

Accelerated Latin I

Course: LAT 1130

Term: Fall 2017

Section: 3368

Credits: 5

Meeting times: MTWRF, Period 4; 10:40-11:30am

Classroom: MAT 108 (near Library West)

Instructor: Shaina Anderson

E-mail: andersonshaina87@ufl.edu

Office Hours: TBA & by appt.

Classics Department: 125 Dauer Hall

Dept. Website: <http://www.classics.ufl.edu>

Dept. Phone: 352-392-2075

Course Objectives: This is the first course of an accelerated, two-part beginning series at the University of Florida. Students will master the vocabulary, morphology, and syntax in Shelmerdine's *Introduction to Latin*, and practice in the fluid translation of Latin to English and English to Latin. Students will leave this class prepared to succeed in the second course in the series (LAT 1131). This course will contribute to: a better command of English, an easier aptitude for Latin-derived languages (e.g., "Romance" languages such as Spanish, French, or Italian). Knowledge gained from this course may also be helpful for vocabulary-building for biology exams, standardized tests (GRE, MCAT, &c.), and for advanced graduate degrees, medical school, and/or law school.

Course Description and Goals

This is the first course of an accelerated, two-part beginning series at the University of Florida. Students will concurrently (1) review Latin I & II, (2) master vocabulary, morphology, and syntax in chapters 1-16 of Shelmerdine's *Introduction to Latin*, and (3) practice in the fluid translation of Latin to English. Students will also read selections of prose and poetry in the original Latin. Students will leave this class prepared to succeed in 2000-level translation classes.

Students without a firm grasp of grammatical concepts and without solid knowledge of vocabulary will run into insurmountable problems later. For this reason it is every student's own responsibility to engage in regular reviews of all grammar and vocabulary both during and between semesters. Students who fail to do so will be likely to drop by at least one full grade per month of non-review. Example: a student with a grade of B in Latin 101 who fails to review over Christmas break is unlikely to do better than C-level work in Latin 102. Students who receive a course grade lower than C in any given semester should not proceed to the next course in the sequence since they lack the necessary level of knowledge and preparation on which work in later semesters will build.

Daily Activities

Written exercises both in class and assigned as homework will reinforce the inflectional patterns of Latin and aid in memorization. Students will have regular practice reading, analyzing structure, and translating Latin into English. Quizzes and exams will ensure that students memorize vocabulary, declensions, and conjugations, and that they understand how to put these elements together in smooth translation. We will engage in daily reading and vocabulary practice, including grammar drills.

Homework Assignments and Student Responsibilities

Since our textbook works through an intensive immersion method, your conscientious cooperation in the learning process is the prerequisite for your success. Your instructor will introduce and explain all new material and will always welcome your questions. But since classes meet for less than three hours per week, the professor expects students' steadfast commitment to learning the material required to succeed in learning the language. This commitment begins primarily with intensive and regular memorization of vocabulary and morphology: you are responsible for all material covered in class. Even without specific reminders you must spend a regular amount of time on homework. A *study period of two hours a day, including weekends and minor holidays, is the necessary minimum* for you to accomplish the essential tasks of the course.

Texts

- Shelmerdine, Susan C. *Introduction to Latin*, second edition, 2013. ISBN: 9781585103904
- Collins Latin Concise Dictionary (or any Latin dictionary – Recommended).

Recommended Materials

- Latin GEM Dictionary – an excellent pocket-sized dictionary
- English Grammar for Students of Latin* –Norma Goldman

Policies

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences. Perfect attendance is expected. Attendance is required and marked every single day. In order to stay on track and build a strong understanding of the material, you must be present for every class. Your grade and overall success greatly depend on your attendance. Only University Excused Absences are acceptable.

1. Class begins promptly. A student is counted as being late if he/she comes in five minutes after class begins (e.g., coming in after 10:45 AM counts as a late attendance; missing the first five minutes is equivalent to missing 10% of the 50-minute class.)
2. A late student receives a 1 (one) point reduction in the attendance grade for coming to class late.
3. A student is marked absent if he/she fails to attend the class and does not provide proof of excused absence. Professor must be informed that the student will not be attending prior to the class and proof of documentation must be shown to validate the absence.
4. Five unexcused absences immediately constitutes a failing grade for the course, although this is not permission to miss five classes. All absences must be documented to the professor prior to the class.

