



Introduction to Latin Language and Culture

COURSE GOALS

In this course, you will learn the basics of pronouncing, reading, writing, and (a bit of) speaking Latin. In the process, we will explore the Latin cultures that developed and utilized the Latin language, and the continuing influence of the language and culture of Rome.

BY THE COMPLETION OF THIS SEMESTER, YOU SHOULD BE ABLE TO:

Read and compose simple Latin sentences discussing activities in the past, present, and future—such as Haverford’s motto (“*Non Doctior Sed Meliore Doctrina Imbutus*”)

Understand and explain the historical, social, and cultural context in which the Latin language developed and flourished.

Identify and discuss Latin’s influence on the English language. Discuss the differences between Latin and English (and other languages you know), and the effects of a language’s structure on communication and art.

Interpret and respond to your environment using Latin words and phrases.

Salve! Welcome!

Course Description

This course presents an introduction to the Latin language, including vocabulary, grammar, style, and techniques for reading and translation. In the process, we will learn about Roman history, mythology, literature, religion, and more, as well as enhance your understanding of English grammar, increase your English vocabulary, and generally improve of language and communication skills.

Daily work includes translation both from Latin to English and English to Latin, as well as practice with syntax and morphology, with the goal of developing the ability to understand and appreciate Latin literature.

Whenever possible, we will learn Latin from its masters, such as Caesar, Cicero, Vergil, and Ovid. We will also explore the language of those of lesser renown that survives on the wall and tombstone, and in the political slogan, the love poem, and other examples from the daily life of a culture both strangely familiar and refreshingly exotic.

No prior knowledge of Latin expected.

COURSE INFORMATION

Location: Gest Center 101

Time: MWF 9:30–10:30 Ante Meridiam
TTR 9–10 A.M.

Instructor: Bret Mulligan

Office: Hall Building, Room 8

E-Mail: bmulligan@haverford.edu

IM: profmulligan (AOL)

Phone: x1052

Website: www.bretmulligan.com

Office Hours: M–F 10:30–11:20 &
By Appointment (happily)

TABLE OF CONTENTS

Course Website.....	ii
Texts.....	ii
Office Hours & Contacting Me....	ii
Feedback.....	ii
Course Format & Schedule.....	iii
General Principles.....	iii
Evaluation.....	iv
Participation.....	iv
Graded Coursework.....	iv
Quizzes & Exams.....	v
Late Assignments & Extensions....	v
Attendance.....	v
Academic Integrity.....	vi
Note on Policies.....	vi
Map of Roman World.....	vi

Course Information

Course Website

The course website will host updated assignments, copies of handouts and other course materials, and links to on-line resources.

The website can be accessed from the Classics Department's website and directly at:

<http://www.haverford.edu/classics/lat001/>

Alternatively, you can access the course website through **<http://www.bretmulligan.com>**. On my homepage, under the heading "Currently Teaching," you will see a link to "Elementary Latin."

Required Texts

Wheelock = R. A. LaFleur, ed., *Wheelock's Latin*, 6th edition revised, 2005 (this edition only). ISBN: 0060784237; \$29.95

Workbook = Paul T. Comeau and Richard A. LaFleur, *Workbook for Wheelock's Latin*, 3rd revised edition, 2000 (this edition only). ISBN: 0060956429; \$17.95

38 Stories = Anne H. Groton and James M. May, *Thirty-Eight Latin Stories*, 5th revised edition, 1995 (this edition only). ISBN: 0865162891; \$14.00

1 Large Binder and a package of Notecards

Optional Texts

EGSL = Norma Goldman and Ladislav Szymanski, *English Grammar for Students of Latin*, 3rd edition, 2004 (this edition only). ISBN: 0934034346; \$16.95

Office Hours & Contacting Me

Having difficulty? Interested in learning more about a topic? Confused about anything at all? My posted office hours are times I guarantee I will be in my office, but I will likely be there much, much more frequently, and whenever I am in my office I am happy to discuss any topic or concern—whether particular to the course, Classics, or the human condition. If you need assistance "after hours" feel free to email or IM me. Chances are, I'll be at my computer (such is the life of a teacher-scholar in the 21st century!) and will respond in short order.

