Latin 201 – Fall 2015
THE UNIVERSITY OF NEW MEXICO
Department of Foreign Languages and Literatures
www.unm.edu/~fll

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Office Hours:
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Required Texts:

*Oxford Latin Reader*

*Allen and Greenough’s: New Latin Grammar*

**GOALS AND COURSE INTRODUCTION:**

The goal of this course is to create a bridge between introductory Latin textbooks and authentic Latin texts with the expectation to be able to read and understand Latin at the intermediate level. To do so, we will begin the course with excerpts from the works of Cicero *then we will read* followed by some excerpts from Caesar’s *de Bello Gallico*. Finally, we will end with readings from Livy’s *Histories of Rome*. Cicero is one of the most well known authors of antiquity and provides an excellent showcase of the Latin language in practice. Caesar’s sort of war diary found in the *de Bello Gallico* is an important work that gives the modern reader insights into Caesar’s campaigns, personal goals and even some debated propaganda. Livy’s History of Rome originally consisted of 142 books chronicling the history of Rome from its founding to 9 BCE. Though most of his work has been lost, what remains offers an excellent insight into Roman values and especially Livy’s own thoughts on the importance of History. After reading Cicero, Caesar and Livy, you will be able to read, translate, and engage with authentic Latin texts.

**Course Objectives:** at the end of the semester, students will be able to…

- Read and understand unabridged Latin at an intermediate level.
- Accurately translate unabridged Latin texts.
- Learn about discuss the cultural position and relevance of rhetoric and literature in ancient Rome. *(the verb “learn” is too vague to be a valid objective)*
- Express thoughts and opinions on a variety of issues related to the classical world.

**Student self-assessment:** Students will be charting their own progress through the course via “can-do statements”. These will be available on the Learn site, and due on a weekly basis. Your ability to respond to the can-do statements in a timely manner will be reflected in your participation grade.
Class Policies: All students are expected to come to class on time and prepared. Please turn off your cell phones, tablets, laptops, etc.—they are a distraction to your colleagues.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 - 100%</td>
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<tr>
<td>A</td>
<td>93 - 96%</td>
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<tr>
<td>A-</td>
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<td>C+</td>
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<td>D+</td>
<td>67 - 69%</td>
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<td>D</td>
<td>63 - 66%</td>
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<td>D-</td>
<td>60-62%</td>
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REQUIREMENTS AND GRADING: Evaluation of student performance for Latin 201 will be based on the following criteria:

1) Attendance & Participation 10%
2) Homework 15%
3) Quizzes 20%
4) Exams 30% (2x15%)
5) Final Exam 25%

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Did you mean to take the above part out?

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4) Exams 30% (2x15%)
5) Final Exam 25%
6) Culture Paper 5%

Attendance/Participation: Students are expected to attend class and participate in class by translating and contributing to class discussions regularly. Frequent absences from class (i.e., more than 3 missed classes during the semester) will severely impact your grade and can result in you being dropped from the class. expulsion

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. It is imperative that students come to class prepared and ready to read the assigned sections, failure to do so will result in loss of participation points and the scorn and contempt of your classmates. Homework assignments (i.e. word lists, grammar reviews etc.) will be due every day (in class only).
Quizzes: will be given every Friday at the start of class. Punctuality is crucial! These will reflect material discussed in class including, but not limited to: grammar, syntax, translations, as well as cultural significance of subject matter. Students will have no more than 10 minutes to complete each quiz. The two lowest quiz grades will be dropped at the end of the semester.

Exams: There will be two, hour long exams (50 min in length?) covering texts translated as well as grammar and syntax reviewed and discussed in class. The final exam will be given during the time period scheduled for our class during finals week in May. Monday, Dec. 7 12:30 – 2:30 (location yet to be determined)

Culture Paper: Write a 2-3 page paper relating to Cicero/Caesar/Livy and Augustan Rome and authorship (more info to come as the semester progresses).

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

Finally, if you have problems or questions concerning this course, please contact your instructor or the Lower Division Coordinator. We will be glad to help you.

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.

