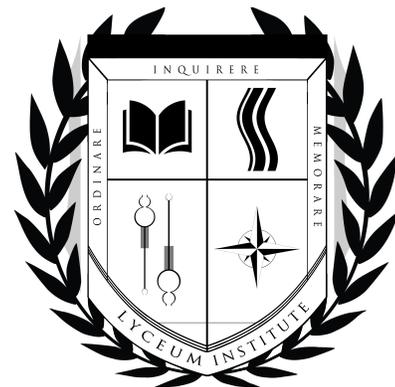


ELEMENTARY LATIN I

RICHARD SHARPE, MA
COURSE SYLLABUS

WINTER 2023



DESCRIPTION

Elementary Latin I is the first of a three-course sequence introducing the fundamentals of Classical Latin. Though this sequence trains participants' reading, writing, speaking, and listening skills, it is designed primarily to develop their capacity to *read* and *translate* Latin. As such, emphasis is placed on *commonly used vocabulary* and *essential Latin grammar*.

In terms of grammar, this course introduces participants to basic morphological forms, including all declensions of nouns and adjectives, as well as many present tense forms of verbs (including the indicative and imperative moods, active and passive voices, and infinitives).

In addition, participants are also introduced to the fundamental rules of syntax, including: basic word agreement; common grammatical case functions; the various types of adjectives and pronouns (personal, demonstrative, and the like); and basic verb usage (such as simple indicative statements and direct questions, subordinate clauses, and the uses of infinitives).



METHOD

This course consists of thirteen class sessions, with a break after the sixth class session. The weekly class session, held on **Tuesdays at 6:00-7:00pm ET**, consists in a translation of and discussion about an assigned chapter from our Latin reader. **Class sessions are conducted primarily in English. The instructor presumes neither a familiarity with Latin nor any previous language study from course participants.**

The general class structure is as follows: one participant reads aloud and translates a passage from the chapter, usually around fifteen to twenty lines; the instructor offers brief remarks, answers questions, and clarifies difficulties; another participant takes up the next passage, and so on. Class ends either when the chapter is fully translated or when the hour has passed.

This course features **two quizzes and a final exam**, all of which are “take home” in nature and must be completed satisfactorily (*a course average of C or better*) to participate in the Elementary Latin II course. (See more on grading and participation below.)

This syllabus is subject to change. Any change(s) will be made in writing and in a timely fashion.

TEXTS (REQUIRED AND RECOMMENDED)

In terms of **required** texts, our **main text** is Hans Ørberg's *Familia Romana*, which includes readings for class sessions and exercises to test reading comprehension. So too, though digital resources exist, participants should purchase a physical copy of a **dictionary** (either *Cassell's New Latin Dictionary* or the *Collins Gem Latin Dictionary*) as well as a **grammar index** (either Anne Mahoney's *Essential Latin Grammar* or Allen and Greenough's *New Latin Grammar*). Required supplemental materials—including additional vocabulary lists, notes on grammar and relevant cultural content, and audio recordings of chapter readings—are also provided via Teams.

In terms of **recommended** (optional) texts, consider the following works. First, Goldman and Morton's *English Grammar for Students of Latin* is strongly recommended for participants who either lack familiarity with English grammar or have not studied another language. Second, Ørberg's *Exercita Latina* and *Colloquia Personarum* provide, respectively, additional grammatical exercises and readings corresponding to each chapter of *Familia Romana*.

PREREQUISITES AND PLACEMENT TEST

As this is an introductory course, **there is no prerequisite for taking the course**. However, if Lyceum members with previous Latin experience desire to take a placement test in order to assess their level of proficiency and determine their best placement in our course sequence, they ought contact me either by email (r.sharpe@lyceum.institute) or by direct message on Teams.

PARTICIPATION, COURSE COMPLETION, AND GRADES

Successful language acquisition is an *active* process; one must study consistently and review frequently. Thus, while any Lyceum member may sign up for the course, I distinguish participants as holding *active* or *auditing* status. Participants hold *active* status if they do all of the following:

- Attend class sessions regularly (i.e., they have attended class since at least the third session, and have not missed three class sessions thereafter, either consecutively or in total);
- Demonstrate satisfactory preparation for class sessions (i.e., show familiarity with the weekly reading and class notes, including comprehension of new grammar and vocabulary);
- Participate readily in class procedure (e.g., translate, ask questions, and engage with course content without hesitation); and
- Complete both quizzes and the final exam (all of which are “take home” in format).

