

Term Information

Effective Term Spring 2024
[Previous Value](#) Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

To change the credit hours to 4.

What is the rationale for the proposed change(s)?

The faculty have determined that four credit hours are appropriate for this course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

| | |
|--------------------------------------|---|
| Course Bulletin Listing/Subject Area | Latin |
| Fiscal Unit/Academic Org | Classics - D0509 |
| College/Academic Group | Arts and Sciences |
| Level/Career | Undergraduate |
| Course Number/Catalog | 1101.01 |
| Course Title | Elementary Latin I |
| Transcript Abbreviation | Elementary Latin 1 |
| Course Description | Elementary level introduction to the Latin language; the course begins the study of grammar and vocabulary. Not open to students with 3 or more years of high school study in this language, except by permission of department. |
| Previous Value | <i>Elementary level introduction to the Latin language; the course begins the study of grammar and vocabulary. This course is a conversion of the entirety of 101.01 and the first half of 102.01. Not open to students with 3 or more years of high school study in this language, except by permission of department.</i> |
| Semester Credit Hours/Units | Fixed: 4 |
| Previous Value | <i>Fixed: 5</i> |

Offering Information

| | |
|--|--------------------------------|
| Length Of Course | 14 Week, 12 Week |
| Flexibly Scheduled Course | Never |
| Does any section of this course have a distance education component? | No |
| Grading Basis | Letter Grade |
| Repeatable | No |
| Course Components | Seminar |
| Grade Roster Component | Seminar |
| Credit Available by Exam | Yes |
| Exam Type | EM Tests via Office of Testing |
| Admission Condition Course | Yes |
| Admission Condition | Foreign Language - Level |

| | |
|---------------------------|--|
| Off Campus | Never |
| Campus of Offering | Columbus, Lima, Mansfield, Marion, Newark, Wooster |

Prerequisites and Exclusions

| | |
|-----------------------------------|----|
| Prerequisites/Corequisites | |
| Exclusions | |
| Electronically Enforced | No |

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|-------------------------|-------------------------------------|
| Subject/CIP Code | 16.1203 |
| Subsidy Level | General Studies Course |
| Intended Rank | Freshman, Sophomore, Junior, Senior |

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Foreign Language; World Languages

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- This course introduces students to the grammar, syntax, and vocabulary of the Latin language, in addition to familiarizing students with ancient Roman culture and society.

Previous Value

Content Topic List

- Latin grammar and syntax
- Latin pronunciation
- Basic word order
- Present indicative active verbs
- Noun cases
- Noun declensions
- Imperative verbs
- Present infinitive active verbs
- Future indicative active verbs
- Latin morphology
- Roman numerals
- Adjective declensions

Sought Concurrence

No

Previous Value

Attachments

- Latin 1101.docx: new syllabus
(Syllabus. Owner: Jama, Khalid M)
- Lat 1101 AU21.pdf: current (old) syllabus
(Syllabus. Owner: Jama, Khalid M)
- Rationale for LATIN 1101, LATIN 1102, GREEK 1101, GREEK 1102.docx: rationale
(Other Supporting Documentation. Owner: Jama, Khalid M)
- Language chairs vote on Classics proposal.pdf: Approval from CLLC
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)
- Latin 1101 - revised.docx: Updated Syllabus
(Syllabus. Owner: Walton, Rachel Kathryn)