2. *Late or Make-Up Assignments*: There will be no make-up tests. You may receive a quiz make-up *only* in extraordinary circumstances and *only* if the request for the extension is (a) prompt, (b) timely, and (c) accompanied by all necessary written documentation. Medical documentation must be in the form of a doctor's note, legal document for jury duty, reserve duty, etc. For absence due to participation in an official university activity, observance of a religious holiday, performance of a military duty, or any other conflict (e.g., jury duty) as per the university policy that the student knows about in advance of the scheduled assignment, the student is required to notify the instructor of the conflict *before the assignment is due*, and if possible at the start of the semester. Requirements for class attendance and make-up exams,

assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

3. *Classroom Accommodations for Students with Disabilities*: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

4. *Evaluate your Instructor*: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are open during the last two or three weeks of the semester, and students will be given specific times when they are open.

5. *Academic Integrity*: UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

6. *Common Courtesy*: Cell phones and other electronic devices must be turned off and put away during class. The use of electronic devices (including cell phones and other such devices) during class is strictly prohibited. Please turn off such devices before class begins. Refusal to comply results in immediate dismissal from class. If you have an emergency or family issues that necessitate periodic checking, please respectfully inform the instructor prior to class or by email.

7. *Counseling Resources*: Please do not wait until the end of the semester to seek help if you are struggling with the course. On-campus resources for students include the following: *U Matter, We Care*: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student. *University Counseling Center*, 301 Peabody Hall, 392-1575, personal counseling; *Student Mental Health, Student Health Care Center*, 392-1171, personal counseling; *Sexual Assault Recovery Services (SARS), Student Health Care Center*, 392-1161, sexual counseling. *University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>.

Evaluation

This course will require turned in homework and quizzes for every chapter. The three examinations are cumulative, though with a focus on material since the last exam.

Participation grade: daily preparation for class includes: reading the chapter before class and preparing success notes, participation during class, quizzes, etc. *Pop Quizzes*: If class preparation or participation starts to wane throughout the semester, quizzes will regularly be unannounced.

Homework consists of review of material covered in class, and memorization, memorization, and more memorization. Students should be prepared to spend a regular amount of time on homework each day; two hours is a necessary minimum. *To reiterate: a minimum study period of two hours a day, including weekends and holidays, is suggested for you to accomplish the following essential tasks:*

- * Memorize all new vocabulary in a given chapter and review old vocabulary.
- * Work through and do the homework in any given chapter of our textbook and occasionally read through earlier chapters for quick review.
- * Review all new grammar and consult your textbook appendix/previous chapters for reinforcement whenever necessary.
- * Practice new morphology in connection with previously covered materials, especially in preparation for quizzes.
- * Prepare a list of questions to be asked in class if you have any problems, e. g. with translating or understanding.
- * Come to office hours to review homework, quizzes, exams, or just to discuss study habits and time management.

Grading Scale:*		Final Grade:	
A+ 96-100	C 73-77	Participation (see rubric)	10%
A 93-95	C- 70-72	Homework**	10%
A- 90-92	D+ 67-69	Quizzes	20%
B+ 87-89	D 63-66		
B 83-86	D- 60-62	Test 1	15%
B- 80-82	E 0-59	Test 2	20%
C+ 77-79		Final Exam	25%
		Total Grade	100%

**Late homework will be penalized.

*Grading policies consistent with UF policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Important Course Dates:

- Sept. 29th: Exam I, on Chapters 1-6
- Nov. 3rd: Exam II, on Chapters 7-11
- Dec. 14th: Cumulative Final Exam with emphasis on Chapters 12-16, Thursday (14C): 12:30pm-2:30pm.

Important Semester Dates:

Holidays – No class:

- September 4 – Labor day
- October 6-7 - Homecoming
- November 10 - Veterans day
- November 22-25 – Thanksgiving Break

Classes End: December 6
 Reading Days: December 7-8
 Final Exams: December 9 & December 11-15

