
ELEMENTARY LATIN I in Fall 2019 (LT1001)

Course Code	LT1001	Professor(s)	Jula Wildberger
Prerequisites	None	Office Number	Grenelle 106
Class Schedule	: 01:00-01:30 in G-106	Office Hours	Wed 17-18 or by appointment
Credits	4	Email	jwildberger@aup.edu
Semester	Fall 2019	Office Tel. Ext.	681

Course Description

This is a Latin course for beginners. By reading simple Latin texts and trying to write (or, if you like, speak) some Latin yourself, you learn the first grammar essentials and acquire a basic passive vocabulary of c. 1000 words. At AUP, we use Hans Oerberg's *Lingua Latina per se illustrata*, but if you need to work with a different textbook or wish to specialize on particular aspects, e.g. Medieval Latin, this is possible.

Those who do not plan to continue Latin and are interested in a taster course rather, to get a first impression of this language, can replace some of the coursework with readings on the historical background of the texts (Option: "Latin language and Roman culture") or more detailed studies of the relation between Latin and the modern languages ("Etymological Studies," as explained below).

The course is taught in tutorial style. This means that you study on your own or in a small team (if you find fellow students to form a little study group). Your work is closely monitored with weekly assignments, tests, and at least one weekly face-to-face meeting. The meetings will be held in my office, Grenelle 106, at a time we arrange in such a way that it fits your overall schedule. ***Once you have signed up for the course, please get in touch immediately (jwildberger@aup.edu) so that we can find you a suitable time slot for your appointments.***

Assessment is based on the general learning goals and individual progress: during the first three weeks student and instructor decide on your personal learning plan in which the learning goals and the steps toward it are set out. If this plan deviates from the standard course outline below, e.g. because a different textbook is used, the modifications will be set out in writing to constitute your personalized version of the syllabus. In order to guarantee that grading is fair to

everyone, certain minimum requirements must be met whatever the individual learning plan. If you fail to meet them, you may still pass the course with a good grade, but it will no longer be possible for you to achieve the highest grade A.

Your work will consist in sustained textbook study and weekly written assignments, e.g. written translations or exercises or some grammar analysis. By attending the weekly meetings well prepared and able to do what you were supposed to train during the week, you demonstrate your continuous learning progress (1/2 of grade) and increase your chances to do well in the two oral examinations during the semester (together 1/4 of grade; 15 minutes each) and in the final written exam (1/4 of grade).

Course Learning Outcomes

You will be able to understand and read fluently written Latin at the level reached in the textbook.

You will be able to use Latin actively yourself, e.g. by writing easy Latin sentences.

You will improve your language learning skills through intensive experience with explicit and self-directed learning.

You will have a passive vocabulary of c. 1000 Latin words, i.e. you will know their meaning and understand them. You will also be able to learn new words effectively and make educated guesses about their meaning since you have understood basic principles of word formation and realized the presence of Latin in English, French and (depending on your language skills) possibly other modern languages.

You will have a good grasp of the grammar covered in the textbook, i.e. you will know the tables and be able to recognize (parse) the forms (morphology), you will understand how the words function together in order to form sentences (syntax), you will understand the meanings of the forms and the syntactic constructions (semantics), and you will also be able to explain the grammar of Latin sentences -- all this up at the level you have reached in your textbook.

Talking about grammar in this explicit way will enhance your understanding of grammar and the workings of language in general. You will have revised, or learned afresh, elementary grammar terms you can apply to your own language as well, and you will practice English grammar too. Such skills will enable you to communicate effectively about linguistic features of any text in which you are interested.

You will also enhance your reading and writing skills in English (or French or any other language you know). This is so because you will increase your Latinate vocabulary and will train to pay meticulous attention to linguistic detail, expressing your observations in precise word for word translations. Continuous comparison between Latin and the other languages you know will

alert you to characteristic features and expressive means of each of them.

You will also enhance your ability to learn actively and independently in general and better understand your role as a learner: that it is you who do the learning, that learning is not done to you, and how you can take responsibility for both the content and the success of your learning. You will become acquainted with elements of ancient Roman culture and the cultural influence of ancient Rome in our time. This learning goal will be achieved through discussion of the textbook readings, study of Latin vocabulary and in particular the etymology studies.

You will have widened your historical perspective on language and reflected on the phenomenon of language change. You will have learned about the Indo-European background of Latin and will recognize the presence of Latin in English, French or any other language you know and speak, also understanding the different ways by which Latin can come into a language. This learning goal will again be achieved mostly through etymology studies and our discussions of Latin vocabulary in the readings.