A Note on Feedback

I am dedicated to making this class as successful and enjoyable for you as possible. Throughout the semester, I will be soliciting feedback and will do everything in my power to make sure that you are comfortable in the class, but please remember that I cannot respond to requests and comments that I have not heard. If you have any comments or suggestions for me, or if anything at all is hindering your success in the course (or *vita*), please let me know. If you would like to submit anonymous comments, feel free to leave notes in my mailbox in the office of Hall Building.

Accommodation of Learning Disabilities

Students who think they may need accommodations in this course because of the impact of a disability are encouraged to meet with me privately early in the semester. Students should also contact Rick Webb, Coordinator, Office of Disabilities Services (rwebb@haverford.edu, 610-896-1290) to verify their eligibility for reasonable accommodations as soon as possible. Early contact will help to avoid unnecessary inconvenience and delays.

Course Format

The course has five formal meetings per week. If enrollment warrants, some meetings of the whole class may be replaced by sectional meetings. I will happily host optional study and review sessions in the evening, if students are interested.

In general, we will cover the material from one chapter of Wheelock every two to three days. This is a swift but manageable pace provided that you diligently prepare assignments for the date they are due and consistently review the material. In order to target the pace of the class as accurately as possible, a syllabus for the following week will be provided every Friday.

Daily assignments and links to additional resources will be provided on the course website. Have a question about an assignment? Contact me at bmulliga@haverford.edu or Instant Message me at **profmulligan** (AOL).

General Principles

Some of you may be taking this course to fulfill a language requirement, in which case you are to be commended for making an excellent choice. What you will learn about language in general, and about English in particular, will make your two semesters of Latin very valuable. And when you see what you have accomplished after just two semesters, you may well want to stay on in Latin; from the third semester on we read the great Roman poets, orators, and historians in the language their proper language.

My only concern is to see you meet and hopefully exceed the goals you set for yourself in this course, and I will work tirelessly to provide whatever assistance and guidance you require. That said, learning a language demands your willingness to work regularly and diligently. There are many steps on the path towards mastering this material. Therefore, I give you the following mottoes; soon enough you will know the meaning of these famous phrases:

1) *Absentes erudiri non possunt*; Regular attendance is absolutely essential. If by some chance you are unprepared for a class meeting, come anyway; otherwise, you will merely fall further behind and compound your error.

2) *Ad astra per aspera*; As languages go, Latin is not all that difficult, and the similarities in vocabulary between it and English will prove quite useful in learning the language. But Latin is different from English, and many of your English-based instincts about how language works (word order, for example) cannot be relied on. You have to expect (and accept) the unfamiliar; together we will make it familiar.

3) *In memoriam*: although we will learn some spoken Latin, we will not approach Latin primarily as a conversational language (although it could be), and most of your learning of Latin focuses on reading and analysis of written texts. Consequently, it is very important to train your memory so you can keep track of verb and noun forms. The more that you memorize, the more quickly, easily, accurately, and enjoyably you can read. Developing good study habits in the beginning of the course will pay lasting and ever greater dividends as we proceed. I can help you determine what mnemonic strategies are best suited to your needs.

Assignments & Evaluation

Evaluation

In order to give you the most valuable feedback possible, evaluation in this course will be frequent and take the form of class participation, graded exercises, short quizzes, and longer cumulative exams. Typically, at least one short (~15-minute) quiz will be given every week and will cover 2 chapters' worth of material. Exams will be given after chapters 8 and 16, and near the end of the semester. Additional mini-quizzes on prepared material will be given from time to time (i.e. frequently).

Your course grade will be based on the following factors:

Daily Class Preparation 30%	Quizzes 25%
Graded Homework Exercises 30%	Exams 15%

People learn at different rates, have different proficiencies, and bring to a course varied knowledge of the material—this is part of the joys of learning in a college setting, as you benefit from the strengths of others and in turn lend your own expertise to your peers. In this course, you will never be evaluated against other members of the class. Only your own abilities and efforts will be taken into account when evaluating your work. That is to say, there will be no curve.

Class Participation

Active participation is very important to the general success of the course. The evaluation of your participation is **neither** a measure of simple attendance **nor** that you answer every question in class correctly. Learning a language is an experimental process and oftentimes the experiments of even the most dedicated and intellectually curious students go awry. This evaluation will reflect, however, regular, careful preparation of assigned material and the **consistent, enthusiastic attempt to share with your peers and engage in their learning process**. A complete rubric is available on the course website.

