



## CLAS 101.001 Latin I

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MWF 2-3:15 pm  
WHI 111

### Course Description

Learning Latin is a time-honored part of a liberal arts education. Knowing Latin--even a little bit--unlocks countless doors, and not only to the civilization and culture of Ancient Rome: for centuries, Latin was the language of learning of Europe, so that, at various times, *everything important* was written in it, from the Magna Carta to Isaac Newton's groundbreaking scientific research. Learning Latin is practical too. It is an excellent way to prepare for learning more languages, especially Romance languages like Spanish and French. Learning Latin will also give you a much stronger grasp of English. Latin can also give you an inside track to understanding scientific (have you wondered why the chemical name for lead is "Pb"?), legal (know what *habeas corpus* means?), and philosophical (do you know *a priori* from *a posteriori*?) terminology. Truly, Latin is the language of languages.

Our *day-to-day routine* will consist of either introducing new chapters from *Wheelock* or practicing our newly acquired knowledge in class, often using the assigned homework as the basis of review.

### Course Goals

The goal of the two-semester sequence of first-year Latin is to be able to translate original Latin texts. This semester, in Latin I, we will cover just over half of our textbook, *Wheelock's Latin* (Chapters 1-22). In general, students of Latin I will:

- Gain experience reading aloud and translating Latin sentences and short paragraphs
- Build a vocabulary base
- Commit to memory—through both practice reading and rote memorization—grammatically significant patterns of nouns, verbs, and other important words (*paradigms*)

- Learn the fundamentals of Latin syntax

## Required Texts

### Books to be purchased:

- *Wheelock's Latin* – 7<sup>th</sup> edition (**do not** purchase older editions!)

### *Recommended for purchase:*

- Anne H Groton and James M. May, *Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin* – 5<sup>th</sup> edition

## Academic Accessibility

UNC-Asheville values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources.

Students who experience a barrier to full access to this class should let the professor know, and/or make an appointment to meet with the Office of Academic Accessibility as soon as possible. To make an appointment, call 828.232.5050; email [academicaccess@unca.edu](mailto:academicaccess@unca.edu); use this link <https://uncaoaaintake.youcanbook.me/>; or drop by the Academic Accessibility Office, room 005 in the One Stop suite (lower level of Ramsey Library). Learn more about the process of registering, and the services available through the Office of Academic Accessibility here: <https://oaa.unca.edu/>

While students may disclose disability at any point in the semester, students who receive Letters of Accommodation are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.

## Course Requirements

There are five (5) types of graded work in this course:

1. *Homework exercises: once or twice per week. Homework will be checked for completion by the professor at the beginning of class.* Answer keys for homework will be made available on Moodle after assignments are due.

Working through the homework examples will frequently factor in to the review portion of class, which means doing the homework exercises is most important part of preparing for class. In class, students should correct and annotate their homework during the review.

Grading: homework will not be graded for correctness but for *completion only*. For excused absences, students are still required to show their homework, and may do so when they return to class (or via email if they wish).

2. Vocabulary quizzes: *every other week*. Each chapter of *Wheelock* will introduce twenty or so vocabulary words that need to be memorized. Students are *strongly encouraged* to create flashcards for vocabulary (either with physical index cards—the preferred method of the professor—or with a flashcard app or program). Vocabulary can quickly pile up, so bi-weekly quizzes will be an incentive to stay on top with it as much as possible. An example of the quiz format will be given in class.

3. Paradigm quizzes: *every other week (alternating weeks with vocabulary quizzes)*. In addition to staying on top of vocabulary words, students will need to memorize, and continually practice, paradigms of nouns and verbs. This is an important dimension to the Latin language that is different from most languages students will be familiar with. Students are *strongly encouraged* to either create flashcards, as with vocabulary, or find other ways to practice new paradigms which are introduced in each chapter (e.g. by writing them out by hand and checking them against the textbook). An example of possible quiz formats will be given in class.

4. Tests: *three during the semester*. These tests will be similar to the homework and will consist mostly of translation exercises, as well as some vocabulary and paradigm questions.

5. Final exam. The final exam will be similar to the midterm tests but will be longer and will be cumulative.

The grading breakdown is as follows:

- Homework      20%
- Quizzes        15%
- Tests            45%
- Final            20%

Grading scale:

- 93-100%      A
- 90-92%        A-
- 87-89%        B+
- 83-86%        B
- 80-82%        B-
- 77-79%        C+
- 73-76%        C
- 70-72%        C-
- 61-70%        D
- 0-60%         F

## **Classroom policies**

*Attendance.* Students are expected to attend every class. More than **three unexcused absences** will begin to count against overall course grade: for four unexcused absences, your final grade will be lowered 2 percentage points; for five, 4 points; for six, 7 points; for seven 10 points; for eight, you will receive a failing grade. Please be on time to class. If you are continually late, you may start to be accounted absent. If your class schedule makes it challenging for you to be on time (i.e. if you are coming from across campus), please talk with me.