SYLLABUS: ASSIGNMENTS WEEK-BY-WEEK

**Schedule is subject to change (AND IT WILL CHANGE!!) at the Teacher’s discretion.**

Week 1
8.17 Introduction & Syllabus
READ: Introduction and Intro to Cicero (p. 5-9)

8.19 TRANSLATE: Young Cicero: *de Legibus* 2. 1.2-3 (p. 10)
REVIEW: principal parts (AG, § 172-173)

8.21 TRANSLATE: Young Cicero: *Brutus* 306 (p. 12)
REVIEW: Declensions (AG, §35-96)
QUIZ 1

**Week 2**

8.24 TRANSLATE: Young Cicero: *pro Plancio* 65 (p. 14)
REVIEW: Conjugations (AG, § 180-193)

8.26 TRANSLATE: Young Cicero: *ad Atticum* 1.5.2, 7-8 (p. 16) AND *ad Atticum* 1.2 (p. 18)
REVIEW: Pronouns (AG, §294-315)

8.28 TRANSLATE: Consulship, exile and return: *in Catilinam* 1.1 (p. 20) AND *ad Familiares* 5.7.2-3 (p. 22)
REVIEW: Ablative Uses (AG, §398-420)
QUIZ 2

**Week 3**

8.31 TRANSLATE: Consulship, exile and return: *ad Atticum* 3.19.3 (p. 24 BOTTOM) AND *ad Atticum* 4.3.1-3 (p. 28 BOTTOM).
REVIEW: Comparatives/ Superlatives (AG, §291-93)

9.2 TRANSLATE: Consulship, exile and return: *ad Familiares* 7.7 (p. 32 TOP) AND *ad Quintum Fratrem* 2.15.4-5 (p. 32 BOTTOM)
REVIEW: Dative/Genitive Uses (AG, §360-85) AND (AG, §342-356)

9.4 TRANSLATE: Governor of Cilicia: *ad Atticum* 5.20.2-3 (p. 38)
REVIEW: Relative Clauses (AG, §531-42)
QUIZ 3

**Week 4**

9.7 TRANSLATE: Governor of Cilicia: *ad Familiares* 2.12 (p. 40)
REVIEW: indirect discourse (AG, §577-590)

9.9 TRANSLATE: Civil War and Death: *ad Atticum* 9.6A (p. 44 TOP) AND *ad Atticum* 9.11a1 (p.44 BOTTOM)
REVIEW: indirect discourse, cont.

9.11 TRANSLATE: Civil War and Death: *ad Familiares* 14.7 (46 TOP) AND *ad Familiares* 14.20 (46 BOTTOM)
REVIEW: indirect discourse, cont.
QUIZ 4

**Week 5**

9.14 TRANSLATE: Civil War and Death: *ad Atticum* 12.15 (48 TOP) AND *ad Atticum* 13.52 (48 BOTTOM)
REVIEW: Temporal Clauses (AG, §541-56)


9.18 REVIEW FOR EXAM 1
QUIZ 5

**Week 6**

9.21 EXAM 1
9.23 Introduction to Caesar
TRANSULATE: The First Invasion of Britain: *de Bello Gallico* 4.20-22 (p. 58)

9.25 TRANSLATE: The First Invasion of Britain: *de Bello Gallico* 4.20-22 (p. 58) CONT
REVIEW: gerund & gerundive & supine (AG, §501-507)
QUIZ 6

**Week 7**

9.28 TRANSLATE: The First Invasion of Britain: *de Bello Gallico* 4.23 (p. 60 TOP)
REVIEW: Ablative Absolute  (AG, §419)

9.30 TRANSLATE: The First Invasion of Britain: *de Bello Gallico* 4.27-29 (p. 64 TOP)

10.2 TRANSLATE: The First Invasion of Britain: *de Bello Gallico* 4.30-32 & 34: lines 119-135 (p. 64 BOTTOM and 66 TOP)
QUIZ 7

**Week 8**

10.5 TRANSLATE: The First Invasion of Britain: *de Bello Gallico* 4.30-32 & 34: lines 136-150 (p. 66 MIDDLE)
REVIEW: periphrastic; active & passive (AG, §193-196)