Graded Coursework

In keeping with the principle that practice makes perfect, exercises will be collected regularly and graded by your dutiful professor. These exercises will be due at the start of the class session as indicated on the weekly syllabus. Assignments can receive a grade of A+, A, A-, B+, B, or B-.

Any work meriting below a 'B-' is unsatisfactory and will be given a temporary mark of 0, pending the correction of the assignment. The reason for this is simple: accurate communication requires a great degree of precision, and therefore once your comprehension of the material falls below a certain level, you can no longer accurately understand what the language is trying to convey. Imagine the words in that last sentence were only "passingly" accurate: *The smurf is sample: the tongue demands a greater diploma off precisions*. Mostly accurate... but gibberish!

Opportunities to make up consistently unsatisfactory exercises will be given at my discretion.

Quizzes & Exams

All exams in a foreign language course are cumulative; consequently, when grades are averaged at the end of the semester, I am likely to take improvement into account and not just the mathematical average of your scores. In other words, even if you get off to a rocky start, there is every reason to be hopeful; you will not be permanently penalized for a slow start or a bad exam; a strong finish demonstrates that you have mastered challenging material and that will be reflected in your grade. That said, it is impossible to cram for a quiz or exam. It is through diligence that you will be successful and diligence that will be rewarded. It could be said that you know your preparation is sufficient if you do not need to alter your routine to study for a quiz or exam.

Eventually, everyone is stymied by a concept, or takes a quiz when not at the top of their game, receiving a grade that does not represent their understanding of the material. Therefore, your lowest quiz grade will not be factored into your final grade.

Because of the rapid pace of the course, make-up quizzes and exams will not be given without approval prior to the date of the quiz or exam—and then only in extraordinary circumstances.

Late Assignments

Assignments turned in after the announced deadline will be penalized one letter grade for each day or part of a day the assignment is overdue. Therefore, if an assignment is due at the start of class and the student misses class or is late to that class, the assignment will be considered one day late and the specified sanction will be applied. Once an assignment is three days late, only half-credit can be earned for the assignment. All assignments must be completed to receive credit for this course.

Extensions & Waivers

Extensions and waivers may be granted for cause at my sole discretion. *Pace* Admiral Grace Hopper (who said, "It is easier to ask for forgiveness than it is to get permission."), they must be secured before the deadline for the assignment. If factors external to this course give rise to the request, I may require written confirmation from the appropriate school official. This policy will be altered only in cases of severe personal crisis, serious medical incapacitation, or other unforeseen and unavoidable circumstances—and then at my sole discretion following the receipt of a written notice from the appropriate school official.

Attendance & Tardiness

I will strive to my utmost to make every class session a valuable (and enjoyable) learning experience, and ideally you should attend every session. But *Fortuna* is a cruel mistress, and should you miss a rare class, it will probably not severely impact your learning of Latin (and so your course grade)—provided you complete all scheduled assignments and activities.

The course moves rapidly and our meeting times are brief. Be on time; both for your own benefit and that of the other students in the class. If you are late, talk to me after class.

Academic Integrity

Having attended an Honor Code institution myself, I treat issues of academic integrity with the utmost seriousness. **Collaborative work on assignments is allowed and encouraged** provided that all work you submit under your name represents your own knowledge, not that of your partner(s). Good faith mistakes can and do happen; but willful violators of academic honesty, either by cheating on exams or plagiarizing written work will—with a heavy heart—be referred to the Honor Council for further action. A good rule of thumb: when in doubt, ask, and if you cannot ask, cite—and then ask.

A Note on Policies

All course policies are designed to promote consistent progress towards our goals and fairness to your colleagues. All policies are subordinate to one overriding interest: your effective progress towards your goals for this course. If you have been working on an exercise and need an extra day to solidify your understanding of the material, extensions and support will be forthcoming; if you hit a rough patch and need further exposure to a particular idea, help will be gladly given. Provided you act out of a commitment to the class and your goals for it, all requests will be generously received.

SALVE ATQUE BONAM FORTUNAM

(“Welcome and Good Luck!”)