*Electronics.* The use of laptops as well as tablets and phones in class is prohibited unless you have express consent from me (for this, please see me as soon as possible at the beginning of the semester). You should bring your copy of *Wheelock's* to class as well as a notebook with your homework.

## **Academic Integrity**

As a community of scholars dedicated to learning and the pursuit of knowledge, UNC Asheville relies on the honesty and academic integrity of all the members of its community. Any act of plagiarism, cheating, or use of unauthorized materials or assistance is academic dishonesty. A person who knowingly assists another in academic dishonesty is likewise guilty of dishonesty. A student may be punished by a failing grade or a grade of zero for the assignment or test, or a failing grade in the course. The faculty member may also require that the student complete additional sanctions, such as the completion of an online course on plagiarism or resubmission of the original assignment. In all situations where a student has been disciplined for academic dishonesty, the instructor must submit a brief statement of the case to the Senior Director of Student Success with a copy to the student. The Senior Director maintains records of academic dishonesty incidents and notifies the instructor when a student is found to have multiple offenses. Depending upon the severity and/or repetition of the offense, the Senior Director and/or instructor may recommend that the Provost impose an additional penalty, such as cancellation of graduation with honors, cancellation of scholarships, or dismissal from the university. If the Provost decides that additional penalties are warranted, the student will be notified in writing. If a student feels that he or she has been unjustly accused of academic dishonesty, the student has ten (10) class days from the date of the instructor's written notification to the student to respond in writing. This response is to be sent to both the instructor and the Senior Director of Student Success. The instructor should then meet with the student to discuss the charges within five (5) class days. If needed, the student may then contact the Senior Director for assistance in identifying options for possible resolution. If needed, the Faculty Conciliator will be contacted to mediate and/or convene the Academic Appeals Board.

## **Sexual Harassment and Misconduct**

All members of the University community are expected to engage in conduct that contributes to the culture of integrity and honor upon which the University of North Carolina at Asheville is grounded. Acts of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking jeopardize the health and welfare of our campus community and the larger community as a whole and will not be tolerated. The University has established procedures for preventing and investigating allegations of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking that are compliant with Title IX federal regulations. To learn more about these procedures or to report an incident of sexual misconduct, go to [titleix.unca.edu](http://titleix.unca.edu). Students may also

report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Office.

## Academic Alerts

Faculty at UNCA are encouraged to use the university's Academic Alert system to communicate with students about their progress in courses. Academic Alerts can reflect that a student's performance is satisfactory at the time the alert is submitted, or they can indicate concerns (e.g., academic difficulty, attendance problems, or other concerns). Professors use the alert system because they are invested in student success and want to encourage open conversations about how students can improve their learning, and students who respond to alerts quickly are consistently more likely to earn credit for the course. Please note, professors of 100-level courses are required to submit at least one alert about each student on or before the seventh week of classes.

When a faculty member submits an alert that expresses a concern, the student receives an email from Academic Advising notifying them of the alert and subsequent registration hold on their account. To clear the hold, the student must complete a short Google Response Form included in the alert e-mail; the results will be shared with their instructor and advising staff. Instructors may also request to meet with the student to discuss the alert.

Questions about the Academic Alert system can be directed to Anne Marie Roberts ([amrober1@unca.edu](mailto:amrober1@unca.edu)) in OneStop Advising and Learning Support.

## Best Practices

- Spend 1-2 hours a day on Latin.
- Make flashcards!
- When a new chapter is going to be introduced in the next class, try to read through it and familiarize yourself with it, and anticipate parts that will be more difficult for you.
- You should annotate your textbook at will, but I strongly advise that you *do not annotate the practice sentences in the exercises*, either with hints about vocabulary, grammar, or syntax, or even with entire translations. You should make annotations like this in your homework assignments. By leaving the exercises in the textbook unmarked, you will be better able to test yourself by reading through the exercises and practicing translating them.
- In addition to reviewing your corrected homework assignments, a great way to study would be to try the "Self-Tutorial Exercises" at the back of the textbook, which are followed by an answer key.

## Course Schedule

### Week 1:

Monday, 8/20.

In class: What is Latin, navigating *Wheelock's Latin*

In class: introducing Caput I.

*Wednesday, 8/22.*

*Homework due:* Caput I  
In class: review of Caput I

*Friday, 8/24.*

In class: **Vocabulary quiz (covering lesson I)**  
In class: introducing Caput II

Week 2:

*Monday, 8/27.*

*Homework due:* Caput II  
In class: review of Caput II

*Wednesday, 8/29.*

In class: introducing Caput III.

