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# General Education Course Proposal

Proposed Course: LATIN 1A ELEMENTARY LATIN Units 3.0  
Prefix No. Title

Department: Foreign Languages and Literatures School: Arts and Humanities

**GE Category (Indicate one category only):**

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2 x; D\_\_\_; E\_\_\_  
Integration: B\_\_\_; C\_\_\_; D\_\_\_; International/Multicultural\_\_\_

Existing Course x; Revised Course\_\_\_; New Course\_\_\_

Course Included in Current GE Program x

New courses require the Undergraduate Course Proposal form in addition to this form.  
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

An introduction to the fundamentals of the Latin language, grammar, and its practical relation to Romance languages and English. Background study: Roman culture and its relevance to the modern world.

Enrollment limit per section: 25

Expected number of sections per semester - Year 1 2; Year 3 2

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

<u>Bruce Mountain</u>	<u>2-13-98</u>	<u>Kim Morin</u>	<u>4/22/98</u>
Department Chair	Date	School Curriculum Committee	Date
<u>John J. Corbett</u>	<u>4/23/98</u>	<u>Red. Ann</u>	<u>12/15/98</u>
School Dean	Date	General Education Subcommittee	Date
<u>Brandt Kehoe</u>	<u>12/22/98</u>		
Associate Provost	Date		

### C. Policies for Inclusion and Evaluation of General Education Courses

Given that Latin is so integral to English and the Romance languages, and given that Roman culture forms an important component of Western (and much non-Western) culture, the study of Latin **expands the student's intellectual horizons** by introducing them to a new culture and ideas at once **other than their own** and yet part of its roots; **fosters life-long learning** by giving them the analytic tools with which they can understand language and culture; and **prepares them for further professional study** by increasing their vocabulary and language skills, not to mention sharpening their mental skills by practice in language analysis.

1. Latin is a Liberal Studies course.
2. Latin covers **major ideas, themes, and concepts** of the Humanities through its focus on Roman poetry, philosophy, and history through the reading of Latin literature.
3. All sentences read in Latin are derived from **primary source readings**.
4. Latin has no prerequisites.
5. The course will have a 2000 word writing requirement.

#### 2. Elements common to All Sections of Course

1. **Content:** All sections will teach elementary Latin grammar and morphology, including 1) The first and second conjugations, all tenses active and passive in the indicative; 2) The third and fourth conjugations, all tenses in the active; 3) All cases, singular and plural, of the first, second, third, and fourth declensions; 4) the irregular verbs *sum* and *possum*; 5) the demonstrative, reflexive, relative, intensive, interrogative, and personal pronouns 6) numerals 7) the complementary infinitive, the genitive of the whole, the ablatives of time, agent, place from which, and separation. **In addition**, all sections will every class period will introduce and discuss various topics of Roman and Latin literature, history, philosophy, and culture, including but not limited to 1) influence of Greek literature on Latin; 2) influence of Latin literature on European literature; 3) Roman myth and its later influence; 4) Vergil and epic poetry; 5) Lucretius, didactic poetry, and Epicureanism; 6) Metaphor, symbolism and meter in poetry; 7) the history of the Roman Republic; 8) the history of the Roman Empire; 9) The Punic Wars; 10) the political ideas of the Roman Republic and Republican virtue. **N.B.:** The discussions of Roman cultural and literary topics arise directly from the grammatical topics, since **all the**

sentences the students work with are either paraphrases of or direct quotes from masterpieces of Roman poetry, epic, philosophy, or history. **For example**, in the lesson introducing the first declension and the first conjugation (Week 1 of syllabus), the students will read a sentence such as the following: *Rumor volat*, "Rumor flies." This sentence is from Vergil's *Aeneid*, Book IV, about the affair between Aeneas, founder of Rome, and Dido, founder of Rome's bitterest enemy, Carthage. When we read this sentence, we also discuss cultural/literary topics such as the relationship of Roman epic to Greek, and Vergil to Homer; the influence of Greek tragedy on the characterization of Dido; the literary image of a personified Rumor with a hundred tongues; the history of the Punic Wars between Rome and Carthage; the psychology of sexual desire and illicit sexual relations; the tradition of Roman love poetry and poets such as Catullus; the Stoic hero and Stoic philosophy; the relationship between Roman and Greek philosophy, etc.

**2. Objectives** Students will finish each section having completed the homework in Chapters 1-20 of *Wheelock's Latin Grammar*, 5 ed., and passed examinations covering those chapters; and having demonstrated through formal essays (2000 words total) an understanding of significant aspects of the Roman political, cultural, and literary heritage and its later influence on European and American cultures.

**3. Activities** Completion of exercises and translations for each chapter of the text; oral translation of Latin-English English-Latin sentences; **four** written examinations each covering five chapters; **four** essays (500 words each) on some aspect of Roman culture and literature and its influence. Essay topics will arise out of the classroom discussion topics, and must be approved in advance by the instructor. All essays will be evaluated on grammatical and mechanical correctness as well as on the clarity and development of the thesis and the coherence of the argument. Students are recommended to consult the *MLA Handbook* for information on format and style of the essay.

