

Requirements and Grading: Evaluation of student performance for Latin 202 will be based on the following criteria:

Attendance/ Participation	10%
Recitation	5%
Culture Paper	15%
Quizzes	20%
Homework	20%
Midterm Exam	10%
Final Exam	20%

10% Attendance/ Participation- Students are expected to attend class regularly. Each student has 3 free absences. Each absence after 3 will reduce the student's attendance grade by 4%. You may be dropped from the course after 6 absences. Furthermore, students are expected to participate in class by translating, contributing to class discussions, and working well in partners or groups.

15% Culture Paper- Students will turn in a 2-3 page paper on the last day of class. The topic and format will be discussed in class.

5% Recitation- Students will be expected to memorize 5-10 lines from one of the poems we study and recite them in front of the class at the end of the semester.

20% Quizzes- Students will take weekly quizzes every Friday. These quizzes will include translation of passages that we have gone over in class, grammatical concepts, and vocabulary. There may also be some sight translation on occasion. The two lowest quiz grades will be dropped at the end of the semester.

20% Homework- Students are expected to read all assigned sections of the material before class, and to memorize all vocabulary and paradigms covered as indicated by the instructor. Failure to come to class prepared and ready to read the assigned sections will result in loss of participation points and a disruption of the class environment. Each student is expected to prepare a word list that he or she can refer to during class. The word list should include any notes that the student took when preparing the assigned reading, including vocabulary words and notes on grammar and syntax. Students will be expected to be able to parse any word and explain its use in the passage, as well as explain any grammatical or syntactical features without referring to the wordlist, but they may refer to their word list in class if necessary.

30% Exams- There will be one midterm exam and one final exam. The midterm will be worth 10% of the final grade; the final exam will be worth 20% of the final grade. Students will not be able to make up a missed exam, but they may take an exam early. Students must discuss time conflicts and situations with the instructor prior to the date of a missed exam.



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>

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>

SYLLABUS- The syllabus will change, depending on the pace and progress of the class. It is your responsibility to keep up with the most up-to-date version of the syllabus for all dates. Each version of the syllabus will be post to the class LEARN site with a date, to make it easy to find the most recent version.

***TENTATIVE* SCHEDULE**

Week 1

Jan. 16 **No Class, M.L.K. Day**

Jan. 18 Introductions, Syllabus, Catullus and his world.

Section 1: Catullus and Lesbia

Jan. 20 Catullus 1: Dedication to Cornelius (10 lines)
Garrison's Preface and Introduction (pp. ix-xxv), Appendix B
Quiz 1

Week 2

Jan. 23 Catullus 2: To Her Sparrow (13 lines)
Catullus 86: Quintia vs. Lesbia (6 lines)

Jan. 25 Catullus 3: Lament for a Sparrow (18 lines)

Jan. 27 Catullus 5: To Lesbia, About Kisses (13 lines)
Catullus 7: How Many Kisses (12 lines)
Quiz 2

Week 2

Jan. 30 Catullus 8: Be Done with her, Catullus! (19 lines)

Feb. 1 Catullus 11: A Message for Lesbia (24 lines)

Feb. 3 Catullus 32: A Modest Proposal (11 lines)

Catullus 70: Forgotten Vows (4 lines)

Quiz 3

Week 3

Feb. 6 Catullus 51: From Sappho (16 lines)

Feb. 8 Catullus 76: A Prayer for Health (26 lines)

Feb. 10 Catullus 72: Love and Resentment (8 lines)
Catullus 75: Love Without Choice (4 lines)
Catullus 85: Odi et Amo (2 lines)
Catullus 92: Lesbia's Abuse (4 lines)

Quiz 4

Week 4

Feb. 13 Catullus 104: On Speaking Harshly to Lesbia (4 lines)
Catullus 107: Back with Lesbia (8 lines)
Catullus 109: If it Could Only Be (6 lines)

Section 2: Catullus and his Enemies

Feb. 15 Catullus 58: Lesbia's Disgrace (5 lines)
Catullus 16: A Reply to My Critics (14 lines)

Feb. 17 Catullus 25: To Thallus the Thief (13 lines)
Catullus 40: Fair Warning to Ravidus (8 lines)