Local and Global Perspectives: Students will enhance their intercultural understanding of languages, cultures, and histories of local societies and the global issues to which these relate. (CCI LO1)

Exploring and Engaging Difference: Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class. (CCI LO3)

General Education

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present. This course can be used to fulfill the -C requirement (“Comparing Worlds Past and Present: Historical and Cross-Cultural Understandings”):

- First acquaintance with elements of ancient Roman culture awareness of both alterity (e.g. that a Roman familia is not a modern family; why Roman children are called liberi = the free ones) and continuity, e.g. the architectural feature of an atrium. (Unless you take the option “Latin language and Roman culture” this learning goal will be achieved through the textbook readings and our discussion of the texts.)
- Awareness of a common inheritance, both cultural and linguistic, stemming from classical antiquity and in particular ancient Rome. This learning goal will be achieved through discussion of the textbook readings, study of Latin vocabulary and in particular the etymology studies.
- Acquisition of an even wider historical perspective on language through explanations of linguistic features that refer, e.g., to the Indo-European background of Latin or principles of language change.
- Understanding the presence of Latin in English, French or any other language you know and speak. In particular, as concerns English, understanding the different ways by which

Latin can come into a language (direct influence of ancient Rome; influence of a Romance language; Latin as the language of the bible; Latin in education and as a marker of class or expertise): this learning goal will again be achieved mostly through etymology studies and our discussions of Latin vocabulary in the readings.

Course Outline

What happens in this course and what you get out of it depends on yourself. Every student learns at a different pace, and in this course you alone determine how fast you go, not the professor or the whole class. The minimum requirements are set in such a way that a hard-working average student has a fair chance to meet them and be rewarded with a good grade. If you manage to achieve more than the minimum, care will be taken that this is not to your disadvantage in the final examination. You then have the choice either to be tested only on the minimum requirement, or to be examined on all the lessons covered and receive extra credit for writing a more difficult exam. Progress beyond the minimum can also remedy things that got wrong earlier during the semester and improve the overall grade, e.g. if you had a bad day and didn't do very well in an oral exam. (You shouldn't plan on this, however. All students tell me that the course is challenging, and it will be a rare bird that actually manages to get further even if everything goes well throughout the semester.)

Whatever option you choose, you should plan to spend c. 10 hours per week on Latin all in all. Latin is a learnable and not a very difficult language, but for most beginners it is quite a challenge. As an inflecting language, it functions in a manner very different from English and even the modern Romance languages that derive from it. This means that you must get used to new types of grammatical construction and sometimes work hard to overcome initial difficulties. Experience shows that students who took it too easy in the first half of the semester are likely to have a really difficult time in the second half.

A) TEXTBOOK WORK

Full language option (recommended for students who wish to continue with Latin): Oerberg. *Lingua Latina. I: Familia Romana*, at least up to chapter 15 (= minimum requirement; below this a student cannot obtain the Grade A); students who wish to continue with Elementary Latin II should aim at getting to chapter 17.

Week	Suggested Schedule for Option 1
1	Chapter 1 and chapter 2 (part 1)
2	Chapter 2 (part 2) and chapter 3
3	Chapter 4 and chapter 5 (part 1)
4	Chapter 5 (part 2) and chapter 6
5	7
6	8
7	9
8	10
9	11
10	12
11	13
12	14
13	15
14	revision

This is only a suggested schedule. It is based on the experience that the majority of students feel that things are getting harder with chapters 5 and 6. How you can proceed will depend very much on your language background and previous language learning experiences. Anglophone students and students with an Asian first language often need more time to understand the concept of case and how an inflecting language like Latin works; for them it might be necessary to proceed more slowly at the beginning and accelerate in the later part of the course.

Fallback option (only recommended for someone who wishes to have a one-semester taster course of Latin): “Latin Language and Roman Culture”. You study fewer chapters of the textbook you have chosen but do additional reading on the cultural background of the lessons. You are examined on these readings in addition to the Latin language assessment. The grade is calculated with 4/5 for the language part (minimum up to chapter 12) and 1/5 on the background readings.

B) VOCABULARY AND ETYMOLOGICAL STUDIES

Option 1: Gain awareness of connections between Latin and other languages through collecting c. 1000 Latin words that have English or French cognates,

- as a revision aid on the basis of the vocabulary introduced on the textbook,
- but also beyond the textbook, using etymological dictionaries or dictionaries containing information about the etymology of words.

Option 2: Awareness of systematic etymological connections between Latin and English (and/or French or another Romance or non-Romance language) by working through selected chapters in a suitable textbook, e.g.

- Dominik, William J. ed. *Words & Ideas*. Corrected 2nd ed. Wauconda, Ill.: Bolchazy-Carducci, 2006.
- Francese, Christopher. *Ancient Rome in so many words*. New York: Hippocrene Books, 2007.
- Green, Tamara M. *The Greek & Latin Roots of English*. 3rd ed. Lanham et al.: Rowman & Littlefield, 2003.
- McCann, William J., Horst G. Klein and Tilbert D. Stegmann. *EuroComRom - the seven sieves: how to read all the Romance languages right away*. Aachen: Shaker, 2002.

