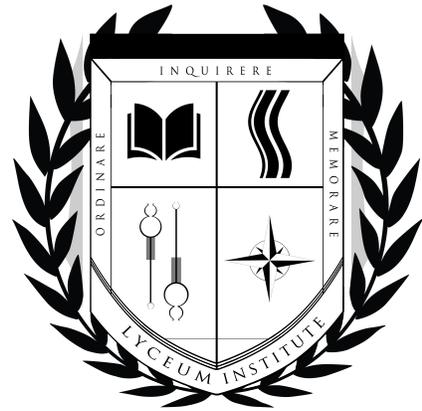


ELEMENTARY LATIN

COURSE SYLLABUS

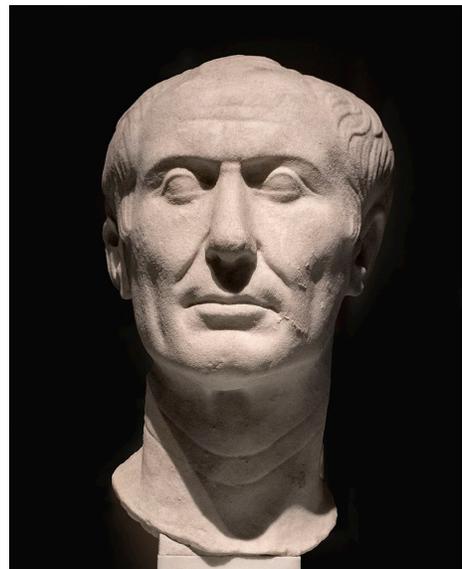
[WINTER—SPRING 2022]



DESCRIPTION

Considered in the most general sense, the study of another language provides a variety of goods for the human person. Language study provides *pleasurable* goods, such as the ability to speak with a friend or read a favorite novel in another language. It also provides *practical* goods, such as the ability to use a second language in the workplace. Most beneficial, however, may be the various *intellectual* goods we gain through the study of languages. These goods include, but are not limited to: an improvement of memorization skills; an increased ability to recognize structures and to think systematically; a decreased temptation to adhere to a cultural or linguistic provincialism; and a greater familiarity with the arts of the trivium which, in turn, facilitates use of the linguistic operations of reading, writing, speaking, and listening.

In terms of particular languages, Latin continues to retain relevance in our contemporary world. The study of Latin benefits the intellectual life for three principal reasons. First, many modern languages are derived, to greater or lesser extent, from the vocabulary and grammar of Latin. Second, the Latin language, with reference to the institutions of Ancient Rome, helps us understand the classical roots and historical development of the cultural, societal, and political institutions of Western civilization. Third, the study of Latin helps us better appreciate the great works of our intellectual tradition, as a sizable body of literary works and works of fine art are written in or make reference to the Latin language.



This course introduces the basic elements of Classical Latin, with an emphasis on correct pronunciation, essential vocabulary, and fundamental grammar. In terms of grammar, attention is placed on the mastery of forms, such as: *declension of nouns, pronouns, and adjectives; comparison of adjectives and adverbs; and the present indicative system for all verb conjugations*. All these elements are presented and reinforced through weekly practice in pronunciation, reading, and translation.

Although this course trains participants in all four language arts— reading, writing, speaking, and listening— an emphasis is placed on the participants' ability to *read* and *translate* Latin. Additionally, there is particular emphasis on an understanding of Latin *grammar*, which facilitates an understanding of the principles of general grammar. These two emphases serve the Lyceum Institute's goal to help members attain translation fluency, which in turn enables them to understand the great works that nourish the intellectual life.

METHOD

This course is eighteen weeks long, and includes a week-long break after the sixth and twelfth weeks. Central to the course is the **weekly class session**, held **Tuesdays at 6:00-7:00pm ET**, which consists in a translation of and discussion about a chapter from our reader, Hans Ørberg's *Familia Romana*. **Class sessions are conducted in English, and the instructor presumes neither familiarity with Latin nor any previous language study.**

Participants are expected to have read the assigned reading, and to have read and/or listened to class notes prior to the class session. Such preparation enables efficient use of class time, including time for both translation and discussion about new concepts. Participants are expected to be fully engaged in class sessions, partaking actively in the translation process and asking questions. Class sessions center on an accurate reading and translation of a *Familia Romana* chapter. Class procedure generally proceeds as follows: one participant reads and translates a passage, usually around fifteen to twenty lines; the instructor offers brief remarks, answers participant questions, and clarifies difficulties in the passage; another participant takes up the next passage, and so on.

READINGS AND AUDIO RECORDINGS

This course uses texts from Hans Ørberg's *Lingua Latina: Per Se Illustrata (LLPSI)* series. **Our primary text is *Familia Romana***, which includes both the readings for class sessions and exercises in comprehension.

The following two *LLPSI* texts are also recommended as secondary texts: *Exercita Latina*, which provides additional exercises, and *Colloquia Personarum*, which provides additional readings.

Though there are several free dictionaries available online, *The Bantam New College Latin and English Dictionary* is an affordable print dictionary suitable for beginners and intermediate students. So too, Goldman and Morton's *English Grammar for Students of Latin* is helpful for participants who are unfamiliar with the principles of general grammar or those who have not yet studied a second language. Supplemental materials, including class notes and audio recordings of the weekly chapter readings, are also provided by the instructor via Teams.

PREREQUISITES AND PLACEMENT TEST

As this is an introductory course, **there is no prerequisite for taking the course**. However, if participants wish to take a **placement test** in order to assess their level of proficiency and to determine their best course placement, they ought contact either the instructor or the program director.

