

LATIN 2010: Intermediate Latin
Modern Languages
University of Colorado Denver
COURSE SYLLABUS

Instructor Name: Helen Vickery
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Class Meeting Days: MTThF
Class Location: Boulder High

Instructor Phone: 720-561-2289
Term: Fall 2024, Spring 2025
Class Meeting Hours: MTF:12:15PM-1:05PM
Th:1:25PM-2:35PM

I. University Course Catalog Description

Introduces advanced Latin grammar, vocabulary, syntax, and stylistics of Latin prose. Emphasis on historical, cultural, social context of authors and works.

- II. Course Overview:** This course introduces advanced grammar and demonstrates their ability to recognize, form, and correctly employ verbs in all tenses, active and passive voice, Indicative and Subjunctive moods. Grammatical structures, e.g. cum-clauses, conditional statements, indirect discourse, gerunds and gerundives will be addressed. Students will enlarge their understanding of case usage, e.g. Objective Genitive and Dative of Agent.
- III. Description:** This course introduces advanced Latin grammar, vocabulary, syntax, and stylistics of Latin prose via readings in Caesar and Cicero. Includes review of basic Latin grammar, plus introduction to Latin prose composition and Latin rhetoric. Emphasis on historical, cultural, social context of authors and works. poetry and prose, literary devices, and text analysis. Students will acquire a more sophisticated comprehension of short, unadapted passages from original authors. Students will focus on Caesar's *de bello gallico*, Cicero's *de amicitia*. In addition, students will be introduced to Roman poets, such as Vergil, Ovid, Horace, with a focus on Catullus. Latin III introduces the study of methodology for analyses of Roman culture, literature, and history.

Major Topics:

- Roman values: for example *pietas*, *gravitas*, *libertas*, *virtus*
- Political and Cultural views of Romans and non-Romans
- Leadership qualities
- War
- Influence on later literature and art

Rationale for topics:

- To apply knowledge of context (political, historical, literary and cultural) to aid in comprehension
- To give students a deeper and fuller understanding of the text itself, the context in which it was written and the influence of the text on subsequent literature.
- To understand more comprehensively the milieu in which the text was written
- To explain the relationship of literature to philosophical questions

Recommendations for student success in the course:

- Participating in class work, translations and discussions
- Preparing translations in advance
- Setting up study groups
- Reading English translations to maintain content understanding
- Being on time to class with the appropriate materials and preparation
- Completing assignments according to the due date

- IV. Course Goals and Learning Objectives** To introduce students to the prose of Caesar and Cicero and poetry of Catullus within the context of Roman culture, politics, history and literature.
- V. Course Prerequisites**
Second year grammar per the National Latin Exam. Emphasis on historical, cultural, social context of authors and works. Readings from Roman authors both in prose and poetry.
- VI. Course Credits**
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- VII. CU Succeed and CU Denver Credit**
To the student: This is a CU Denver class being taught in your high school classroom through the CU Succeed program. You have the *option* to receive CU Denver credit for taking this class. To receive credit you need to register for this class with CU Succeed on the CU Succeed Website. If you register for this class with CU Succeed the grade you earn will be recorded on an official CU Denver transcript. It will become part of your permanent academic record at any of the University of Colorado campuses, unless you drop the course with CU by the drop deadline. There may be a tuition cost associated with this course. To learn more about CU Succeed, how to register, registration and drop deadlines, tuition, and transferability of credits please go to our website. <https://clas.ucdenver.edu/cusucceed/>
- VIII. Required Texts and Materials**
Caesar: Selections from his *Commentarii De Bello Gallico*. Bolchazy-Carducci, 2012
<http://classics.mit.edu/Caesar/gallic.html>, Translated by W. A. McDevitte and W. S. Bohn
Ecce Romani III (4th Edition) Prentice Hall/Pearson; 4th edition (January 1, 2008)

Compare reading for high school vs. reading for college

The required syllabus for the course includes not only readings in Latin but also readings in English. The purpose of the English readings is to put the Latin passages in context, with their significant themes, central characters, and key ideas. The English readings also help students relate the passages studied in Latin to the overarching themes and essential questions proposed for the course.

IX. Course Schedule

Date	Topic	Required Reading	Assignments
Week 1-3	Grammar: review and new; discussion: classical hero; Greek vase paintings	excerpts from The Labors of Hercules	Visual illustration: The Labors of Hercules
Week 4-6	Introduction to Caesar and Historical Overview during the 1st century BCE.	selections from Caesar, <i>Gallic War</i> : Book 1 Chapters 1-7	PODCAST: students will create a podcast discussing the theme of Leadership: <ul style="list-style-type: none"> What personal qualities do enemy leaders exhibit? How does a leader portray the enemy?
Weeks 7-10	Quality of <i>leadership</i> as seen in the standard bearer	selections from Caesar, <i>Gallic War</i> : Book 4 selections	PODCAST: students will create a podcast discussing the theme of Leadership: <ul style="list-style-type: none"> How does a leader inspire others to follow? What was Caesar's motive in telling the story of the standard-bearer?
Weeks 11-20	Introduction to poetry as a genre, the poetry of Catullus, rhetorical devices, meter	<i>Catullus</i> , 5, 86, 87, 109, 2, 2b, 3, 8, 11, 101	Podcasts, Exams, discussions
Weeks 21-24	Themes of poetry	Selections from Horaces, <i>Odes</i>	Podcasts, Exams, discussions
Weeks 25-27	Review of specific passages; influence on subsequent writers and artists; grammar	Selected readings from syllabus	Exam
Weeks 28-31			final project: student choice

EVALUATION

X. Assignments

Daily Work:

- Participation grade will reflect attendance (see policy below), active reading of text, analysis and discussion.
- Students must demonstrate the ability to work both alone and collaboratively.
- Projects/presentations and in-class participation/translation preparation (limited use of notes and written translations).
- Write commentaries on specific passages from the readings. These commentaries will address grammatical elements and elements that contribute to the discussion of *the human experience*.

Quizzes: (vocabulary and short translation passages)

Exams: Will be taken in class. There will be translation, identification of rhetorical devices, grammatical construction and elision. (See above for exam dates.) Relate to learning objectives: read, literally translate, and analyze Latin texts.

Essays: Will be started with a class seminar and written outside of class. Relate to learning objectives: read, literally translate, and analyze Latin texts.

Rubrics will assess

- Development of an argument

2. Latin textual evidence
3. Analysis of language usages and stylistic features
4. Use of contextual knowledge
5. Inferences and conclusions

XI. Basis for Final Grade

Assessment	Points Possible	Percent of Final Grade
Daily Work (translations, discussions)	35	35%
Essays/Presentations	15	15%
Group Project/Presentations	15	15%
Quizzes	15	15%
Final Assessment	20	20%
	100	100%

Grading Scale

SCALE (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

IMPORTANT NOTE: the grade you receive in this course will be recorded on an official CU Denver transcript and will become a part of your permanent University of Colorado academic record. A grade below C could affect your admission to a CU or other campus. If you earn a grade of C- or lower and are later admitted to a CU campus, you will be on academic probation for the first semester of attendance and subject to University policies on satisfactory academic progress.

COURSE PROCEDURES

XII. Course Policies: Grades

Classroom Procedure

1. In-class translation will be a part of the daily grade. Translations should be literal, and rendered into correct English; students should be familiar with the given vocabulary and grammar; limited reference to notes should be employed. Difficulties with translations will be explicated in class.

2. Weekly quizzes covering vocabulary, scansion, translation will be given. Every three-four weeks a comprehensive exam will take the place of the quiz.
3. Two essays or discussions will be assigned every semester.

Student Responsibilities

1. Review assignments of previous day
2. Daily preparedness: vocabulary, translations, assignments
3. Familiarity with notes in the commentary
4. Asking of questions regarding vocabulary, grammar, syntax, literary analysis, context
5. Bring text, blue or black pen, notebook, paper to class every day.
6. You are required to maintain a notebook that contains both vocabulary and commentary. This notebook is in addition to the vocabulary and commentary provided.
7. Student Behavior: This course is equivalent to a college-level course and is distinguished by its academic rigor and excellence; as a result, I expect all students to conduct themselves in a responsible and mature manner, both academically and within the class environment.

XIII. Attendance Policy:

ATTENDANCE: It is expected that you will be in class every day. Daily class participation is very important and missing class will affect your grade.

1. ABSENCES:

Attendance will be taken at each class meeting.

Students in CU Succeed classes be allowed **no more than 5 absences** before being penalized for subsequent absences.

Allowed absences = Excused absences: All must have documentation: Pre-arranged, activities, illness

Religious Observances: I expect students to notify you in advance if they intend to miss class to observe a holy day of their religious faith.

Penalized absences = Unexcused absences

- It is your responsibility to find out what you missed in class: see Schoology for calendar, handouts!
- Notes can also be obtained from a classmate
- If you are absent and unexcused, you will not be allowed to make up the work / quiz / test missed and will receive a grade of zero for any in-class work / quiz / test.
- If you are absent and excused, you will be expected to take a missed quiz or test. For extenuating circumstances additional time will be given to make up the work. This needs to be discussed with me.

Late Work Policy:

Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-4 days late.

Make-ups:

- If you are absent and unexcused, you will not be allowed to make up the work / quiz / test missed and will receive a grade of zero for any in-class work / quiz / test.
- If you are absent and excused, you will be expected to take a missed quiz or test. For extenuating circumstances additional time will be given to make up the work. This needs to be discussed with me.

Rewrite/Resubmit Policy: All essays may be rewritten for a revised grade. Note that an alternate rubric will be used for the rewrite.

XIV. DISABILITY ACCESS: Include the following policy in the syllabus.

The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in Academic Building 1, #2116, Phone: 303-315-3510 , Fax: 303-315-3515. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter. Note: DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.

High School Students who have a 504 plan: I will honor Boulder High's evaluation and grant the student the recommended accommodations in the 504.

XIII. Academic Honesty:

Student Code of Conduct: Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook:
http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf

Plagiarism is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word- for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledge.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.

Multiple submissions: involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.

Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