*Friday, 8/31.*

*Homework due:* Caput III  
In class: **Conjugation/inflection quiz (Capita I-III)**  
In class: introducing Caput IV

Week 3:

*Monday, 9/3.*

No class: Labor Day.

*Wednesday, 9/5*

*Homework due:* Lesson IV  
In class: review of Lesson IV

*Friday, 9/7.*

In class: **Vocabulary quiz (Capita II-IV).**  
In class: introducing Lesson V

Week 4:

*Monday, 9/10.*

*Homework due:* Lesson V  
In class: reviewing Lesson V

*Wednesday, 9/12.*

In class: introducing Lesson VI  
In class: culture presentation

*Friday, 9/14.*

*Homework due:* Lesson VI  
In class: **Conjugation/inflection quiz (Capita IV-VI)**  
In class: reviewing Lesson VI

Week 5:

*Monday, 9/17.*

In class: **Test on Capita I-VI**

In class: introducing Lesson VII

*Wednesday, 9/19.*

*Homework due:* Lesson VII  
In class: reviewing Lesson VII

*Friday, 9/21.*

In class: **Vocabulary quiz (lessons V-VII).**  
In class: introducing Lesson VIII

Week 6:

*Monday, 9/24.*

*Homework due:* Lesson VIII  
In class: reviewing Lesson VIII

*Wednesday, 9/26.*

In class: introducing Lesson IX  
In class: culture presentation

*Friday, 9/28.*

*Homework due:* Lesson IX  
In class: **Conjugation/inflection quiz (Capita VII-IX)**  
In class: reviewing Lesson IX

Week 7:

*Monday, 10/1.*

In class: introducing Lesson X

*Wednesday, 10/3.*

*Homework due:* Lesson X  
In class: reviewing Lesson X

*Friday, 10/5.*

In class: **Vocabulary quiz (lessons VIII-X).**  
In class: introducing Lesson XI

Week 8:

*Monday, 10/8.*

No class: Fall Break.

*Wednesday, 10/10.*

*Homework due:* Lesson XII  
In class: reviewing Lesson XII

*Friday, 10/12.*

In class: **Test on Capita I-XII**  
In class: introducing Lesson XIII

Week 9:

*Monday, 10/15.*

*Homework due:* Lesson XIII  
In class: reviewing Lesson XIII

*Wednesday, 10/17.* In class: introducing Lesson XIV  
In class: culture presentation

*Friday, 10/19.* *Homework due:* Lesson XIV  
In class: **Vocabulary quiz (lessons XII-XIV).**  
In class: reviewing Lesson XIV

Week 10:

*Monday, 10/22.* In class: introducing Lesson XV

*Wednesday, 10/24.* *Homework due:* Lesson XV  
In class: reviewing Lesson XV

*Friday, 10/26.* In class: **Conjugation/inflection quiz (Capita XIII-XV)**  
In class: introducing Lesson XVI.

Week 11:

*Monday, 10/29.* *Homework due:* Caput XVI  
In class: reviewing Caput XVI

*Wednesday, 10/31.* In class: introducing Caput XVII  
In class: culture presentation

*Friday, 11/2.* In class: **Vocabulary quiz (lessons XV-XVII)**  
*Homework due:* Caput XVII  
In class: reviewing Caput XVII

Week 12:

*Monday, 11/5.* In class: introducing Caput XVIII

*Wednesday, 11/7.* *Homework due:* Caput XVIII  
In class: reviewing Caput XVIII

*Friday, 11/9.* In class: **Conjugation/inflection quiz (Capita XVI-XVIII)**  
In class: introducing Caput XIX

Week 13:

*Monday, 11/12.* *Homework due:* Caput XIX  
In class: reviewing Caput XIX



*Wednesday, 11/14.* In class: introducing Caput XX

*Friday, 11/16.* *Homework due:* Caput XX  
In class: reviewing Caput XX

Week 14:

*Monday, 11/19.* In class: **Test on Capita XIII-XX**  
In class: introducing Caput XXI

*Wednesday, 11/21.* No class: Thanksgiving Holiday

*Friday, 11/23.* No class: Thanksgiving Holiday.

Week 15:

*Monday, 11/26.* *Homework due:* Caput XXI  
In class: reviewing Caput XXI

*Wednesday, 11/28.* In class: introducing Caput XXII  
In class: culture presentation

*Friday, 11/30.* **Vocabulary quiz (lessons XXI-XXII)**  
*Homework due:* Caput XXII  
In class: reviewing Caput XXII

Week 16: Wrap Up

*Monday, 12/3.* Final review

Final Exam: