

## 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	1102.01
Course Title	Intermediate Latin I
Transcript Abbreviation	Intermed Latin 1
Course Description	Completion of Latin grammar and syntax; introduction to reading of Latin authors.
<a href="#">Previous Value</a>	<i>Completion of Latin grammar and syntax; introduction to reading of Latin authors. This course is a conversion of the second half of 102.01 and the entirety of 103.</i>
Semester Credit Hours/Units	Fixed: 4
<a href="#">Previous Value</a>	<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

<b>Prerequisites/Corequisites</b>	Prereq: 1101 or equiv, or Placement Test, or permission of instructor.
<b>Exclusions</b>	
<b><i>Previous Value</i></b>	Not open to students with credit for 103.
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	16.1203
<b>Subsidy Level</b>	General Studies Course
<b>Intended Rank</b>	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 more advanced 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
- Imperfect indicative active verbs
- Infinitive verbs
- Indirect statements and commands
- Pluperfect indicative active verbs
- Relative pronouns
- The passive
- The subjunctive

**Sought Concurrence**

No

***Previous Value***

**COURSE CHANGE REQUEST**  
1102.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/09/2023

**Attachments**

- Latin 1102.docx: new syllabus  
*(Syllabus. Owner: Jama, Khalid M)*
- Lat 1102 AU20 Amey.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 1102 - revised.docx: Updated Syllabus  
*(Syllabus. Owner: Walton, Rachel Kathryn)*

**Comments**

- Contingencies addressed in revised syllabus *(by Walton, Rachel Kathryn on 11/06/2023 03:56 PM)*
- Please see Subcommittee feedback email sent 11/3/23. *(by Neff, Jennifer on 11/03/2023 04:25 PM)*
- Please see email to A Ross (cc R Walton) about need for concurrences through CLLC. *(by Vankeerbergen, Bernadette Chantal on 08/02/2023 10:09 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Jama, Khalid M	03/20/2023 12:23 PM	Submitted for Approval
Approved	Fullerton, Mark David	03/20/2023 03:26 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/25/2023 01:19 PM	College Approval
Submitted	Jama, Khalid M	04/05/2023 12:49 AM	Submitted for Approval
Approved	Fullerton, Mark David	04/05/2023 03:55 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/02/2023 10:09 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 05:17 PM	College Approval
Revision Requested	Neff, Jennifer	11/03/2023 04:25 PM	ASCCAO Approval
Submitted	Walton, Rachel Kathryn	11/06/2023 03:56 PM	Submitted for Approval
Approved	Fullerton, Mark David	11/09/2023 01:27 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 1102. Intermediate Latin I**  
**Autumn 2023**  
**T,W,Th,F 3pm-3.55pm**

**Instructor**

Professor Alan Ross  
414G University Hall  
Department of Classics

Format of instruction: In-Person Seminar

Contact Hours per week: 4 credit hours

Office hours: Monday 1pm-3pm

[Ross.2005@osu.edu](mailto:Ross.2005@osu.edu)

**Course Description and Goals**

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

Latin 1102 is the second of three courses that together fulfil the GEL Foreign Language and the GE Foundations World Languages proficiency, the other two courses are Latin 1101 and Latin 1103. Latin 1102 assumes knowledge of basic vocabulary, morphology and syntax found in Chapters 1-20 of Wheelock's Latin. You will complete the textbook in this course, preparing you for 1103, in which you will revise grammar and read a series of Latin authors.

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.

### **Textbooks**

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

Groton, Anne and James May 2005. *Thirty-eight stories designed to accompany Wheelock's Latin*. Bolchazy-Carducci. ISBN 9780865162891

### **Assessment**

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

**1 midterm** (30%)

**1 final** (30%)

Participation & Attendance: By enrolling in Latin 1102, 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.  
 “Wheelock Story” refers to the stories in Groton & May’s *Thirty-Eight Stories*.

