

CLAS 133b: Elementary Latin II

www.siu.edu/~dfll/classics/Johnson/Latin/

MTWF 11-1:50	David M. Johnson
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Texts

Required:

Jones & Sidwell. Reading Latin. The Text volume (ISBN 9780521286237) and Grammar volume (ISBN 9780521286220) are again required.

Optional:

Jones & Sidwell. *Independent Study Guide to Reading Latin* (a.k.a. the Answer Book) ISBN 9780521653732.

Jones & Sidwell, eds. *The World of Rome*. Cambridge. ISBN 9784201386005. [for extra credit]

Christenson, editor. *Plautus: Casina, Amphitryon, Captivi, Pseudolus*. Focus. ISBN 9781585101559. [for extra credit]

Objectives

1. **Learn to read Latin** well enough to begin to tackle moderately adapted texts. Note that *reading Latin* is distinct from *translating Latin*. We translate Latin in this class in order to show that we understand it. Translation is a means, not an end. The goal is to understand the Latin as Latin, not to transform it into English. For you lose things when you translate. The reason to study a foreign language is to avoid losing them.
2. **Learn about the Romans** by reading adapted Plautus and Cicero and thinking about key Latin terms. Language shapes culture, and vice versa. We'll pause to see what learning Latin can teach us about the Romans, and see how differences between Latin and English can help us think about our culture.
3. **Learn about how language works** by thinking through differences between Latin and English. How, for example, can English get away without many cases or word endings? How could those Romans manage to read a sentence in which the verb doesn't appear until the end? Language influences thought, and vice versa: did the Romans think differently?
4. **Improve English vocabulary** by learning Latin roots and English derivatives. We will pause on occasion to sample etymological delights like those of the *Deliciae Latinae*. Latin allows you to understand much of the history of English, and to unpack the meanings of fancy English words. Learning a foreign language helps your native one.

Of these the first is certainly the most important, but we will approach it in ways aimed at making sure we meet the others as well.

Course structure

Here's my game plan. It differs from your plan last semester (and from my plans in previous years).

1. At home

- a. **Do the assigned reading or exercise.** Your goal here is not simply to give it the old college try, but to *master the assignment*. Begin by attacking it yourself. But if something stumps you, don't get frustrated, waste too much time, or quit: make of note of it and go on. If you lose track of the plot of a reading, you may need to skip to the next step at once; otherwise, attempt to do the assignment by yourself, without peeking at the answers, for as long as possible. Answers?
- b. **Look over the answers to the assignment.** I will post answers online (or you may get yourself a copy of the *Independent Study Guide to Reading Latin*). Check what you think you know and try to figure out things you missed. Don't simply correct your translation or exercise via the answers, though: aim to understand why the Latin means what the answers say it means. If there is anything you fail to understand at home, make sure to mark it and bring your questions in class.
- c. **Study.** Don't limit your daily preparation to the assigned exercises. Review vocabulary, forms, and grammar as we go along. You'll have some time to cram before unit quizzes and exams, of course, but in language classes routine studying for short stretches is far more effective than cramming in big doses before tests.

2. In class

- a. **Ask questions about the assignment.** Here's one more chance to figure things out. I'll answer as many questions as you can come up with—so long as it's clear that you're not stalling or trying to get me to do all the work for you.
- b. **Take a brief quiz on the homework assignment.** This will often simply be a sentence or so from the reading or exercise. But I may modify the Latin text slightly to ensure that you're reading the Latin and not simply memorizing the answers. I will often ask you syntax questions (about the case of a given noun, for example). I will sometimes ask comprehension questions as well. I will provide glosses similar to those in the Running Vocabulary.
- c. **Go over the assignment in class.** I will then lead us through rough or important spots in the assignment. But we will often not cover the whole assignment again: that was what you were supposed to do the night before.
- d. **Introduce new grammar, sight-read exercises or text, etc.** With any luck, a substantial part of class will be given to doing something new: explaining the grammar, discussing vocabulary, sight-reading, etc.

Grading scheme

Daily quizzes: 25%

5-10 minute quizzes given on all class days other than those on which unit quizzes or exams are given. I will drop your lowest 5 scores, but allow no makeups, save in the case of extended sickness, family emergency, etc. which requires you to miss more than 5 classes.

Unit quizzes: 15%

10-15 minute quizzes, usually covering subunits (like 3A) of the text. Mainly translation with syntax and comprehension questions. If you have a legitimate excuse to miss class, I

will give you a makeup, but you must take the initiative to schedule a makeup within a week of the original quiz. I will include bonus questions from the *Deliciae Latinae*. I will provide some glosses for items not in the Learning Vocabulary.

Exams: 60% (two exams at 15% each, and a final at 30%)

Mainly translation with syntax and comprehension questions (as unit quizzes). I will also add an oral component, worth 5% of each exam, in which you will need to read a prepared passage and a passage at sight aloud. We'll do this in my office around the time of the exam. Bonus questions from the *Deliciae Latinae*.

Participation and attendance

I assign no separate score for participation, the better to encourage you to make mistakes in class (a willingness to make mistakes is a key factor in learning a foreign language). But in close cases I may round up grades for students whose participation is strong. Consistent engagement and productive questions are what counts most here.

I will also not take or grade attendance. But you can only do daily quizzes if you appear in class, and I will allow makeups for these only if you can document a legitimate reason that forced you to miss more than 5 classes. My 5 drops are designed to compensate for a few missed or cut classes—and to reward those who make attending class a priority.