Comments

- Contingencies addressed in revised syllabus *(by Walton, Rachel Kathryn on 11/06/2023 03:57 PM)*
- Please see Subcommittee feedback email sent 11/3/23. *(by Neff, Jennifer on 11/03/2023 04:24 PM)*
- Please see email to A Ross (cc R Walton) about need for concurrences through CLLC. *(by Vankeerbergen, Bernadette Chantal on 08/02/2023 10:08 AM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Jama, Khalid M | 03/17/2023 12:34 PM | Submitted for Approval |
| Approved | Fullerton, Mark David | 03/17/2023 04:14 PM | Unit Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 03/20/2023 12:22 PM | College Approval |
| Submitted | Jama, Khalid M | 04/05/2023 12:48 AM | Submitted for Approval |
| Approved | Fullerton, Mark David | 04/05/2023 03:56 PM | Unit Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 08/02/2023 10:08 AM | College Approval |
| Submitted | Walton, Rachel Kathryn | 09/19/2023 09:39 AM | Submitted for Approval |
| Approved | Fullerton, Mark David | 09/19/2023 11:15 AM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 10/16/2023 05:16 PM | College Approval |
| Revision Requested | Neff, Jennifer | 11/03/2023 04:24 PM | ASCCAO Approval |
| Submitted | Walton, Rachel Kathryn | 11/06/2023 03:57 PM | Submitted for Approval |
| Approved | Fullerton, Mark David | 11/09/2023 01:26 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 11/09/2023 03:06 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 11/09/2023 03:06 PM | ASCCAO Approval |

LATIN 1101.01 - Elementary Latin I
Autumn 2023
T,W,Th,F 3pm-3.55pm

Instructor

Professor Alan Ross
414G University Hall
Department of Classics
Ross.2005@osu.edu

Format of instruction: In-Person Seminar

Contact Hours per week: 4 credit hours

Office hours: Monday 1pm-3pm

Course Description and Goals

This course introduces students to the grammar, syntax, and vocabulary of the Latin language, in addition to familiarizing students with ancient Roman culture and society. This course covers the first half of Wheelock's Latin textbook. By the end of this course, students will have a strong command of basic Latin vocabulary, be able to identify and explain basic grammatical concepts, recognize Latin morphology, translate Latin sentences into idiomatic English, and read and understand short, authentic Latin passages.

Latin 1101 is the first of three courses that together fulfil the GEL Foreign Language and the GE Foundations World Languages proficiency, the other two courses are Latin 1102 and Latin 1103. You will complete the textbook in 1102, and revise grammar and read a series of Latin authors in 1103.

This class is approved as a part of the GEL Foreign Language category. For students on the GEN, this course is approved as a part of the college requirements for World Language.

Goals:

Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

This class fulfills **GE Foundations World Languages**.

Goals:

1. Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.

2. Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Achieve interpersonal communication by initiating and sustaining meaningful spoken and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.
- 1.2. Achieve interpretive listening/viewing and/or reading by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.
- 1.3. Achieve presentational speaking/signing and/or writing by delivery live, recorded, and/or written presentations in a language other than their first language for varied purposes using information, ideas, and viewpoints on a variety of topics.
- 2.1. Demonstrate familiarity with the products, practices, and perspectives (the 3 Ps) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3 Ps across cultures and individuals.
- 2.2. Identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

GOALS AND ELOS:

Students in this course will fulfill the Goals and ELOs for the GE Foreign Language and GE World Languages through the readings and class discussion focusing on language, grammar, and reading of texts. Students will engage with original texts in order to gain control of Latin phonology, morphology, syntax, and semantics. Students will accrue an extensive vocabulary in the Latin language through exercises and readings in order to translate Latin into English.

Textbook

Wheelock, Frederick and Richard LaFleur 2011. *Wheelock's Latin, 7th Edition*. Collins. ISBN 9780061997228.

Assessment

20 quizzes (2% each; 40% in total)

1 midterm (30%)

1 final (30%)

Participation & Attendance: By enrolling in Latin 1101, you commit to attending and participating in all classroom and homework activities. Attendance will be taken every day during class. You are allowed five unexcused absences. Each absence beyond five will result in a half-step lowering of your participation grade. If unexpected circumstances require an

extended period of absence, contact the instructor as soon as possible so accommodations can be made. Active participation in class activities is required: consistent low participation will lower your grade; consistent active participation will raise your grade (should there be an excess of five absences).

Homework: Homework will be assigned twice per week; this includes both workbook exercises and short translations from original or adapted Latin texts. All assignments will be reviewed at the start of class, after which a hard copy must be submitted. It is essential that each student make time to study new grammar and vocabulary on top of homework assignments. All homework will be graded pass/fail, although it will not form part of your formal grade. Assignments will pass if the student has completed all the work with only minor errors. Assignments will fail if the student has not completed the work, or the assignment has egregious vocabulary or grammatical errors. If you must miss class, that homework will be collected the following class.