SELF-DIRECTED STUDY AND THE DIGITAL COMMUNITY

Crucial to your progress and success in the course is consistent attendance at weekly class sessions. However, it is important to emphasize that language study is, in many ways, a self-directed study: you alone can hold yourself accountable for your progress. The bad news is that it is easy to fall behind or simply abandon Latin studies without daily study (preferably, thirty to sixty minutes); the good news is that the the digital community at the Lyceum provides several opportunities and resources to help participants keep up with daily study.

The Lyceum offers the following study aids: *weekly reading practices* with the instructor, in which participants can practice pronunciation and discuss difficulties; *recordings of each class session*, which are available for all members to review or download; a sizable and growing *digital library*, which provides textbooks and vocabulary, audio and video resources, and historical and cultural materials; and a *community of fellow Latin students*, with varying degrees of proficiency, who are available to help keep you accountable and answer your questions. It is encouraged to take advantage of the Lyceum's digital platform and collaborative community of language students. While language study is a challenging undertaking, there is no need to "go it alone."

SESSION SCHEDULE

January 11	<p>Capitulum I (Chapter 1)</p> <p>Introduction to Course; Basics of Latin</p> <p>Required Reading: <i>Familia Romana (FR)</i> c. 1, including <i>Pensa</i></p> <p>Recommended Reading: <i>Exercita Latina (EL)</i> c. 1, <i>Colloquia Personarum (CP)</i> c. 1</p>
January 18	<p>Capitulum II</p> <p>Introduction to Nouns (1st and 2nd declensions)</p> <p>Required Reading: <i>FR</i> c. 2</p> <p>Recommended Reading: <i>EL</i> c. 2, <i>CP</i> c. 2</p>
January 25	<p>Capitulum III</p> <p>Introduction to Regular Verbs</p> <p>Required Reading: <i>FR</i> c. 3</p> <p>Recommended Reading: <i>EL</i> c. 3, <i>CP</i> c. 3</p>
February 1	<p>Capitulum IV</p> <p>Imperative mood; Vocative Direct Address; Possessive Adjectives</p> <p>Required Reading: <i>FR</i> c. 4</p> <p>Recommended Reading: <i>EL</i> c. 4, <i>CP</i> c. 4</p>
February 8	<p>Capitulum V</p> <p>Personal Pronoun (3rd Person)</p> <p>Required Reading: <i>FR</i> c. 5</p> <p>Recommended Reading: <i>EL</i> c. 5, <i>CP</i> c. 5</p>
February 15	<p>Capitulum VI</p> <p>Passive Voice; Place Constructions</p> <p>Required Reading: <i>FR</i> c. 6</p> <p>Recommended Reading: <i>EL</i> c. 6, <i>CP</i> c. 6</p>
February 22	Scheduled Break
March 1	<p>Capitulum VII</p> <p>Dative Case; Reflexive Pronouns</p> <p>Required Reading: <i>FR</i> c. 7</p> <p>Recommended Reading: <i>EL</i> c. 7, <i>CP</i> c. 7</p>
March 8	<p>Capitulum VIII</p> <p>Pronouns and Adjectives: Personal, Demonstrative, Relative, and Interrogative</p> <p>Required Reading: <i>FR</i> c. 8</p> <p>Recommended Reading: <i>EL</i> c. 8, <i>CP</i> c. 8</p>
March 15	<p>Capitulum IX</p> <p>3rd Declension Nouns; Intensive Pronouns</p> <p>Required Reading: <i>FR</i> c. 9</p> <p>Recommended Reading: <i>EL</i> c. 9, <i>CP</i> c. 9</p>
March 22	<p>Capitulum X</p> <p>Third Declension Nouns (Cont.); Principal Parts; Present Infinitive</p> <p>Required Reading: <i>FR</i> c. 10</p> <p>Recommended Reading: <i>EL</i> c. 10, <i>CP</i> c. 10</p>

March 29	Capitulum XI Third declension nouns (Cont.); Uses of Infinitives (Cont.) Required Reading: <i>FR</i> c. 11 Recommended Reading: <i>EL</i> c. 11, <i>CP</i> c. 11
April 5	Capitulum XII 4th Declension Nouns; 3rd Declension Adjectives; Comparative Degree of Adjectives Required Reading: <i>FR</i> c. 12 Recommended Reading: <i>EL</i> c. 12, <i>CP</i> c. 12
April 12	Scheduled Break
April 19	Capitulum XIII 5th Declension Nouns; Superlative Degree of Adjectives; Numerals; Time Constructions; Roman Calendar Required Reading: <i>FR</i> c. 13 Recommended Reading: <i>EL</i> c. 13, <i>CP</i> c. 13
April 26	Capitulum XIV Present Active Participle Required Reading: <i>FR</i> c. 14 Recommended Reading: <i>EL</i> c. 14, <i>CP</i> c. 14
May 3	Capitulum XV Present Active Indicative (Review); Impersonal Verbs Required Reading: <i>FR</i> c. 15 Recommended Reading: <i>EL</i> c. 15, <i>CP</i> c. 15
May 10	Capitulum XVI Deponent Verbs; Ablative Absolute Required Reading: <i>FR</i> c. 16 Recommended Reading: <i>EL</i> c. 16, <i>CP</i> c. 16
May 17	Capitulum XVII Present Passive Indicative (Review); Numerals (Cont.) Required Reading: <i>FR</i> c. 17 Recommended Reading: <i>EL</i> c. 17, <i>CP</i> c. 17
May 24	Capitulum XVIII Pronouns (Demonstrative, Indefinite); Comparison of Adverbs Required Reading: <i>FR</i> c. 18 Recommended Reading: <i>EL</i> c. 18, <i>CP</i> c. 18