	In Class	Homework
<b>Week 1</b> Aug 22-25	<b>T</b> Revision of active verbs <b>W</b> Revision of noun and adjective morphology <b>H Quiz 1</b> Revision of passive verbs <b>F</b> Revision of pronouns	<b>W</b> Wheelock story 14 <b>H</b> Quiz prep <b>F</b> Wheelock story 18
<b>Week 2</b> Aug 29- Sept 1	<b>T Quiz 2</b> Ch. 22. 5 <sup>th</sup> Declension nouns <b>W</b> Ch. 22. Ablative usage <b>H Quiz 3</b> Ch. 23. Present and perfect participles <b>F</b> Ch. 23: Future participles	<b>T</b> Quiz prep <b>W</b> Wheelock story 22 <b>H</b> Quiz prep <b>F</b> Ch. 23 <i>Sententiae</i> 1-8
<b>Week 3</b> Sept 5-8	<b>T Quiz 4</b> Ch.24. Ablative absolute <b>W</b> Ch 24. Passive periphrastic, Dative of agent <b>H Quiz 5</b> Ch. 25: Infinitives <b>F</b> Ch. 25: Indirect statement	<b>T</b> Quiz prep <b>W</b> Ch. 23 <i>Sententiae</i> 1-8 <b>H</b> Quiz prep <b>F</b> Ch. 25 <i>Sententiae</i> 1-8
<b>Week 4</b> Sept 12-15	<b>T Quiz 6</b> Ch 25: reading practice: Virgil p.207 <b>W</b> Ch. 26: comparison of adjectives, ablative of comparison <b>H Quiz 7</b> Ch. 27 Irregular comparison of adjectives <b>F</b> Ch. 27: Reading, Catullus pp.222-223	<b>T</b> Quiz prep <b>W</b> Ch. 25 <i>Sententiae</i> 9-16 <b>H</b> Quiz prep <b>F</b> Ch 27. <i>Sententiae</i> 1-6
<b>Week 5</b> Sept 19-22	<b>T Quiz 8</b> Ch. 28: Present subjunctive active <b>W</b> Ch. 28: Jussive Subjunctive <b>H Quiz 9</b> Ch. 28: purpose clauses <b>F</b> Ch. 28: Reading, Isidore p.233	<b>T</b> Quiz prep <b>W</b> Ch. 27 <i>Sententiae</i> 1-8 <b>H</b> Quiz prep <b>F</b> Ch. 28 <i>Sententiae</i> 9-12
<b>Week 6</b> Sept 26-29	<b>T Quiz 10</b> Ch. 29: Imperfect Subjunctive <b>W</b> Ch. 29 Pres. & Impf. Subj. of <i>sum</i> and <i>possum</i> <b>H Quiz 11</b> Ch. 29: Result clauses <b>F</b> Ch. 29: reading, Cicero p.242	<b>T</b> Quiz prep <b>W</b> Ch.29 <i>Sententiae</i> 1-9 <b>H</b> Quiz prep <b>F</b> Wheelock Story 29
<b>Week 7</b> Oct 3-6	<b>T Quiz 12</b> Ch. 30: Perf. & Pluperf. Subj. <b>W</b> Ch. 30: Indirect questions, sequence of tense <b>H Quiz 13</b> Ch. 31: <i>Cum</i> clauses <b>F</b> Ch. 31: <i>Fero</i>	<b>T</b> Quiz prep <b>W</b> Ch. 30 <i>Sententiae</i> 1-8 <b>H</b> Quiz prep <b>F</b> Ch. 31 <i>Sententiae</i> 1-8
<b>Week 8</b> Oct 10-13	<b>T</b> Revision and reading <b>W Midterm</b> <b>H Autumn break – no class</b> <b>F Autumn break – no class</b>	<b>T</b> Ch. 31 Catullus (p.260)
<b>Week 9</b> Oct 17-20	<b>T</b> Ch.32: Adverbs <b>W</b> Ch. 32: <i>volo, malo, nolo, proviso</i> <b>H Quiz 14</b> Ch. 33 Conditionals with indicative	<b>T</b> Wheelock Story 31 <b>W</b> Ch 32 <i>Sententiae</i> 1-8 <b>H</b> Quiz prep