An excused absence is required for a homework extension

Quizzes: In general, there will be two quizzes per week: one on new vocabulary and one on new grammar concepts. This means there will be a quiz almost every other day, but each will only be around 5 minutes long. There will be **24 quizzes** and the **four lowest** quiz grades will be dropped. If you must miss class on a day with a scheduled quiz, you must schedule a make-up within 3 class days of the original quiz date. This is a fast-paced course with a lot of quizzes, and assessments must be timely.

Midterm & Final: These exams are cumulative and will include all the vocabulary and grammar learned up to that point. There will be at least one full day of review before each exam. They will comprise a mixture of grammatical questions and translation from Latin to English.

Midterm: Monday 10/11

Final Exam: Wednesday 12/6 (last day of class)

The following grade scale will be used:

| | | | | |
|------------|------------|------------|------------|----------|
| A = 100-93 | B+ = 89-87 | C+ = 79-77 | D+ = 69-67 | E = 62-0 |
| A- = 92-90 | B = 86-83 | C = 76-73 | D = 66-63 | |
| | B- = 82-80 | C- = 72-70 | | |

Most sessions will introduce you to new grammatical forms and concepts, and we'll work through some translation examples together. Quizzes will test the vocabulary and/or morphology that you're introduced to in each chapter. Homework exercises comprise mostly translation of 'real' Latin sentences into English, and some English into Latin.

"Ch." refers to the Chapter number in Wheelock's textbook

Sententiae refer to the sentences of 'real' Latin at the end of each chapter.

| | In Class | Homework |
|------------------------------------|--|--|
| Week 1 Aug 22-25 | T Ch. 1. Verbs: person endings W Ch. 1. Verbs: present infinitive active. H Quiz 1 Ch. 1. Verbs: present imperative F Reading practice: Horace | W Ch. 1 <i>Sententiae</i> 1-8 H Quiz prep F Ch. 1 <i>Sententiae</i> 14-18 |
| Week 2 Aug 29- Sept 1 | T Quiz 2 Ch. 2. Noun cases: nominative and accusative W Ch. 2. Noun cases: genitive, dative, ablative H Quiz 3 Ch. 2. 1 st declension nouns and adjectives F Reading practice: Catullus | T Quiz prep W Ch. 2 <i>Sententiae</i> 1-8 H Quiz prep F Ch. 2 <i>Sententiae</i> 12-18 |
| Week 3 Sept 5-8 | T Quiz 4 Ch.3. 2 nd declension nouns and adjectives W Ch 3. Apposition and reading H Quiz 5 Ch. 4: 2 nd declension neuters F Ch. 4: present indicative of <i>sum</i> ; uses of adjectives | T Quiz prep W Ch. 3 <i>Sententiae</i> 1-10 H Quiz prep F Ch. 4 Cicero 'rarity of friendship' |
| Week 4 Sept 12-15 | T Quiz 6 Ch. 5: future and imperfect verbs (1 st & 2 nd conjugation) W Ch. 5: adjectives in <i>-er</i> H Quiz 7 Ch. 6 <i>sum</i> & <i>possum</i> F Ch. 6 Livy translation | T Quiz prep W Ch. 5 <i>Sententiae</i> 1-10 H Quiz prep F Ch 6. <i>Sententiae</i> 1-6 |
| Week 5 Sept 19-22 | T Quiz 8 Ch. 7: 3 rd declension nouns W Ch. 7 Reading: Livy (p. 59) H Quiz 9 Ch. 8: 3 rd conjugation verbs F Ch. 8: Reading Cicero (p.69) | T Quiz prep W Ch. 7 <i>Sententiae</i> 1-8 H Quiz prep F Ch. 8 <i>Sententiae</i> 1-10 |
| Week 6 Sept 26-29 | T Quiz 10 Ch. 9: <i>hic, haec, hoc</i> W Ch. 9 <i>-ius</i> adjectives H Quiz 11 Ch. 10: 4 th conjugation verbs F Ch. 10: reading Cicero (p.85) | T Quiz prep W Ch. 9 <i>Sententiae</i> 1-9 H Quiz prep F Ch. 10 <i>Sententiae</i> 1-8 |
| Week 7 Oct 3-6 | T Quiz 12 Ch. 11: personal pronouns W Ch. 11: <i>is, ea, id</i> H Quiz 13 Ch. 12: Perfect stems and perfect tense F Ch. 12: pluperfect and future perfect | T Quiz prep W Ch. 11 <i>Sententiae</i> 1-8 H Quiz prep F Ch. 12 <i>Sententiae</i> 1-8 |
| Week 8 Oct 10-13 | T Revision and reading W Midterm H Autumn break – no class F Autumn break – no class | T Ch. 12 Martial epigram (p.102) |
| Week 9 Oct 17-20 | T Ch.13: Reflexive pronouns & possessives W Ch. 13: Intensive pronoun H Quiz 14 Ch. 14: <i>i</i> -stem 3 rd declension F Ch. 14: ablative usage | T Ch. 13 <i>Sententiae</i> 1-8 W Ch 13: Cicero p.110 H Quiz prep F Ch. 14 <i>Sententiae</i> 1-8 |
| Week 10 Oct 24-27 | T Quiz 15 Ch. 15: numerals, genitive usage W Ch. 15: Further ablative usage | T Quiz prep W Ch. 15 <i>Sententiae</i> 1-8 |