Fallback option (only recommended for someone who wishes to have a one-semester taster course of Latin): You do Option 2 and/or other systematic study in language history. This work is assessed and examined, counting for 1/5 of the overall grade; the minimum amount of chapters in the textbook is reduced accordingly.

HOMEWORK SUBMISSION

You will receive detailed guidelines how to work with the textbook and which exercises and readings you need to do. The oral and written examinations will be based on the textbook readings to a considerable degree. It is therefore highly recommended that you keep revising, i.e. re-reading, passages translated earlier in the semester. This will improve both your continuous progress and the results of your exams.

Another part of your studies is written homework that you will hand in every week. This is very important for monitoring your progress and recognizing the areas in which you need support. It is therefore important that the homework reaches me before the next meeting so that I can see what you need and prepare for our meeting accordingly. I can do this if I receive your homework on the afternoon before the next meeting at the latest. Photos taken with your phone and sent by email are fine. It is your responsibility to make sure that the homework actually arrives in time.

If you cannot come to a meeting, send homework all the same. In this way, you can receive at least some written feedback.

Of course, you are welcome to send parts of homework also in between, during the week to receive some immediate feedback. You can also pass by the office or contact me by email if you have questions.

Textbooks

Title	Author	Publisher	ISBN	Required
Lingua Latina: Pars I: Familia Romana	Orberg, Hans	Hackett (Imprint: Focus)	9781585104208	Yes
Lingua Latina: A Companion to Familia Romana (Second Edition)	Neumann, Jeanne Marie	Hackett (Imprint: Focus)	9781585108091	Yes

Attendance Policy

Attendance of every weekly appointment is important. Sometimes students feel bad because they did not prepare as much as they should have and then skip a meeting. This is not a good idea. There is help for you, and you should make sure you can get it.

As far as possible, you will be offered a replacement meeting in case of excused absence due to an AUP activity such as a study trip, to illness, or to another serious cause.

Please keep in mind that the weekly meetings are personal appointments between individuals. This means that you should inform the instructor as soon as possible before the meeting if you

are unable to make it to an appointment.

Occasionally, a group meeting for students in Classical Studies may be scheduled. Attendance is mandatory, but of course only if the meeting is scheduled for a time at which the student has no course clash or other long-term obligations.

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

50 % weekly coursework, as reflected in the learning progress you made during the week in question. Criteria:

- You come to meetings regularly, punctually and well prepared.

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- You can perform the tasks and have acquired the skills you should be able to do according to the checklist on your assignment sheet.
 - You have learned the new forms or tables, so that you can write out the tables and recognize such forms when they come your way. (What you need to learn will be specified exactly when you are given your assignment.)
 - You have learned the new vocabulary. (Unless a different student learning goal is set, only passive understanding is required, i.e. that you know what the word means in English when you see it.)
 - You can translate the text of the chapter(s) you have been working on fluently.
 - You understand the new grammar and can both recognize and explain examples if they are presented to you.
 - As concerns those tasks which do not consist of simple memorizing, account is taken of the fact that you are still learning the new subject matter and may not have been able to figure out everything on your own. In this case – which is perfectly normal – you will not be graded on your perfect mastery of the material but on how well you have engaged with it, i.e. that you have given a serious effort. For example, you can try to identify the problem as precisely as possible and come with detailed questions. Preparing good questions is a very important part of your homework.

When doing translations or exercises you should check your answers with the sample solutions or translations that are made available to you on Blackboard or elsewhere. However, you must observe two very important rules.

(1) If you copy something from sample solutions or translations, indicate that you have done so and do not present it as your own achievement. Failure to do so will be regarded as plagiarism and may be penalized with a FAIL GRADE FOR THE WHOLE COURSE.

(2) It is essential that your instructor sees the mistakes you have made. Do not hand in a neat and faultless copy. Your homework is not graded by counting the errors you have made. It is an exercise and not an exam, and account is taken of the fact that you are still learning the new material. It is perfectly possible to have made many errors and nevertheless get an excellent homework grade. On the contrary, hiding your errors from your teacher will endanger your overall success in this course. It is like going to a doctor because one is ill and hiding one's symptoms. The written homework is a means for your instructor to see where your problems are and how she can help you. So, please, do self-correct your homework with the help of sample solutions, but KEEP YOUR ERRORS VISIBLE. Otherwise, you can't be taught properly because your teacher thinks there is nothing to explain.

25 % Two oral examinations (one before midterm when roughly 1/3 of the work has been completed; one during the second half, after 2/3 of the course are over; c. 15 minutes each; based on what has been done in that part of the semester).

25 % Final written examination (contains tasks on the basis of the exercises and lessons covered during the whole semester).

If the grade of the final exam is consistently high in all sections and higher than the grades earned during the semester, the exam grade will count for the whole course, since the final demonstrates achievement of the learning objectives for the whole course, irrespective of what may have gone wrong earlier in the semester. In case of a difference exceeding two grade notches, a confirmation oral exam may be required before the higher grade is awarded.

Other