	F Ch. 33: Conditionals with subjunctive	F Ch. 33 <i>Sententiae</i> 1-8
<b>Week 10</b> Oct 24-27	T <b>Quiz 15</b> Ch. 34: Deponent verbs W Ch. 34: Ablatives with deponents H <b>Quiz 16</b> Reading: Wheelock Story 34 F Ch. 35: Dative usage	T Quiz prep W Ch. 34 <i>Sententiae</i> 1-8 H Quiz prep F Ch. 34 <i>Sententiae</i> 9-14
<b>Week 11</b> Oct 31-Nov 3	T <b>Quiz 17</b> Ch. 36: Jussive noun clauses W Ch. 36: <i>fio</i> H <b>Quiz 18</b> Ch. 37: The verb <i>eo</i> F Ch. 37: Place and time	T Quiz prep W Ch. 36 <i>Sententiae</i> 1-8 H Quiz prep F Ch. 37 <i>Sententiae</i> 1-8
<b>Week 12</b> Nov 7-10	T <b>Quiz 19</b> Ch. 38: Relatives of characteristic W Ch. 38: Dative of reference H <b>Quiz 20</b> Ch. 38: Supines & reading practice F <b>Veterans Day – no class</b>	T Quiz prep W Ch. 38 <i>Sententiae</i> 1-12 H Quiz prep
<b>Week 13</b> Nov 14-17	T Ch. 39: Gerund W <b>Quiz 21</b> Ch. 39: Gerundive H Ch. 40: Direct questions F <b>Quiz 22</b> Fear clauses	T Wheelock story 38 W Quiz prep H Ch. 39 <i>Sententiae</i> 1-8 F Quiz prep
<b>Week 14</b> Nov 21-24	T Ch. 40: genitive and ablative usage W <b>Thanksgiving – no class</b> H <b>Thanksgiving – no class</b> F <b>Columbus day – no class</b>	T Ch. 40 <i>Sententiae</i> 1-8
<b>Week 15</b> Nov 28- Dec 1	T <b>Quiz 23</b> Review of The Verb W Reading Practice: Livy (pp.356-7) H <b>Quiz 24</b> Review of syntax F Reading practice: Pliny (pp.359-60)	T Quiz prep W Livy p.356-7 H Quiz prep F Reading prep
<b>Week 16</b> Dec 5-6	T Revision W <b>Final</b>	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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://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](http://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](mailto: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.

**LATIN 1102:** Intermediate Latin 1  
**CLASSROOM:** Journalism Bldg 360  
**OFFICE HOURS:** By appointment on Zoom

**TERM:** FALL 2020, MTWRF 8-8:55  
**INSTRUCTOR:** Miranda Amey  
**EMAIL:** amey.8@osu.edu

The first half of the semester (weeks 1-6) will encompass the final chapters, Chs. 28-40 of our required text, **Wheelock's Latin (7th Edition)**. In the latter part of the semester we read a selection of Latin authors. The class will begin with a review of Latin 1101 materials and a mastery exam, followed by the completion of the textbook. This semester serves as the continuation of Latin 1101, which grounds students in introductory Latin grammar and syntax, and the steppingstone to Latin 1103.

### **Required Texts**

- Frederic M. Wheelock and Richard A. LaFleur, *Wheelock's Latin* 7th edition
  - ISBN: 978-0061997228
  - If you prefer an electronic version, that's fine with me.
- Keith, Alison 2012. *A Latin Epic Reader: Selections from Ten Epics*
  - ISBN 978-0-86516-686-8
- May, James. 2012. *A Cicero Reader: Selections from Five Essays and Four Speeches, with Five Letters*
  - ISBN 978-0-86516-713-1
- Jaeger, Mary 2011 *A Livy Reader: Selections from Ab Urbe Condita*
  - ISBN 978-0-86516-680-6

### **Recommended Texts (esp. if you know you'll continue to study Latin):**

- A Printed Latin-English dictionary: e.g. *Cassell's Standard Latin Dictionary*
- College Latin Reference Grammar: *Allen and Greenough's New Latin Grammar*