| | | |
|------------------------------------|--|---|
| | H Quiz 16 Ch. 16: 3 rd declension adjectives F Ch 16: reading, Juvenal (p.136) | H Quiz prep F Ch. 16 <i>Sententiae</i> 1-8 |
| Week 11 Oct 31-Nov 3 | T Quiz 17 Ch. 17: The relative pronoun W Ch. 17: Reading, Cicero & Martial pp.143-4 H Quiz 18 Ch. 18: Passive (1 st & 2 nd Conjugation) F Ch. 18: Ablative of agent | T Quiz prep W Ch. 17 <i>Sententiae</i> 1-8 H Quiz prep F Ch. 17 <i>Sententiae</i> 1-8 |
| Week 12 Nov 7-10 | T Quiz 19 Ch. 19: perfect passive W Ch. 19: Interrogative pronouns H Quiz 20 Ch. 19: reading Cicero (p.158) F Veterans Day – no class | T Quiz prep W Ch. 19 <i>Sententiae</i> 1-8 H Quiz prep |
| Week 13 Nov 14-17 | T Ch. 20: 4 th Declension nouns W Quiz 21 Ch. 20: Ablatives of place & separation H Ch. 20: Reading: Cicero (p.166) F Quiz 22 Ch. 21: 3 rd & 4 th conjugation passives | T Ch. 20 <i>Sententiae</i> 1-8 W Quiz prep H Ch. 20 <i>Sententiae</i> 9-13 F Quiz prep |
| Week 14 Nov 21-24 | T Ch. 21: reading, Virgil (p.173) W Thanksgiving – no class H Thanksgiving – no class F Columbus day – no class | T Ch. 21 <i>Sententiae</i> 1-8 |
| Week 15 Nov 28- Dec 1 | T Quiz 23 Ch. 22: 5 th declension nouns W Ch. 22: Summary of Ablatives H Quiz 24 Ch. 22 reading, Martial (p.181) F Additional reading practice | T Quiz prep W Ch. 22 <i>Sententiae</i> 1-8 H Quiz prep F Reading prep |
| Week 16 Dec 5-6 | T Revision W Final | T Reading |

Enrollment Requirements, Statements, and Special Requests

All students must be officially enrolled in this course by the end of the **FIRST** full week of the semester. No requests to add this course will be approved by the department chair after this time. Each student is solely responsible for his/her enrollment.

