

THE INDIANA ACADEMY FOR SCIENCE, MATHEMATICS, and the HUMANITIES

LATIN 2B Spring Semester 2020 Syllabus

Instructor: Mr. Evan Ward

Room: BU 116

Meeting Times: MWRF 10-10:55

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Office Hours

M – 1-3pm

T – 8-10am

W – 1-3pm

R – 1-3pm

F – 1-3pm

Resources: *Wheelock's Latin*, 7th ed.

Workbook for Wheelock's Latin, 3rd ed. revised

Groton and May, *38 Latin Stories*, Bolchazy-Carducci

A variety of authentic resources from the Internet, literature, film, and music may also be used.

Course Description: Latin 2B is a continuation of Latin 2A. In addition to reviewing material and concepts from Latin 2A, we will focus on learning the rest of the Latin verb system with focus on subjunctives and their uses. We will also read as much adapted and authentic Latin as possible. The course, in addition to class meetings, includes regular grammar instruction, practice, and drills alongside the reading of simple Latin texts. Assessments consist of regular (almost daily) short questions and tasks punctuated by two exams and a final project, the design of which rewards students who systematically and consistently study from the beginning. Learning a new language is like learning to play a musical instrument or playing a sport – the key is practice, practice, practice. Fitting in a little practice and study time each day will, over time, result in mastery. **You cannot 'cram' and be good at Latin.** While spoken and conversational Latin will not be the focus of the course, students will participate in simple conversational Latin. Latin's historical and cultural contexts will also be discussed.

This is a **dual credit class**, which means that it is aligned with BSU's Latin curriculum and you will register for and receive Ball State credit for this course. Our Latin courses are aligned 1:1, which means that LAT 1A/1B and LAT 2A/2B correspond to Ball State's first and second year Latin courses. As such, this is a college-level course taught at a correspondingly high level.

Course Objectives:

1. Demonstration of reading proficiency with a range of foundational vocabulary and basic grammatical structures.
2. Demonstration of written proficiency composing in Latin using course grammar and vocabulary.
3. Comprehension of simple oral questions in Latin along with the ability to respond appropriately in Latin.
4. Understanding of basic elements of the ancient Greco-Roman world and Roman culture.

Nescire autem quid antequam natus sis acciderit, id est semper esse puerum. – Cicero

(Moreover, to be ignorant of what happened before you were born is always to remain a child.)

Grading Scale

90-100%	A
88-89%	B+
83-87%	B
80-82%	B-
78-79%	C+
73-77%	C
70-72%	C-
69% or Below	D

Your Final Grade

Homework – 20%
Assessments – 70%
Project – 10%

Explanation of Final Grade Categories:

Homework – expected to be completed before class and due at the beginning of every class; I will regularly check homework assignments for completion, as we will spend class time working through problems and going over texts; there are more exercises in the textbook and workbook than we will have time to get through; you should plan on doing ALL exercises in both books, even if we don't go over all of them in class. Here are some guidelines:

Homework guidelines:

- 1) complete all assigned WORKBOOK exercises on a separate sheet of paper (workbooks must be turned back in clean and not written in)
- 2) complete all TEXTBOOK exercises (even if unassigned)
- 3) come to class prepared to translate/dissect sentences AT SIGHT (i.e. even though you will have written out answers, I will ask you to translate at sight and answer on-the-spot questions about words/forms)
- 4) anytime you have difficulty or get stuck or don't understand why something is as it is – NOTE this and come to class or **office hours**

Assessments – there will be 2 exams (see schedule below for dates); each week there will be anywhere from 2-4 short assessments (consisting of 1-2 questions or 1 task), each of which will be categorized as VOCABULARY, MORPHOLOGY, SYNTAX, and TRANSLATION; over time the frequent and repeated nature of these assessments will serve as a way for you to figure out what areas you are strong in, what areas need more attention, and how best to target your studying; the expectation each day should be that there will probably be a short assessment of some kind based on the work you are expected to have done up to that point; **low scores on short assessments may be made-up by doing extra work (textbook sentences and workbook exercises not assigned)**

Project – everyone will participate in a reading and translation project at the end of the semester; each person will read and translate an authentic Latin text and present both the author and the text to the class

National Exam Opportunities

Students may optionally choose to take the Classical Literacy Exam in the Spring, which will require study outside of class on one's own of terminology and concepts pertinent to the ancient world. Syllabi and study

materials may be found online, which offer distinctions you may want to add to your college application dossier. This exam must be taken outside of class and pre-arranged with your instructor.

The one required exam will be the National Latin Exam in the Spring. Latin 100-level students will take the Level 1 exam and Latin 200-level students will take the Level 3 exam. While various awards and distinctions may be gained at either level, taking the Level 3 exam will allow you to compete for a national scholarship. More information, syllabi, and study materials may be found online. This test will be offered during class and everyone will take it. If interested study groups may be arranged, as classes will not be directly aligned with or taught to these exams.

Attendance Policy:

You are expected to attend all classes. You will be considered tardy if you arrive after the beginning of class. If you are ten minutes late or more, you will be considered absent but are invited to attend the class session anyway in order not to fall behind. Sleeping during class and improper technology use may result in unexcused absences.

Use of Technology:

We will use technology and online resources quite often, so you should bring your laptop/tablet/smartphone to class. However, this technology is only to be used during appropriate times, meaning only when you have been explicitly and verbally directed to use it by your instructor.