### **Useful Resources:**

- Quizlet is a website where students can create electronic flashcards and share them. Many students have entered flashcards for Wheelock's Latin, but it's important to use a set that is accurate, includes macrons and all the dictionary forms. This set<sup>1</sup> looks pretty good, but if there are any discrepancies on vocab quizzes or other testing material, we'll use the 7th edition of the textbook to arbitrate. The companion mobile app is good for bus rides/waiting for your Postmates, etc.
- Goldman and Szymanski, *English Grammar for Students of Latin*. I may provide excerpts from this book throughout the semester, but it's a useful book to have handy if you're not totally solid on grammatical terms.
- "Wheelock's Latin: the Musical!" a website that includes jingles and rhymes for Latin. <http://www.ainself.net/irony/latin/>
- Study review sheet: many students find it helpful to have a summary of grammatical forms all in one place. I personally use the index of the book or create my own summary sheet, but you can also check out the Latin Grammar (Quick Study Academic) Pamphlet<sup>2</sup> or Latin Verbs: Conjugations (Quick Study Academic).<sup>3</sup>

## GE REQUIREMENTS

Latin 1101-1103 fulfills OSU's GE requirement for language learning with the following goals and outcomes:

### Goals:

- Students demonstrate skills in communication across ethnic/cultural/ideological/national boundaries
- Students 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/analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
- Students compare/contrast the cultures/communities of the language that they are studying with their own.

**Use of Electronics in Class:** Generally, writing with a pen/pencil on paper is a much better way to mentally solidify notes, but I will allow tablets for notes. **A laptop may be a necessary accommodation for students with disabilities. If on a particular day you are expected to keep close to your phone** (e.g. sick kid, medical test results, etc.), you may keep your phone on your desk and then discretely leave class to take the call.

### Attendance Policy

In order to learn, **you have to come to class**. The format of this Latin class is five days a week, MTWThF. Of course, during these unprecedented times, it is of the highest importance to follow university policy and stay home if you're experiencing any symptoms. Note that it is generally the trend that repeated absences will seriously inhibit a student's chances of success in the course. In other words, **do not expect to be successful in this class if you do not attend**. Regardless of where you are, I expect all assignments to be turned in/made-up.

If you know that you are going to miss class, particularly a few classes in a row, I would appreciate a quick heads-up via e-mail. There is no need to give an explanation or apologize but this lets me know that you have not been abducted by aliens or eaten by a bear and I appreciate knowing that you are okay. :)

### Respect in the Classroom

We must cultivate a community atmosphere built on respect. In order to learn Latin effectively, everyone must feel secure to make mistakes (even your *magistra!*) and everyone is owed an environment that welcomes them. The university classroom allows for a little more freedom than a high school class – we may at times let loose some risqué language or reference the existence of sex, drugs, and alcohol \*However\* our class community does not have any room for slurs or disrespect based on race, gender, trans-identity, sexuality, religion, class-affiliation, or disability.

Moreover, the ancient Romans did things like own slaves, commit genocide, and celebrate rape – all of these acts are and have always been human rights violations. We will not waste time in this class making light of such issues. The peace of our class depends on us approaching discussion of these topics with appropriate maturity, sensitivity and gravitas.

**If I say something over the line**, please send me an email or see me after class and we can talk about it.

**Official Counselling and Consultation Services Statement**

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 Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younklin 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 through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**If you feel like you are struggling or beginning to freak out over the dead language Latin,** contact me and let's meet – the sooner the better. Latin is hard and no one picks it up perfectly from day one. The quicker I know that you feel adrift, the faster I can start helping you. The Ohio State University typically has huge classes. This class is very small and that allows for strong teacher-student support – take advantage of that.