Quiz 5

Week 5

Feb. 20 Catullus 37: Barflies (20 lines)

Feb. 22 Catullus 41: Mamurra's Pricey Girlfriend (8 lines)
Catullus 43: Mamurra's Ugly Girlfriend (8 lines)

Feb. 24 Catullus 42: To A Street Gang (24 lines)

Quiz 6

Week 6

Feb. 27 Catullus 69: What's Wrong with Rufus (10 lines)
Catullus 97: The Foul Mouth of Aemilius (12 lines)

March 1 Catch-up/ Test Review

March 3 Test Review

Week 7

March 6 **Test I**

March 8 Catullus 22: A Stylish Poet's Awkward Poems (21 lines)

March 10 Catullus 50: Souvenir of a Perfect Day (21 lines)
Quiz 7

Week 8

March 12-19 **No Class**, Spring Break

Week 9

March 20 Catullus 28: Bad Pickings in the Provinces (15 lines)
Catullus 47: Piso's Punks (7 lines)

March 22 Catullus 49: Thanks to Cicero (7 lines)
Catullus 52: Scoundrels in Office (4 lines)
Catullus 54: Caesar's Hacks (7 lines)

March 24 Catullus 57: Sex Offenders (10 lines)
Catullus 93: To Hell with Caesar (2 lines)
Catullus 94: Mentula the Prick (2 lines)
Catullus 115: Rich as Croesus (8 lines)
Quiz 8

Week 10

March 27 Catullus 44: Thanks to my Villa, None to Sestius (21 lines)

March 29 Catullus 79: Pretty Boy (4 lines)
Catullus 89: Overworked (6 lines)
Catullus 90: Birth of a Magus (6 lines)

March 31 Catullus 91: To Gellius (10 lines)
Catullus 116: War on Gellius (8 lines)
Quiz 9

Week 11

April 3 Catullus 34: Hymn to Diana

April 5 **No Class**, Instructor at Conference

April 7 **No Class**, Instructor at Conference

Week 12

April 10 Catullus 63: The Story of Attis (lines 1-30)
Reading: Fratantuono 2015

April 12 Catullus 63: The Story of Attis (lines 31-61)

April 14 Catullus 63: The Story of Attis (lines 62-93)
Quiz 10

Week 13

April 17 Catullus 62: An Amoebean Marriage Hymn (lines 1- 25)

April 19 Catullus 62: An Amoebean Marriage Hymn (lines 26-48)

April 21 Catullus 62: An Amoebean Marriage Hymn (lines 49-66)
Quiz 11

Catullus the Comedian

Week 14

April 24 Catullus 12: To A Napkin Thief (17 lines)

April 26 Catullus 13: Invitation (14 lines)
Catullus 27: Drinking Orders (7 lines)

April 28 Catullus 14: On a Vile Book of Poems (23 lines)
Quiz 12

Week 15

May 1 Catullus 23: No Loan for Furius (27 lines)

May 3 Catullus 39: The Smiling Spaniard (21 lines)

May 5 Catullus 84: Arrius' Phony Haccent (12 lines)

Week 16

May 8 Catullus 65: Lines Sent with a Translation of Callimachus (24 lines)
(If you want to do some summer reading, the next poem in the collection is thought to be the translation alluded to here)

May 10 Final Exam Review

May 12 Final Exam Review
Final papers Due via email

Final Exam T.B.D.

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.

INTERPRETIVE READING			
Novice low: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.			
✓	statement		
I can recognize letters and characters.			
	I can alphabetize names and words.		
I can connect some words, phrases, or characters to their meanings and functions in Latin sentences.			
	I can identify the subject of a sentence.		
	I can identify the main verb of a sentence.		
Novice mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.			
I can recognize words, phrases, and characters.			
	I can identify forms of specific verb conjugation and noun declensions.		
	I can recognize key vocabulary words.		
What else can you do?			
Novice high: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.			
I can usually understand short simple messages.			
	I can understand simple Latin sentences.		
	I can describe how the syntax of a simple Latin sentence is working.		
What else can you do?			