Extra credit

Amphitryon discussion. We will schedule an optional meeting to discuss *Amphitryon* in translation. Participants can earn up to 2% extra credit.

Class reports. Students are encouraged to give oral reports on other plays by Plautus in that volume, or on chapters from *The World of Rome*. Reports should be ten minutes in length, and accompanied by handouts. I will schedule no more than one per class, and no more than two per week, so sign up early if you are interested. No student may give more than one report. Up to 2% extra credit.

Plautine skit. Foreign Language Day on April 2nd will provide another opportunity for extra credit. I would like to present a short skit (15 minutes or so) drawn from Plautus (mainly in translation). Actors will need to attend two rehearsals in addition to the performance. You won't need to memorize lines, but will need to look foolish. Up to 3% extra credit.

Some language learning pointers

1. Read Latin, not English. When we go over Latin in class, don't simply look at the English you wrote at home last night. That way all you do is correct your English—but I won't grade your English, I'll grade your ability to read the Latin. So practice reading the Latin in class. Don't scribble so much English in your text that you can't review the Latin without seeing all your helps. Remember that I don't grade participation. If you forget the meaning of a word or two when I call on you, you lose nothing—and I don't assume you haven't done your homework if you draw a blank when all you are looking at is the Latin text.

2. Learn when I call on others. Our class will be fairly large. If you only pay attention when I'm grilling you, you'll waste most of your time in class. Read the Latin again in class as we go over it. Anticipate the questions I'll ask—and ask them if I don't. And please don't just aim to work on the next sentence, in case I call on you. I'm not grading you on participation, and you'll learn more if you're reading the sentence we're going over together rather than trying to do another sentence yourself.

3. **Study backwards and forwards as well.** Ideally, you do three sorts of things before each class. You not only do what's assigned, but study backwards and forwards. You **study backwards** by reviewing what we did in the previous class, and making sure you understand any errors you made in your last assignment. Regular review like this is how you get from knowing things pretty well to knowing them cold. Don't keep making the same mistakes. You **study forwards** by reading and studying the grammar and vocabulary as we go along. It is usually best to do this as we finish up the reading and turn to going over exercises in class. Don't wait to do this until quizzes and tests, as you'll have difficulty cramming so much material so quickly.

4. **Don't just use your eyes: use your ears too.** Read things aloud: text passages, paradigms, exercises. All of us learn things orally as well as visually, and we all need all the tools we've got to master Latin. Students who don't read aloud often confuse words that look alike but sound very different: students who read aloud avoid these mistakes. The Romans could talk, and Latin literature was written to be read aloud. Some points on tests will be earned by reading aloud.

5. **Do read the *Deliciae Latinae*.** I'll regularly offer extra credit questions on quizzes and tests based on these bits. They may seem trivial, but they'll accustom you to looking for Latin behind English, something that will improve your understanding of English long after you've forgotten much of your Latin.

6. **Work, work, work.** My guess is that if you want to do as well in this class as you are capable of doing, you'll need to average **at least two hours** of preparation for every class period. Cramming doesn't work well for Latin. While you can memorize some forms the night before an exam (and probably should do such review—we all forget forms and vocabulary, several times, after we've learned them), you can no more learn how to read Latin the night before the exam than you can learn how to swim the night before the swim test.

7. **Don't panic.** That's an order. I demand a good deal from you, as I know that if I don't, other demands may tempt you to short-change Latin. But I don't expect perfection, only your best effort. Latin isn't a monstrous puzzle designed to humiliate hapless American college students in 2009. It was a living language spoken by everyday people.

Accommodation for disabilities

If you need an accommodation due to a disability, please discuss this with me as soon as possible. SIUC offers numerous helps through two campus offices, Disability Support Services (B-150 in Woody Hall) and the Achieve Program (Northwest Annex Wing C, first floor). If you have not been in touch with them but believe you may qualify, do contact them promptly.

Emergency Procedures (text from SIUC)

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT'S website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Assignments for 3A

Subsequent assignments will be announced. We'll get through the end of section 4 by the end of the semester.

Date	Assignments & quizzes	Date	Assignments & quizzes
1/12		2/2	3B Eng. to Latin a-d, p. 164 Unit quiz 3 (on 3B)
1/13	Noun review (= handout 1) Start 3A in class	2/3	3C Translate lines 97-117
1/14	Verb review 1 (= handout 2) 3A in class	2/4	3C Translate lines 118-145
1/16	Verb review 2 (= handout 3) 3A in class	2/6	3C Translate 146-171
1/19	MLK DAY	2/9	3C Exercises 1 & 3, top of p. 172
1/20	Unit quiz 1 (nouns & verbs) 3A in class	2/10	3C (study principal parts) Unit quiz 4 (principal parts)
1/21	3A Exercises 3 and 6, p. 145	2/11	3D Translate lines 181-207
1/23	3A Exercise 2, pp. 148-149 Unit quiz 2 (on 3A)	2/13	3D Translate 208-231
1/26	3B Translate lines 52-64	2/16	3D Ex. 1, p 184, and ex. 2, p. 185
1/27	3B Translate lines 70-93	2/17	3D Eng. to Latin 2, pp. 186-7
1/28	3B Exercises 2, 4, pp. 157-8	2/18	Review
1/30	3B Exercise 1, p. 162	2/20	TEST I

Academic honesty

It will be fairly hard to cheat in this class: I encourage you to work together and check published answers on homework assignments. But exams and quizzes, of course, must be your own work. Cheat there and I'll prosecute you with vigor. Go ahead, make my day.