**If you feel like you are struggling (not because of Latin) and it is beginning to affect your performance in class,** contact me and let's meet – the sooner the better. University is hard and lots of things can go wrong when people are at university, especially in its current state. I do not need to know the details but I can help get you in contact with appropriate offices on campus (e.g Student Advocacy, Disability Services, Counseling Services, Title IX, etc.) and the two of us can work on an action plan that allows you to keep on track and in class. Know that as a member of OSU staff, I am required to report certain information I am told to the proper authorities/places of help- in the moment, I will always remind you of this ad hoc in case you prefer privacy.

**Health and safety requirements:**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

**Official Academic Misconduct Statement**

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 at <http://studentlife.osu.edu/csc/>

**\*\*\*Please note that using Google Translate and submitting that as your own work is considered plagiarism. Consider this a warning.**

**Disability Policy**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs (e.g. class materials in large print (including a reprint of this syllabus), absences accommodation, testing accommodation) with documentation from ODS. If you have a disability but have not yet registered, it is a painless and friendly process. Please contact the Office for Disability Services ASAP which is located at 098 Baker Hall, 113 W. 12<sup>th</sup> Ave; telephone 614-292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## GRADES

I will use OSU's standard grading scale and students will be graded on the following criteria:

- Participation	30%
- Homework/Assignments	10%
- Quizzes	20%
- Mastery Exam	5%
- Exams	20%
- Final	15%

**Participation:** Daily practice is essential for language learning, thus, **on a daily basis** the student will come to class having (a) **Read** the appropriate chapter from Wheelock's (b) **Prepared** the sentences for homework and (c) **Memorized** vocab/paradigms.

**Homework/Assignments:**<sup>4</sup> Assignments will typically be covered in class and checked at random for completion. Occasionally, I will collect homework and grade for accuracy. If it becomes clear to me that several of you are not doing the work regularly, this will change. The assignments will vary between focusing on translations ability to producing morphology and parsing charts. I encourage students to keep a notebook to copy paradigms and grammar rules for an up-to-date reference of everything learned so far/notes in class.

**Quizzes:** There will be at minimum one quiz per chapter we complete, dependent on the chapter content. Quizzes will cover vocabulary/grammar/syntax that follow the current chapter and will be short (5-10 minutes). There will be 15-20 quizzes total, and **I will drop your lowest 2 quiz scores**. There will be no quizzes the weeks of exams. Each quiz is cumulative, *ergo* you will need to maintain vocabulary and paradigms from previous weeks. The goal of the quiz is to practice and solidify skills in preparation for the exams.

**Mastery Exam:** After our period of review, you will have to take a mastery exam that proves you understand the information from 1101 on Tuesday, September 8<sup>th</sup>. You **MUST** pass this exam (80% or better) in order to pass the class by September 18<sup>th</sup>. You may retake the exam as many times as you would like, but if you have not passed at this mark by the time of the first midterm, we will need to set up a meeting to discuss.

**Exams (2):** Exams are cumulative and will include information through the current chapters // passages of text read. These will take place during the regular class period and will have grammar, vocabulary, and translation sections. There will be an opportunity for test corrections **ONLY** for these exams and only for half the credit missed. There will be no corrections for the final.

**Final Exam** will be two parts and during the final exam period (December 7<sup>th</sup>-11<sup>th</sup>). One part will be take-home, and the other part will be one-on-one "interview style" with me. You must turn in your take-home portion and complete the final interview exam by 5:00 pm, Friday, Dec 11<sup>th</sup>. More details to come.

<sup>4</sup> **Extra Credit** opportunities have already been factored into the schedule/quizzes/exams. No other extra credit will be given.