Statement on Disability

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy

Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Statement on Violence and Sexual Harassment

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Statement on religious accommodations:

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Academic Misconduct Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentaffairs.osu.edu/csc/>

Electronic Device Policy

This classroom is **device-free**. All cell phones, tablets, and laptops should be switched off and put away unless otherwise directed by me. Texting, typing, and surfing the internet during class creates an atmosphere of distraction and undermines the basic purpose of education: to listen, learn, think, and discuss the topic at hand. Numerous studies have demonstrated that multi-tasking is detrimental to classroom learning. See, for example, Faria Sana, Tina Weston, and Nicholas Cepeda, “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers,” *Computers and Education*, 62 (2013): 24-31.

**Students with disabilities that prevent them from handwriting notes are exempt from this policy.

Elementary Latin Syllabus, -ī m.

Autumn 2021 / LATIN 1101 – 19495 / MTWThF 10:20-11:15, in UH 043

Instructor Information

Instructor

Ari Toumpas
(she / her / hers)
Graduate Teaching Associate

Using my first name or Ms.
Toumpas are both acceptable
ways to address me.

Email

Toumpas.1@
buckeyemail.osu.edu

I usually respond to emails by
noon of the following day.

Office Location & Hours

University Hall 450, T&Th
11:30am-1:00pm and M 9am-
10am in person, or by
appointment in person or by
Zoom

General Information

Description

This class is an introduction to the Latin language. Students will learn the basics of grammar, morphology, and vocabulary, as well as some Roman history and culture. We will start at the very beginning, presuming no former knowledge of the language. The goal for the first semester of the Latin sequence is for students to be able to read short passages of prose, reproduce correct morphology, parse sentences, and explain basic grammatical concepts. We will cover roughly the first two thirds of the textbook in 1101; you will complete the textbook in 1102.

GE Foreign Language

Goals: Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

Expected Learning Outcomes

- Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
- Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
- Students compare and contrast the cultures and communities of the language that they are studying with their own.

Course Materials

Required Materials

Wheelock's Latin (7th edition) – ISBN: 978-0061997228 Try to get the 7th edition, but I won't count it against you if you get a prior edition.

Recommended (still optional)

English Grammar for Students of Latin – Norma Goldman – ISBN: 978-0934034340

Allen and Greenough's New Latin Grammar – ISBN: 978-1684220953 (not necessary until later in the sequence, though could be handy now)

A Latin-English Dictionary (not necessary until later in the sequence, though could be handy now) – please check with me before purchasing one so I can tell you how useful it will (or won't) be for you. You should be able to complete all the work for this course with your textbook glossary and at most, a traditional dictionary.

Please do not use Google translate, as it can often be misleading and is considered plagiarism (see Academic Misconduct below). If you would like to use an online dictionary, I can recommend one to you during Office Hours.

Other

Homework, handouts, and other helpful tools (videos, websites, etc.) will be posted on Carmen.

COVID-19 & Our Classroom

The world is still in a state of emergency, so it is important to recognize that the pandemic will fundamentally shape this semester, how we inhabit this class, and how we relate to each other. As I write this syllabus, the pandemic is worsening and so it is in all of our interest to prepare for sudden change. I also want us to all keep in mind that the effects of this pandemic are not equitable, and your classmate beside may be having a very different experience from yours. Many people have lost close friends and family, while other individuals and communities have been largely unaffected. Many people who have survived illness are now finding themselves disabled and we will all need to make adjustments to accommodate these members of our community.

On Symptoms

If you are sick, or feel ill in any way, do not come to class. Under these circumstances I will work with you make sure you have the opportunity to learn the material you missed because of illness. I am not going to penalize you for this.

On Masks

As of the start of the semester, the University is requiring everyone to wear a mask while indoors and unvaccinated individuals to wear masks indoors and outdoors. I will have masks in my office and at the front of the class so please ask for one if you forget to wear one. If you refuse to follow the University's mask mandate you will be required to leave the classroom for the day and will be expected to learn that day's material by yourself.

On Zoom

In the event our classroom is exposed to COVID-19, we will hold class on Zoom for the quarantine period. In the event that this course or the University moves entirely to remote learning, we will take one week off from meeting, whether the University allots this time to us or not. I will hold Zoom office hours during that week while using the time to fully plan out the course's remote form.