Intermediate low: I can understand the main idea of short and simple texts.			
	I can answer questions demonstrating my comprehension of a short and simple connected narrative in Latin.		
	I can intuit the meaning of unknown and unfamiliar vocabulary based on the context of a short and simple connected narrative in Latin.		
What else can you do?			
Intermediate mid: I can understand the main idea of texts.			
I can understand basic information in announcements and other simple texts			
	I can read and translate a short connected passage of text in Latin.		
	I can identify the function of unknown or unfamiliar words in a connected passage of text in Latin based on their forms (declensions, conjugations).		
What else can you do?			

Intermediate high: I can understand more nuanced meanings expressed in texts.			
I can understand more complex information in announcements and other simple texts.			
	I can translate a simple passage in Latin with nuanced sense of meaning and word choice.		
	I can recognize poetic devices and figures of speech in simple Latin texts, including metaphorical language.		
	I can read simple sentences composed in authentic Latin.		
What else can you do?			

NCSSFL Interculturality can-do statements

NOVICE

Investigation of Products and Practices

I can identify some products and practices of cultures.

	I can identify topics of interest of Classical Latin culture as represented in texts.		
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <i>I can recognize characters from classical mythology</i> <i>I can identify names and events of significance from classical Rome</i> 		
	I can identify some common practices related to classical Roman culture as expressed in texts.		
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <i>I can identify vocabulary related to classical Roman domestic life.</i> <i>I can identify some habits of dress.</i> <i>I can recognize use of numbers.</i> <i>I can recognize the use of proper names.</i> 		

Understanding of cultural perspectives

I can identify some basic cultural beliefs and values

	I can identify some beliefs and values related to age, gender, social class and ethnicity as expressed in Latin texts.		
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <i>I can recognize standards for traditional greetings and farewells in Latin.</i> <i>I can recognize descriptions of appropriate cultural behaviors.</i> <i>I can recognize expressions about culturally determined values pertaining to gender, age, and social status.</i> 		
	I can identify some characteristics of national identity.		
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <i>I can identify culturally significant stories about Roman culture, such as myths about the foundation of cities.</i> <i>I can identify symbols that represent a nation as represented in Latin texts.</i> <i>I can identify descriptions of historical events and their celebration as represented in Latin texts.</i> <i>I can identify names and figures from Roman myth and</i> 		

	<i>religion.</i>		
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NCSSFL Interculturality can-do statements

INTERMEDIATE

Investigation of Products and Practices

I can identify common patterns in the products and practices of a culture.

✓	Statement	date	evidence
	I can explore and reference current and past examples of authentic culture		
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>I can understand names and figures from Roman myth and history when they are deployed in modern short stories, folk tales, or graphic novels.</i> • <i>I can recognize the names of famous authors and their works when they are referred to by modern writers.</i> • <i>I can understand names and figures from Roman myth and history when they are deployed in modern film or television.</i> • <i>I can talk about a historical figure</i> • <i>I can summarize the contributions of ancient Roman culture in a blog or multimedia presentation</i> 		
	I can compare and contrast some common products of other cultures and my own		
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>I can describe similarities and differences in artwork</i> • <i>I can provide basic information about countries' government</i> • <i>I can identify similarities among folk tales</i> 		
	I can compare and contrast some behaviors or practices of other cultures and my own		
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>I can compare and contrast eating habits</i> • <i>I can compare and contrast how people buy and sell</i> • <i>I can compare and contrast how families interact</i> 		

- *I can compare and contrast how people celebrate*
- *I can compare and contrast how my peers socialize*

Understanding of cultural perspectives

I can compare familiar cultural beliefs and values

I can describe some basic cultural viewpoints

Examples:

- *I can make simple comparisons about the roles of men and women in society.*
- *I can describe the importance of mythology and religion in classical Roman society.*
- *I can describe how other cultures view major historical events differently.*

I can make some generalizations about a culture

Examples:

- *I can sometimes identify cultural stereotypes or exaggerated views of a culture as expressed in Latin texts.*
- *I can compare some religious beliefs as expressed in Latin texts.*
- *I can determine which cultural expressions were popular in ancient Roman culture.*