**SCHEDULE (subject to change)**

<b>Week 1</b>		
T Aug 25	Syllabus Day	
W Aug 26	Review	Nouns/Cases
Th Aug 27	Ch. 28	Subjunctives - present
F Aug 28- Last Day 100% Refund Period	Ch. 28	Subjunctives – Jussive and purpose clauses
<b>Week 2</b>		
M Aug 31	Ch. 29	Passive Verbs
T Sept 1	Ch 29	Relative Pronoun/Demonstratives
W Sept 2	review	Participles
Th Sept 3	Ch. 30	Ablative Absolutes
F Sept 4	Ch 30	Indirect Statement
<b>Week 3</b>		
M Sept 7	Labor Day- No class!	
T Sept 8	<b>*Mastery Exam*</b>	
W Sept 9	Ch. 31	<i>Cum</i> clauses, <i>fero</i>
Th Sept 10	Ch. 32	Formation and comparison of adjectives
F Sept 11	Review	
<b>Week 4</b>		
M Sept 14	Ch. 33	Conditions
T Sept 15	Ch. 34	Deponent verbs
W Sept 16	Ch. 34	Ablative with special deponents
Th Sept 17	Ch 35	Dative with adjectives and special verbs
F Sept 18- Last date to drop a course without receiving a “W”	<b>*Last day for Mastery Exam*</b>	
<b>Week 5</b>		
M Sept 21	Ch. 36	Jussive noun clauses
T Sept 22	Ch. 37	Conjugation of <i>eo</i>
W Sept 23	review	
Th Sept 24	Ch. 38	Relative clauses of characteristic
F Sept 25	Ch. 38	Dative of reference; supines
<b>Week 6</b>		
M Sept 28	Ch. 39	Gerund
T Sept 29	Ch. 39	Gerundive
W Sept 30	Review	
Th Oct 1	Ch. 40	<i>-ne, num, nonne</i> in direct questions
F Oct 2	Review	
<b>Week 7</b>		
M Oct 5	<b>*EXAM 1*</b>	
T Oct 6	Reading - selections	Virgil, <i>Aeneid</i>
W Oct 7		Virgil, <i>Aeneid</i>
Th Oct 8		Virgil, <i>Aeneid</i>
F Oct 9		Virgil, <i>Aeneid</i>
<b>Week 8</b>		
M Oct 12		Virgil, <i>Aeneid</i>
T Oct 13		Virgil, <i>Aeneid</i>
W Oct 14		Virgil, <i>Aeneid</i>
Th Oct 15		Virgil, <i>Aeneid</i>
F Oct 16	Review	



Week 9		
M Oct 19		Cicero, <i>In Catilinam</i>
T Oct 20		Cicero, <i>In Catilinam</i>
W Oct 21		Cicero, <i>In Catilinam</i>
Th Oct 22		Cicero, <i>In Catilinam</i>
F Oct 23		Cicero, <i>In Catilinam</i>
Week 10		
M Oct 26		Cicero, <i>ad familiares</i>
T Oct 27		Cicero, <i>ad familiares</i>
W Oct 28		Cicero, <i>ad familiares</i>
Th Oct 29		Cicero, <i>ad familiares</i>
F Oct 30		Cicero, <i>ad familiares</i>
Week 11		
M Nov 2		Ovid, <i>Metamorphoses</i>
T Nov 3		Ovid, <i>Metamorphoses</i>
W Nov 4		Ovid, <i>Metamorphoses</i>
Th Nov 5		Ovid, <i>Metamorphoses</i>
F Nov 6		Ovid, <i>Metamorphoses</i>
Week 12		
M Nov 9		Ovid, <i>Metamorphoses</i>
T Nov 10		Ovid, <i>Metamorphoses</i>
W Nov 11	Veteran's Day- No class!	
Th Nov 12	Review	
F Nov 13	<b>*EXAM 2*</b>	
Week 13		
M Nov 16	Translation	Livy, <i>History</i>
T Nov 17		Livy, <i>History</i>
W Nov 18		Livy, <i>History</i>
Th Nov 19		Livy, <i>History</i>
F Nov 20		Livy, <i>History</i>
Week 14		
M Nov 23	Translation	Livy, <i>History</i>
T Nov 24		Livy, <i>History</i>
W Nov 25		Livy, <i>History</i>
Th Nov 26- Thanksgiving	No class!	
F Nov 27	No class!	

Week 15		
M Nov 30	Translation	Livy, <i>History</i>
T Dec 1		Livy, <i>History</i>
W Dec 2		Livy, <i>History</i>
Th Dec 3	Review	
F Dec 4	Final Class!	