Grades

Breakdown of percentages

| | |
|----------------------|-----|
| Participation | 5% |
| Quizzes | 30% |
| Homework Assignments | 15% |
| 2 Mid Semester Exams | 30% |
| Final | 20% |

I will follow OSU's standard grading scale (A 100-93, A- 92.9-90, etc.)

Note: I will do my best to keep grades in Carmen as up to date as possible. Please do not wait until the end of the semester to bring up a concern about a grade on any assignment. Address it as soon as possible so that we can resolve the situation sooner rather than later.

Participation - 5%

In this context, to participate means to work at learning in the classroom.

In order to learn, **you have to come to class**. Typically, in order to learn in class, you must have done the homework, whether it's reading or translating. Students also need to have materials to take notes, but you might not necessarily need to take notes to facilitate your learning.

I use a very loose definition of participation. Speaking and volunteering in class is one way to demonstrate your participation, but I understand this can be unnerving. Taking notes and generally doing well on the Quizzes is another way to demonstrate your participation.

Quizzes - 30%

We will have daily quizzes at the start of almost every class starting in week 2. These will be a quick (1-3 questions graded out of 10 points) and low stakes check on the content discussed in the prior class such as, vocab, paradigms, and grammatical concepts. Because there will be roughly **50 Quizzes throughout the semester**, you need not worry if you do poorly on a few. Additionally, **I will drop your 5 lowest quiz scores**, including those you did not complete due to absence. We will not have quizzes on the days following exams. If you miss an in-class Quiz you have one week from the original date to take it during Office Hours, but you may not make it up any time after that.

Homework Assignments - 15%

Most written assignments will be checked for completion. I may collect homework that will be checked for accuracy, but accuracy will not impact your grade. These checks are to benefit your learning. Unless you missed a class, I will not be accepting late homework assignments. If you miss class, you may either email me the homework (clear photos of handwriting are fine) or show me the prior homework when you are next present, but try not to make a habit of it. The assignments will vary between English-Latin and Latin-English translations, morphology/parsing charts, and readings. You are free and encouraged to work together on homework, so long as your written assignments are clearly your own (see Academic Misconduct below on plagiarism procedures.)

2 Mid Semester Exams - 30%

Final Exam - 20%

There will be two exams and a cumulative final. These will take place during the regular class period and will test your understanding of grammar, vocabulary, and translation. There will be an opportunity for test corrections ONLY for the exams. I will give details after exam 1 is graded. The final will be cumulative and during the last day of class. There will be no corrections for the final.

Course Schedule (Tentative and subject to change)

We will work through chapters 1-25 by the end of the semester, but I will be flexible with you all to make sure that each subject is adequately covered – so if everyone/majority of you seem to be struggling with a certain topic, I will shift the schedule so we can spend some more time with it. My goal is to work through 2 chapters a week. Assignments will be given either in class or posted on Carmen. I will warn you beforehand if I will collect assignment. Quizzes will be given almost every class starting in the second week unless otherwise noted.

| Week | Topic | Daily Breakdown |
|----------------|--|---|
| 1 8/24-8/27 | Intro & Ch. 1 | T: Intro to Class W: Alphabet, pronunciation, and English grammar Th: 1 st and 2 nd conjugation and the present system F: 1 st and 2 nd conjugation cont. |
| 2 8/30-9/3 | Ch. 1 cont. & 2 Daily Quizzes start | M: Adverbs and vocabulary T: Cases and 1 st declension W: 1 st declension cont. Th: begin 2 nd declension; translations F: Review and begin 2 nd declension |
| 3 9/6-9/10 | Ch. 3 & 4 | M: Labor Day – No Class T: Review 2 nd declension; apposition and word order W: 2 nd declension neuters; adj. agreement Th: <i>Sum</i> and the predicate F: Review |

