: Present Passive Indicative <i>In Class:</i> Reading 16 (word list due), Ex. 100, 103, 105.	
	14-Apr	<b>Chapter 14:</b> Passive Voice: Infinitive, Imperfect and Future Passive Indicative. <i>In Class:</i> Reading 17 (word list due), Ex. 108, 110.	
Week 13	17-Apr	<b>Chapter 14:</b> Sentence Pattern: Passive. Ablative of Agent <b>Chapter 15:</b> Passive Voice: Perfect Passive Indicative. <i>In Class:</i> Ex. 112	Ex. 107, 108, 111, 113, 114, 116. Ch. 14 Practice Sentences [5-8]. Workbook Ch. 14.
	19-Apr	<b>Chapter 15:</b> Passive Linking Sentences. Possessives using <i>eius</i> . Ablative of Specification. <i>In Class:</i> Review Possessives, Ex. 124, 125.	
	21-Apr	<i>In Class:</i> Review Passive Voice, Reading 19 (word list due) <b>QUIZ 10</b>	
Week 14	24-Apr	<b>Chapter 16:</b> Fourth Declension <i>In Class:</i> Discuss History Paper Topics, Ch. 15 Practice Sentences (word list due), Ex. 128, 130.	Ex. 118, 120, 141, 126. Workbook Ch. 15.
	26-Apr	<b>Chapter 16:</b> Fifth Declension; Locative Case; Other Place Expressions. <i>In Class:</i> Reading 20 (word list due), Ex. 131, 133, 134 [1-5].	
	28-Apr	<i>In Class:</i> Reading 21 (word list due) <b>QUIZ 11</b>	
Week 15	1-May	<i>In Class:</i> Dictionary Practice/Form ID, Narrative Reading III (word list due).	Ex. 129, 132, 134 [6-10]. Ch. 16 Practice Sentences. Workbook Ch. 16.
	3-May	<b>Chapter 17:</b> Participles: Form, Tenses, Uses; Ablative Absolute. <i>In Class:</i> Ex. 136, 137, 139, 140	
	5-May	<b>Chapter 17:</b> Ablative Absolute (cont.) <i>In Class:</i> Reading 22 (word list due). <b>QUIZ 12</b>	
Week 16	8-May	<b>REVIEW FOR FINAL EXAM: Grammar Review</b>	Question Words for Extra Practice. Workbook Ch. 17.

10-May	<b>REVIEW FOR FINAL EXAM: Review of Latin Readings</b>
12-May	<b>Final Review Day HISTORY PAPER DUE</b>
<b>FINAL EXAM</b> <b>Time: TBA Place: TBA</b>	

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 simple 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.