

### Goals

Comprehension of ancient texts through the ability to translate and understand the social context that produced those texts.

An appreciation for the following questions:

- What different functions does language perform? Which are most relevant in creating and communicating knowledge?
- In what ways does written language differ from spoken language in its relationship to knowledge?
- What is lost in translation from one language to another? Why?
- In most of the statements heard, spoken, read or written, facts are blended with values. How can an examination of language distinguish the subjective and ideological biases as well as values that statements may contain?
- What is the importance of rhetorical terms in analyzing texts and their possible meanings?

### Beliefs

We approach the study of Latin according to the following beliefs:

- Accurate translation of Latin is not the only goal of the study of Latin.
- Roman Civilization had some things in common with our own, but was different in many important ways.
- The study of Roman Culture helps us understand later Western Civilization and our own culture better.
- There is more than one acceptable way to interpret an ancient text.

### Objectives

Students will strive to:

- increase their Latin vocabulary and grasp of grammatical constructions
- expand their knowledge of Roman history and culture (e.g. history, art, mythology)
- improve their ability to comprehend and translate Latin texts
- become especially comfortable with translating the verses of the poet Ovid
- translate and comprehend the poetry of Catullus and Horace
- become competent at interpreting and commenting on the poetry of Catullus and Horace

### Strategies and Resources

In class, we vary our approaches to the Latin language and texts to include close analysis of Latin forms and syntax, comprehensive interpretation of ancient texts and more creative responses to these texts. Careful memorization of vocabulary and syntactical constructions is not the main goal of the course, but it is a necessary means to reach the objectives stated above.

Students will generally succeed better if they:

- use more than one sense when learning new material (e.g. reading aloud combines sight and sound).
- spend a good deal of time in reviewing core concepts and vocabulary.
- work consistently on their homework and budget their time on longer projects.

Some resources of benefit to students:

Garrison, D.H., *The Student's Catullus*, 3<sup>rd</sup> edition, Univ. of Oklahoma Press, Norman, 2000.

Jestin, C.A. and Katz, P. B., *Ovid: Amores and Metamorphoses: Selections*, 2<sup>nd</sup> edition, Bolchazy-Carducci, Wauconda, IL 2007.

LaFleur, Richard, *Love and Transformation: An Ovid Reader*, 2<sup>nd</sup> edition, Longman, Glenview, IL, 1999.

Links to helpful internet sites will appear at the instructor's website: [www.quia.com/profiles/ralbis](http://www.quia.com/profiles/ralbis)

### **Assessment**

Student performance will be assessed in a variety of ways, from small vocabulary quizzes to longer texts involving translation and interpretation of Latin texts.

Possible Types of Assessments:

- Vocabulary and short translation quizzes (a few a week)
- Tests covering translation and comprehension of ancient texts (about every other week)
- Occasional research projects, sometimes involving an oral report
- Occasional essays

All assessments will be assigned a point value appropriate to the assignment, e.g. from 10 points for a very short quiz or homework assignment up to 100 points for a major test. At the end of the marking period, the total number of points you earned will be divided by the total number of points allotted to all the assignments.

Daily homework assignments are usually graded on effort; if I feel that you have expended a reasonable amount of effort to complete it, you will receive full credit regardless of errors. Always do your homework! Homework is due at the start of class. Longer homework assignments (e.g. research projects) will be graded on effort **and** quality.

Class participation affects your grade. While I will not lower your grade if you are quiet in class, I will reward you for active and valuable participation in class by boosting your average at the end of a marking period. Volunteer in class!

### **Expectations:**

- Always show respect for the opinions of other students and for the students themselves.
- Always show respect for the other students and teacher by being punctual, prepared, and attentive and cooperative in class.
- **Always come to class with (1) a 3-ring binder devoted to this class (2) paper (3) pens, pencils and (4) any textbook that we are using at the time.**
- Always feel confident to contribute to class without fear of making a mistake. An incorrect answer is usually more instructive for your fellow students than a correct one!
- Always complete work on your own, without the aid of published translations, etc., unless instructed otherwise.
- Be pro-active in seeking me out for extra help if you feel that you are not understanding the material.

**I will be available every Monday after school in 105. (The day may change later in the year.) I will often also be available for extra help in 207A before school after school, or during lunch.**