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| 4 9/13-9/17 | Ch. 5 & 6 | M: future and imperfect for 1 st /2 nd conjugations T: 1 st /2 nd declension adjectives W: <i>sum & possum</i> ; Th: complementary infinitives F: review and translations |
| 5 9/20-9/24 | Ch. 7 & 8 Exam 1 | M: 3 rd declension nouns T: 3 rd conjugation verbs W: Review Th: Exam 1 F: No Quiz, 3 rd conjugation verbs |
| 6 9/27-10/1 | Ch. 9&10 | M: demonstratives T: demonstratives cont; and <i>-ius</i> adjectives W: Review Th: 3 rd <i>-io</i> and 4 th conjugation F: 4 th conjugation cont |
| 7 10/4-10/8 | Ch. 11 & 12 | M: personal pronouns T: personal pronouns and <i>is</i> and <i>idem</i> W: review / translation Th: The Perfect Active System F: the Perfect cont; |
| 8 10/11-10/15 | Ch. 13 & 14 | M: reflexive and possessives T: <i>i</i> -stem nouns; uses of the ablative W: review ablative Th: Fall Break – No Class F: Fall Break – No Class |
| 9 10/18-10/22 | Ch. 15&16 | M: numerals, gen of the whole, abl. With numerals and time T: review W: translations Th: 3 rd declension adjectives F: review of ablative and genitive uses |
| 10 10/25-10/29 | Ch. 17 Exam 2 | M: The Relative Pronoun T: translations W: revision Th: Exam 2 F: Pronoun Review |
| 11 11/1-11/5 | Ch. 18&19 | M: Passive Voice T: Passive Voice cont. W: ablative of agent Th: Review F: Perfect Passive System Review |
| 12 | Ch. 20-22 | M: Interrogatives cont; 4 th declension |

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| 11/8-11/12 | | T: 3rd and 4th conjugation, Present Passive System W: Passive Review, 5th declension Th: Veteran's Day – No Class F: 5th declension, abl. summary |
| 13 11/15-11/19 | Ch. 23 & 24 | M: intro to participles T: participles as clauses W: review Th: ablative absolute; passive periphrastic F: abl. abs. and periphrastics cont; dat. of agent |
| 14 11/22-11/26 | Ch. 25 | M: infinitives and indirect statement T: translation W: Thanksgiving Break – No Class Th: Thanksgiving Break – No Class F: Thanksgiving Break – No Class |
| 15 11/29-12/3 | Ch. 26&27 | M: Comparison of adjectives; ablative of comparison T: Declension of comparatives W: Review Th: Special and irregular comparison of adjectives F: translation |
| 16 12/6-12/8 | Review | M: Review T: Review W: Last Day of Class Final's Week: 12/10-12/16 |

Course and University Policies

Attendance

I will take attendance every class just to get to know your faces. I will NOT actively penalize you for missing class, but you may find it hard to catch up.

However, please make sure to send me an email if you will be missing class. If you miss 4 classes without reaching out to me, I will start to worry and will check in to make sure everything is alright. DO NOT expect me to regularly reteach entire classes during office hours, but in the event of a family, medical, or other personal emergency absence I will work to give you the opportunity to get back on track (see COVID & Our Classroom above).

Technology

Please place your cell phones on mute and out of sight before class starts. If I catch you on your phone during an activity, I will ask you to put it away. Laptops/tablets/etc. are permitted for note taking and may be used when an in-class exercise calls for them – I will let you know in advanced to bring these items to class if they are necessary. That being said, laptops and tablets can be very distracting,

particularly in a language classroom. If you have a habit of getting distracted, please try to use paper notebooks instead. Just remember that any potential distractions you impose on yourself will likely hinder your learning.

Expectations

In order for everyone to learn, there must be respect and communication in the classroom and outside of it. I do not want anyone to feel uncomfortable in my classroom, and should the event arise where anyone feels uncomfortable for whatever reason, I please talk to me about. Respect includes how you address me and each other (in person and in emails), allowing others to speak and be heard (including not talking while others are talking), coming to class prepared, etc.

As an instructor, I will do my best to be available before class and during office hours to answer questions. There may be times that you ask me a question and I do not know the answer off the top of my head – I will make a note of it and get back to you as soon as I can. Please always feel free to (politely) interrupt and ask questions during class – chances are you aren't the only person confused!

