

Accelerated Latin II

Course: LAT 1131

Term: Spring 2016

Section: 1307

Credits: 5

Meeting times: MTWRF; 10:40-11:30am

Classroom: Matherly Hall, Room 6

Instructor: Shaina Anderson

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Office Hours/Location: TBA, Rolfs Bldg., Office 207

Classics Department: 125 Dauer Hall

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

Dept. Phone: 352-392-2075

This is the second 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 17-32 of Shermundine's *Introduction to Latin*, and (3) practice in the fluid translation of Latin to English. Students will leave this class prepared to succeed in 2000-level translation classes. This course will contribute to: a better command of English and 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.

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. The class will engage in daily reading and vocabulary practice, including grammar drills.

Homework Assignments and Student Responsibilities

Since the textbook works through an intensive immersion method, your conscientious cooperation in the learning process is the prerequisite for your success. The instructor will introduce and explain all new material and will always welcome questions, but can ultimately only *guide* the student's learning processes: success in the course depends on the student's own commitment to learning the material. This commitment primarily involves intensive and regular memorization of vocabulary and morphology. The student is responsible for all material in the textbook and covered

in class. Even without specific reminders the pupil 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 the student 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

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

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, 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. After three unexcused absences, the student receives a 5 (five) points reduction in the final attendance grade for each unexcused absence thereafter.
5. Five unexcused absences immediately constitutes a failing grade for the course.

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.

3. *Classroom Accommodation*: Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide to the student documentation that must be given to the Instructor when requesting accommodation.

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 during class.

The use of electronic devices (including cell phones and other such devices) during class is strictly prohibited. Please turn them off and put them away (out of sight) 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: 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.

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 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:

Homework consists of review of material covered in class, drills, 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 minor 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 reviews.
- * 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.

The Grading Scale:		Final Grade:	
A+ 96-100	C 73-77	Participation	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 not be accepted.

Important Course Dates:

February. 24th: Exam I, on Chapters 17-23

April. 6th: Exam II, on Chapters 24-29

Final Exam: Thursday, April 28, 12:30- 2:30pm, Matherly 6

Important Semester Dates:

Professor Conference: March 16-19

Holidays – No class:

January 19: Martin Luther King Day

February 28 - March 7: Spring Break

Classes End: April 22

Reading Days: April 23-24

Final Exams: April 25-May 1

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 prepare 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>

Class Schedule:

Week	Date	Chapter	Topic
1	Jan. 5	Chapter 17	Introduction & Participles
2	Jan. 11	Chapter 18	Dependent Clauses and Interrogative Pronouns
3	Jan. 18	Chapter 19	Infinitive Forms; Indirect Statement
4	Jan. 25	Chapter 20	Irregular Verbs I
5	Feb. 1	Chapter 21	Adjectives; Indefinite Pronouns
6	Feb. 8	Chapter 22	Adverbs; Deponent Verbs
7	Feb. 15	Chapter 23	Irregular Verbs II
8	Feb. 22	Chapter 24	Subjunctive – Independent Uses
9	Feb. 29	SPRING BREAK	No Class
10	Mar. 7	Chapter 25	Imperfect Subjunctive
11	Mar. 14	Chapter 26	Perfect Subjunctive
12	Mar. 21	Chapter 27	Passive Subjunctive
13	Mar. 28	Chapter 28	Subjunctive – Dependent Uses; Irregular Verbs III
14	Apr. 4	Chapter 29	Gerunds & Gerundives
15	Apr. 11	Chapter 30-31	Clauses; Impersonal Constructions
16	Apr. 18	Chapter 32	Ut Indicative Clauses