- Final Exam Period: **Monday, December 7<sup>th</sup>- Friday, December 11<sup>th</sup>**
  - **Both final exam components DUE by December 11<sup>th</sup>**

**Forms for Mastery Exam**

<p><u>You will be asked to give all possible forms of (full dictionary entry provided):</u>          1<sup>st</sup> declension noun          2<sup>nd</sup> declension –us or –er masculine noun          2<sup>nd</sup> declension neuter noun          3<sup>rd</sup> declension noun          3<sup>rd</sup> declension i-stem noun          4<sup>th</sup> declension noun          5<sup>th</sup> declension noun          1<sup>st</sup> and 2<sup>nd</sup> declension adjectives          3<sup>rd</sup> declension adjectives</p>	<p><u>You will be asked to decline fully:</u>  <i>hic, haec, hoc</i>  <i>ille, illa, illud</i>  <i>iste, ista, istud</i>  <i>idem, eadem, idem</i>  <i>ipse, ipsa, ipsum</i>  <i>solus, sola, solum</i>  <i>alius, alia, aliud</i>  <i>is, ea, id</i>  <i>qui, quae, quod</i>  <i>ego/nos</i>  <i>tu/vos</i>  <i>se/se</i></p> <p><u>You will be asked to conjugate:</u>  <i>sum, esse, fui, futurus</i>  <i>possum, posse, potui, ---</i></p> <p style="text-align: right;">in the present, future, imperfect, [or] perfect tense</p>																		
<p><u>Conjugating:</u>          Present Tense, Active          Present Tense, Passive              for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 3<sup>rd</sup> io, [or] 4<sup>th</sup> conjugation verb          Future Tense          Imperfect Tense              for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 3<sup>rd</sup> io, [or] 4<sup>th</sup> conjugation verb          Perfect Tense, Active          Perfect Tense, Passive              for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 3<sup>rd</sup> io, [or] 4<sup>th</sup> conjugation verb</p>	<p><u>Example of Paradigm:</u>          Dictionary form: <i>discipula, ae, a female scholar</i></p> <table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: center;">Singular:</td> <td style="text-align: center;">Plural:</td> </tr> <tr> <td>Nominative:</td> <td><i>discipula</i></td> <td><i>discipulae</i></td> </tr> <tr> <td>Genitive:</td> <td><i>discipulae</i></td> <td><i>discipularum</i></td> </tr> <tr> <td>Dative:</td> <td><i>discipulae</i></td> <td><i>discipulis</i></td> </tr> <tr> <td>Accusative:</td> <td><i>discipulam</i></td> <td><i>discipulas</i></td> </tr> <tr> <td>Ablative:</td> <td><i>discipula</i></td> <td><i>discipulis</i></td> </tr> </table>		Singular:	Plural:	Nominative:	<i>discipula</i>	<i>discipulae</i>	Genitive:	<i>discipulae</i>	<i>discipularum</i>	Dative:	<i>discipulae</i>	<i>discipulis</i>	Accusative:	<i>discipulam</i>	<i>discipulas</i>	Ablative:	<i>discipula</i>	<i>discipulis</i>
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Accusative:	<i>discipulam</i>	<i>discipulas</i>																	
Ablative:	<i>discipula</i>	<i>discipulis</i>																	

My name is \_\_\_\_\_

My major is \_\_\_\_\_.

I'm a (Fresh/Soph/Jun/Sen/etc.)\_ \_\_\_\_\_.

I am interested (or maybe not?) in taking this course because:

I'm worried about:

\_\_\_\_\_(Initial) I have thoroughly read through the syllabus and understand the expectations required of me.

Signature \_\_\_\_\_ Date\_\_\_\_\_

**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](#)

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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](http://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



**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>

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**From:** Aski, Janice <[aski.1@osu.edu](mailto:aski.1@osu.edu)>  
**Sent:** Monday, September 18, 2023 3:47 PM  
**To:** Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>; Ross, Alan <[ross.2005@osu.edu](mailto: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  
ross.2005@osu.edu  
414 University Hall, 230 N Oval Mall, Columbus, OH 43210