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Disabilities Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), **please let me know immediately** so that we can privately discuss options.

To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

That being said, disability comes in many forms and often official channels of accommodation can be inconvenient, impersonal, or unhelpful. I am willing to extend unofficial accommodations and assistance on a case-by-case basis. If something is holding you back from succeeding in this class, do not be afraid

to admit this to me. I will not be angry. I've been there myself and I will tell you that candidly admitting that you are struggling goes a long way towards receiving the help you need.

From: [Vankeerbergen, Bernadette](#)
To: [Ross, Alan](#); [Walton, Rachel](#); [Jama, Khalid](#)
Cc: [Aski, Janice](#); [Martin, Andrew](#)
Subject: RE: Language chairs vote on Classics proposal
Date: Monday, September 18, 2023 3:52:34 PM
Attachments: [image001.png](#)

Excellent.

Rachel or Khalid, could one of you turn the concurrence below into a PDF, upload it to all the course changes in curriculum.osu.edu, and resubmit the courses to the college? They are all in your queue. The course changes will then be reviewed by the faculty on the Arts and Humanities subcommittee of the ASC Curriculum Committee.

Many thanks,
Bernadette



THE OHIO STATE UNIVERSITY

Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

From: Aski, Janice <aski.1@osu.edu>
Sent: Monday, September 18, 2023 3:47 PM
To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Ross, Alan <ross.2005@osu.edu>
Subject: Language chairs vote on Classics proposal

Hello Bernadette,

The CLLC consortium of Chairs met and voted on the Classics proposal. It was a unanimous yes. The only person missing was the chair of comp studies (Philip Armstrong), but you do not need his concurrence. Here are the people who voted:

Mark Bender (DEALL)

Morgan Liu (NESA)

Angela Brintlinger (SEALC)

Sarah Grace Heller (FRIT)

Carmen Taleghani-Nikazm (Germ)

Eugenia Romero (in place of John Grinstead) (SPPO)

Mark Fullerton (Classics)

William Schuler (Linguistics)

Thank you, JA

Janice M. Aski
Professor of Italian
Director of the Center for Languages Literatures and Cultures

**Course Change Request from 5 credit hours to 4 credit hours for
LATIN 1101, LATIN 1102, GREEK 1101, GREEK 1102**

Rationale requested by ASC Curriculum and Assessment Services

- Upload a rationale for this change in credit hours. Explain the impetus behind the change and what (presumably) has been removed. Will this change affect the credit hours of the other courses in the intro sequence?
- Upload a rationale for this change in credit hours. Explain the impetus behind the change and what (presumably) has been removed. Will this change affect the credit hours of Latin 1103?
- Upload a rationale for this change in credit hours. Explain the impetus behind the change and what (presumably) has been removed. Will this change affect the credit hours of Greek 1103?

Rationale provided by Department of Classics

“The Introductory Sequences in Ancient Greek and Latin train students to be proficient in reading ancient literature in those languages (i.e., there is no speaking or listening component in ancient language pedagogy). We define proficiency as the ability to read with sufficient fluently to embark on 2000-level literature courses. The existing sequence (with 5CHs in 1101 and 1102) exceeds that requirement: currently in both Greek and Latin, the textbook (which introduces students to all necessary grammar, syntax, and common vocabulary) is completed by the middle of the second semester (1102), leaving half the sequence (the second half of 1102 and all of 1103) for reading practice. Students are disincentivised from continuing to 2000-level courses because they have already read so much literature. The proposed changes reduce 1101 and 1102 to 4 credit hours each; these two courses will now focus exclusively on textbook-based language acquisition; 1103 remains unchanged as an introductory reading course that introduces students to a range of ancient authors, which prepares them for more focussed genre- or author-based courses at 2000 level. These changes are the result of an extensive review of the Ancient Greek and Latin sequences carried out by the Undergraduate Studies Committee during AU22; they were discussed in a full Faculty Meeting of the Classics Department in SP23 and were passed with unanimous vote.”

Alan Ross
Associate Professor
The Ohio State University
College of Arts & Sciences
Department of Classics
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