10.7 TRANSLATE: The First Invasion of Britain: *de Bello Gallico* 4.30-32 & 34: lines 151-end (p. 66 BOTTOM)
REVIEW: periphrastic; active & passive (AG, §193-196)

10.9 NO CLASS: FALL BREAK

**Week 9**

10.12 TRANSLATE: Revolt in Gaul I: The ambush of Sabinus and Cotta: *de Bello Gallico* 5.26-27 (p. 82)

10.14 TRANSLATE: Revolt in Gaul I: The ambush of Sabinus and Cotta: *de Bello Gallico* 5.28-30 (p. 84 TOP)
QUIZ 8

**Week 10**

10.19 TRANSLATE: Revolt in Gaul II: The siege of Cicero’s camp: *de Bello Gallico* 5.40-43 lines 22-44 (p. 90 BOTTOM) AND (p. 92 TOP)
REVIEW: Conditional Clauses (AG, §511-27)

10.21 TRANSLATE: Revolt in Gaul II: The siege of Cicero’s camp: *de Bello Gallico* 5.40-43 lines 45-end (p. 92 MIDDLE).

10.23 TRANSLATE: Revolt in Gaul II: The siege of Cicero’s camp: *de Bello Gallico* 5.44 (p. 92 BOTTOM) AND (p.94 TOP).
QUIZ 9

**Week 11**

10.26 TRANSLATE: Revolt in Gaul II: The siege of Cicero’s camp: *de Bello Gallico* 5.49 (p. 98 TOP)
REVIEW: Independent Uses of the Subjunctive (AG, §439-446)

10.28 TRANSLATE: Revolt in Gaul II: The siege of Cicero’s camp: *de Bello Gallico* 5. 50-52 (p. 98 BOTTOM)
AND (p. 100).

10.30 REVIEW FOR EXAM II
QUIZ 10

Week 12
11.2 EXAM II
11.4 INTRO to Livy
TRANSLATE: Hannibal prepares to invade Italy: 21.1.1-3 (p. 170 TOP)
QUIZ 11

Week 13
11.9 TRANSLATE: Hannibal reaches the Alps: 21.32.6-7 AND 21.32.8-10 (p. 176) AND 21.32.11-33.4 (p. 178 TOP)
11.11 TRANSLATE: Hannibal reaches the Alps: 21.33.5-11 (p. 178 BOTTOM)
11.13 TRANSLATE: Hannibal reaches the Alps: 21.34-35.3 (p.180)
QUIZ 12

Week 14
11.16 TRANSLATE: Hannibal crosses the Alps: 21.35.4-9 (p. 182 TOP)
11.18 TRANSLATE: Hannibal crosses the Alps: 21.35.10-36.4 (p. 182 BOTTOM)
11.20 TRANSLATE: Hannibal crosses the Alps: 21.37.1-3 AND 21.37.4-38.1 (p. 184)
QUIZ 13

Week 15
11.23 TRANSLATE: Hannibal crosses the Alps: 39.51 (p. 186)
11.25 NO CLASS: THANKSGIVING BREAK
11.27 NO CLASS: THANKSGIVING BREAK

Week 16
11.30 TRANSLATE: Juvenal: *Satires* 10.147-67 (p. 188)
12.2 CATCH UP
12.4 REVIEW FOR FINAL EXAM

FINAL EXAM DATE/TIME/LOCATION: TBA  Monday, Dec. 7, 12:30 – 2:30

<table>
<thead>
<tr>
<th>Translation rubric. objectives</th>
<th>80% meets</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>I am training my replacement</td>
</tr>
<tr>
<td>90 - 99%</td>
<td>Translation Is highly accurate, with at most a few technical grammatical details missed, or a few careless errors, or a few vocabulary errors.</td>
</tr>
<tr>
<td>80-89%</td>
<td>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</td>
</tr>
<tr>
<td>70-79%</td>
<td>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.</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>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.</td>
</tr>
<tr>
<td>0-59%</td>
<td>Only isolated words translated correctly; little or no Indication of grammatical relationships; no translation of the passage attempted.</td>
</tr>
</tbody>
</table>

**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.