Participation Rubric

	Excellent - 10 points	Satisfactory - 8 points	Fair - 6 points	Poor - 4 points
Preparation	<p>--I always read assigned chapter <i>before</i> class.</p> <p>--I am prepared for class with carefully completed homework/assignments.</p> <p>--My materials are well-organized.</p> <p>--I am always ready to work when prompted.</p> <p>--I arrive to class on time.</p>	<p>--I am always prepared for class with completed assignments.</p> <p>--My materials are generally organized.</p> <p>--I am usually ready to work when prompted.</p> <p>--I arrive to class on time.</p>	<p>--I usually prepared assigned work, but not as carefully as I could have or not completed.</p> <p>--My materials are somewhat disorganized.</p> <p>--I am sometimes, but not always, ready to work when prompted.</p> <p>--I am occasionally late to class.</p>	<p>--I rarely have assigned work prepared.</p> <p>--I do not have all materials, or I cannot find them because my binder is disorganized.</p> <p>--I am often not ready to work when class starts because I am distracted or disorganized.</p> <p>--I am often late to class.</p>
Participation	<p>--I always (80-100%) take a voluntary, thoughtful and active role in my own learning, challenging myself daily through participation and inquiry.</p> <p>--I consistently demonstrate a genuine desire to learn and share ideas with the class.</p> <p>--I always turn my phone off in class.</p> <p>--I come to office hours frequently to discuss homework or class.</p>	<p>--I consistently (80-60%) take an active role in my own learning.</p> <p>-- I am actively engaged in learning most of the time and typically avoid distracting others.</p> <p>--I often correct my mistakes and sometimes come to office hours when I have a question</p> <p>--I always turn my phone off in class.</p>	<p>-- I sometimes (60-40%) take an active role in my own leaning, sharing relevant ideas, and asking appropriate questions.</p> <p>--I don't pay attention and act distracted in class.</p> <p>--I am sometimes distracted by my phone/computer in class.</p>	<p>-- I rarely (40%-<20%) make an effort in class</p> <p>--I seldom share ideas or ask questions.</p> <p>--I am seldom engaged in learning and frequently distract others. (fall asleep on a regular basis, look bored/at the ceiling, etc.)</p> <p>--I check my phone in class or it rings during class; I surf the internet on the computer while in class.</p>
Quality of Participation	<p>--I am willing to answer difficult questions and expand upon my answers when prompted.</p> <p>-- My questions reflect careful evaluation of the material and are relevant to the task at hand.</p>	<p>-- I am sometimes willing to answer difficult questions and expand upon my answers when prompted.</p> <p>-- My questions typically demonstrate careful evaluation of the material and are usually relevant to the task at hand.</p>	<p>-- I usually only attempt to answer easy questions and may not expand upon my answers when prompted.</p> <p>-- My questions are sometimes related to the task at hand.</p>	<p>-- I seldom, if ever, answer questions and refuse to elaborate when prompted.</p> <p>-- My questions are often unrelated to the task at hand and reflect a lack of interest in or distaste for the material.</p>
Attitude/ Persistence	<p>--I take charge of my own learning and seek help as needed</p> <p>--I show a positive attitude in class each day</p> <p>--I ask and answer questions and do not give up, even if a task becomes difficult.</p>	<p>--I work conscientiously toward improvement and seek help when needed</p> <p>--I usually show a positive attitude</p> <p>--I ask and answer questions, requiring little encouragement to keep trying</p>	<p>--I work toward improvement and/or seek help when directed</p> <p>--I sometimes show a positive attitude, but sometimes show an indifferent attitude</p> <p>--I rarely ask or answer questions, and may need a lot of encouragement to keep trying.</p>	<p>--I demonstrate little interest in improving and rarely seek help</p> <p>--I rarely show enthusiasm for Latin</p> <p>--I do not volunteer to ask or answer questions in class</p> <p>--I give up easily and/or do not seek help when I need it</p>

Tentative Class Schedule:

Week	Date	Chapter	Topic
1	Aug. 21	Chapter 1	Introduction & Latin Verbs
2	Aug. 28	Chapter 2	Latin Cases, First and Second Declension Nouns
3	Sept. 5	Chapter 3	Genitive, Dative, & Vocative Cases
4	Sept. 11	Chapter 4	Adverbs & Ablative Case
5	Sept. 18	Chapter 5	First and Second Declension Adjectives
6	Sept. 25	Chapter 6	Imperfect Tense
7	Oct. 2	Chapter 7	Third Declension Nouns
8	Oct. 9	Chapter 8	Third and Fourth Conjugation Verbs
9	Oct. 16	Chapter 9	Future Tense & Demonstrative Pronouns
10	Oct. 23	Chapter 10	Third Declension i-Stem Nouns & Adjectives
11	Oct. 30	Chapter 11	Perfect & Pluperfect Tenses
12	Nov. 6	Chapter 12	Dependent Clauses
13	Nov. 13	Chapter 13 & 14	Relative & Reflexive Pronouns; Passive Voice (1): Present, Imperfect, Future Tenses
14	Nov. 20	FALL BREAK	
15	Nov. 27	Chapter 15 & 16	Passive Voice (2): Perfect, Pluperfect, Future Perfect; Fourth & Fifth Declension Nouns
16	Dec. 4	FINAL REVIEW	

**Due to the accelerated pace of the course, the schedule is subject to change.*