Make-Up Work:

It is your responsibility to find out what announcements and assignments have been missed after an absence. **Whether excused or unexcused, you may not use an absence as a reason for being unprepared or failing to turn in work.** It is your responsibility to check in with me, your classmates, and Canvas to learn what you missed and what to prepare for next class. If your absence is excused, you must notify me in advance and provide documentation. If an emergency arises, notify me as soon as possible and supply appropriate documentation so that we can arrange a make-up assessment or credit for late-work. **Make-up quizzes and tests will be given during office hours ONLY. All work missed due to an unexcused absence will result in a zero grade. No exceptions.**

Late Work:

I do not accept late work for any reason with the exception of missing class for an excused absence. (See above)

Accommodations for Disabilities and Special Needs:

If any disability requires course adaptations or accommodations, if emergency medical information needs to be shared with me, or if any special arrangements must be made in order to evacuate the building, please advise me at your earliest convenience.

Academic Integrity:

Honesty, trust, and personal responsibility are fundamental attributes of the Indiana Academy community. Because language should be communicative, students are encouraged to collaborate in their studying. You may make judicious use of advice from tutors and peers. However, this does not mean copying someone else's work or letting someone copy your work. It means working with a partner to gain a better understanding of the

material, drill conjugations/declensions and vocabulary, read the literature together, etc. All work that you turn in – *in class or otherwise* – must be your own and completed without **any** kind of outside assistance. If you have questions about what constitutes “your own” work, please see me. **Plagiarism will not be tolerated. Academic dishonesty will result in a grade of zero for the assignment and other penalties outlined in the Student Handbook.**

Mask and Social Distancing Policy:

Requirement - The Indiana Academy will follow Ball State University’s mask policy. Effective July 1, 2020, all people on campus—including faculty, staff, students, vendors, contractors, suppliers, and visitors—should wear face masks (covering nose and mouth) while inside campus buildings. Face masks are specifically required in the following situations:

- i. When in the presence of others (indoors or outdoors) and physical distancing is difficult to maintain, such as in hallways, elevators, stairs, public spaces, and common areas;
- ii. When in a classroom or laboratory;
- iii. When using campus transportation (such as a shuttle bus);
- iv. When multiple individuals are in a University vehicle.

Students, faculty, and staff are encouraged to bring their own mask. Masks will be provided to anyone who is unable to bring a mask or their mask is damaged.

Non-compliance - If a student declines to wear a face mask as required, the student will be referred to the Director of Academic Affairs or the Director of Residential Affairs. If the situation occurs in a classroom or other academic setting, it is considered a classroom management issue, and the teacher will remind the student of the requirement and give the student a chance to comply with it prior to referring the matter to the Director of Academic Affairs or the Director of Residential Affairs. Wearing masks is crucial to preventing the spread of COVID-19 to others.

Social Distancing - Social distancing must be maintained at all times during any face-to-face meetings in order to provide for a maximally safe environment at this time. Students are expected to adhere to social distancing guidelines (at least 6 feet between individuals) during all face-to-face class meetings. Your instructor may arrange meetings outside or in alternative locations in order to facilitate social distancing and minimize the potential spread of COVID-19 as much as possible.

Tentative Course Schedule

Week 1 (Jan. 4-8) – Chapter 30 (Perfect & Pluperfect Subjunctive; Indirect Questions; Sequence of Tenses); “Pliny Writes to His Friends”

Week 2 (Jan. 11-15) – Chapter 31 intro (*Cum* Clauses; *Ferō*); “Lucretia: Paragon of Virtue”

Week 3 (*Jan. 19-22) – NO CLASS MON; Chapter 31 cont’d (*Cum* Clauses; *Ferō*);

Week 4 (Jan. 25-29) – Chapter 32 intro (Comparison of Adverbs; *Volō*, *Nōlō*, *Mālō*; Proviso Clauses); “Vergil Praises the Rustic Life”

Week 5 (*Feb. 3-5) – Chapter 32 cont’d

Week 6 (Feb. 8-12) – Chapter 33 (Conditions); “The Helvetians Parley with Caesar”

Week 7 (Feb. 15-19) – Chapter 34 (Deponent Verbs); “Sallust’s View of Human Nature”

Week 8 (Feb. 22-26) – Review chapters 30-34; **Exam 1 Thurs 2/27; NLE Exam Fri 2/28**

Week 9 (Mar. 1-5) – Chapter 35 (Dative uses); “A Conversation from Roman Comedy”

SPRING BREAK (Mar. 6-13)

Week 10 (Mar. 15-19) – Chapter 36 (Jussive Noun Clauses; *Fīō*); “A Crisis in Roman Education”

Week 11 (Mar. 22-26) – Chapter 37 (*Eō*, Place & Time Constructions); “Horace Meets a Boorish Fellow”

Week 12 (Mar. 29 – Apr. 2) – Chapter 38 (Relative Clauses of Characteristic; Dative of Reference; Supines); “Cicero Speaks about the Nature of the Soul”; **Project Information and Sign-Ups**

Week 13 (*Apr. 6-9) – Chapter 39 (Gerund & Gerundive); “Cicero Evaluates Two Famous Roman Orators”

Week 14 (Apr. 12-16) –Chapter 39 cont’d; Review; **Exam 2 Fri. 4/2**

Week 15 (Apr. 19 – 23) – Chapter 40 (Direct Questions; Fear Clauses); **Project Work**

Week 16 (Apr. 26 - 30) – **Review + Projects**

Week 17 (Apr. 3-14) – **Project Presentations**

Diversity and Inclusion Policy

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>.