**4. Grading Policy** Students must average at least 60% on all work, including examinations and essays, to pass the course. No more than 5% credit for extra projects will be allowed. Class attendance and participation will earn 10% credit.

**5. Text** *Wheelock's Latin Grammar*, 5 ed., edited Richard LaFleur; other texts may be used after consultation with the faculty.

**6. Schedule** This schedule is approximate; the order and choice of topics may vary from instructor to instructor. However, each section will finish Chapter 20 of the text and will spend at least half of the contact hours on cultural topics.

Weeks 1-2: Introduction of grammatical terms; introduction to Latin civilization and literature; Chapters 1-2 of text

Weeks 3-4 Latin literature, generic terms, great Roman authors; Chapters 3-5 of text; Essay one due

Weeks 5-6 Test 1; Roman history and the West, Chapters 6-7

Weeks 7-8 The Roman Republic and Republican virtue; Chapters 8-9

Weeks 8-9 Chapters 9-10; Influence of the Roman Republic on the American founding; Essay two due

Weeks 10-11 Test 2; Chapters 11-12; Roman art and architecture

Weeks 12-13 Chapters 13-15; Roman literary themes and modern European literature; Essay 3 due

Weeks 14-15 Test 3; Chapters 16-20

Test 4 and Essay 4 due on day final is scheduled

**There are no special cost factors associated with this course**

**Syllabus**  
**Latin 1A**  
**Elementary Latin (3 Units)**

An introduction to the fundamentals of Latin language and Grammar

Dr Bruce S Thornton  
EE 218  
278-7037  
bruce\_thornton@csufresno.edu  
[hours]

**Text**

*Wheelock's Latin Grammar*, 5 ed., edited Richard LaFleur

**Requirements**

- Class attendance and participation (10%)
- Four examinations, each covering 5 chapters. (50%)
- Four essays, each 500 words, on a topic of Roman and Latin literature, culture, and history (40%). Topic must be discussed with and approved by instructor in advance. All essays will be graded on grammatical and mechanical correctness, as well as on the presentation and development of thesis and the coherence of the argument. Students should consult the *MLA Handbook* for format and style of essay.
- Extra Credit (5%)

**Grading Scale**

100-90 A  
80-89 B  
70-79 C  
60-69 D

**Course Goals**

Students will finish the semester having completed the first twenty chapters of the text, evidencing by passing performance on exams a knowledge of basic Latin grammar, morphology, vocabulary, and syntax. As well, students will have a general knowledge of selected Latin literary, philosophical, and historical ideas and works; will be able generally to relate these to subsequent European literature and culture; and will be able to state similarities to and differences with non-Western literatures and cultures.

**Course Policies**

Students are expected to attend class with their books, having read the chapter assigned and translated the sentences, which must be turned in at the start of the hour. Late work, whether exams or exercises, will not be accepted except for legitimate emergencies (sickness, death in family, child-care problems, work conflicts, accidents).

Class participation is mandatory. Everyone will be treated with respect and consideration. Talking, eating, or sleeping in class is not acceptable. Students who are having difficulty are encouraged to meet with the professor during office hours for extra help.

Cheating and Plagiarism will be dealt with according to the policies set for in the Catalogue and Schedule of Courses. Students with disabilities should communicate their needs to the instructor and the university.

## Schedule

*Weeks 1-2:* Introduction of grammatical terms; introduction to Roman civilization and Latin literature; Chapters 1-2: First and Second Conjugation, First Declension

*Weeks 3-4:* Survey of Latin literature and great authors; introduction to genres; Chapters 3-5: Second Declension, Present Indicative of *sum*, Predicate Nouns and Adjectives, Future and Imperfect of first and second conjugations; **Essay 1 due**

*Weeks 5-6:* **Test 1;** Roman History and the West; Chapters 6-7: Future and Imperfect of *sum*; present, future, and imperfect of *possum*, Complementary infinitive

*Weeks 7-8:* The Roman Republic and Republican Virtue; Chapters 8-9: Third conjugation, present, future, and imperfect.

*Weeks 8-9:* Chapters 9-10: Demonstratives, special adjectives, Fourth Conjugation and -io verbs of the third; Influence of the Roman Republic on the American founding; **Essay 2 due.**

*Weeks 10-11:* **Test 2** Chapters 11-12: Personal pronouns, demonstrative/personal pronouns, Perfect system of all verbs; Roman art and architecture

*Weeks 12-13:* **Essay 3 due;** Chapters 13-16: Reflexive and intensive pronouns, third declension, ablatives of means, accompaniment, and manner, numerals, syntax of the genitive

*Weeks 14-15* **Test 3;** Roman literary themes and European literature; Chapters 17-20: relative pronoun, first and second conjugation passives, ablative of agent, perfect passive system of all verbs, fourth declension

**Test 4 and Essay 4 due on scheduled final day.**