By contrast, participants are considered to hold *auditing* status if they attend class inconsistently, are frequently unprepared for class, refuse to participate in the translation process, or fail to complete the course quizzes/exam. One can lose active status at any time, even in the final week.

This distinction is not designed to discourage or shame, but rather to encourage and facilitate good habits of study. Moreover, it is implemented for practical purposes. First, only participants with active status are permitted to translate or raise questions in class. Second, only participants with active status are able to “complete” the course and, in turn, attend Elementary Latin II. To be blunt: if you are consistently unprepared for class sessions but attempt to participate, you will likely prevent efficient use of class time for those seriously committed to Latin study.

That said, if a truly *serious* circumstance arises (a major illness, a birth/death, etc.), please contact me as soon as possible, and I am likely to be more forgiving/relaxed about this policy.

Regarding *grading*: the Lyceum is not concerned with conferring degrees or calculating GPAs, yet grading is a helpful metric for language study (and indeed more so than for philosophy). As such, the two quizzes comprise one half of a participant's final score, and the final exam the other half. **N.B.: if a participant's cumulative score is lower than a C, he or she cannot advance to Elementary Latin II. (However, he or she may retake Elementary Latin I.)**

SELF-DIRECTED STUDY AND THE DIGITAL COMMUNITY

In addition to preparation for and active participation in class sessions, it is also important to recognize that language study is primarily a self-directed study: you alone can hold yourself accountable for your progress. A harsh reality: if you do not *commit yourself to **thirty to sixty minutes of daily study and review***, you are likely to fall behind or simply abandon Latin studies. However, fear not! The Lyceum's digital community provides several opportunities and resources to help you maintain daily study. Though Latin is a demanding undertaking, there is no need to "go it alone."

I am frequently available during the week to meet and discuss difficulties, either through typed chat or audio/video calls. So too, the Lyceum offers the following study aids:

- Recordings of each class session, which are available for all members to watch and/or download;
- A sizable and growing digital library, which includes textbooks and vocabulary lists, audio/video resources, and historical/cultural materials; and
- A community of fellow Latin students who, possessing varying degrees of proficiency, are also available to help answer your questions and keep you accountable in study.

SESSION SCHEDULE

January 10	Capitulum I (Chapter 1) Main Concepts: Introductory Concepts: Inflection, Case and Function, Word Order Required Reading: <i>Familia Romana (FR)</i> c. 1, including the <i>Pensa</i> Recommended Reading: <i>Exercita Latina (EL)</i> c. 1, <i>Colloquia Personarum (CP)</i> c. 1
Jan. 17	Capitulum II Main Concepts: Introduction to Nouns (First and Second Declensions); Interrogative Pronouns; Possessive Adjectives Required Reading: <i>FR</i> c. 2 Recommended Reading: <i>EL</i> c. 2, <i>CP</i> c. 2
Jan. 24	Capitulum III Main Concepts: Introduction to Regular Verbs and Clauses; Direct Object; Personal and Relative Pronouns Required Reading: <i>FR</i> c. 3 Recommended Reading: <i>EL</i> c. 3, <i>CP</i> c. 3
Jan. 31	Capitulum IV Main Concepts: Imperative Mood; Direct Address; Reflexive Pronouns Required Reading: <i>FR</i> c. 4 Recommended Reading: <i>EL</i> c. 4, <i>CP</i> c. 4
February 7	Capitulum V (Quiz #1 Due Before Class Session) Main Concepts: Personal Pronoun (Third Person); Ablative with Prepositions Required Reading: <i>FR</i> c. 5 Recommended Reading: <i>EL</i> c. 5, <i>CP</i> c. 5
Feb. 14	Capitulum VI Main Concepts: Passive Voice; Abl. of Means/Agent; Place Constructions; Accusative with Prepositions Required Reading: <i>FR</i> c. 6 Recommended Reading: <i>EL</i> c. 6, <i>CP</i> c. 6
Feb. 21	Scheduled Break

Feb. 28	Capitulum VII Main Concepts: Dative Case (Indirect Object) Required Reading: <i>FR</i> c. 7 Recommended Reading: <i>EL</i> c. 7, <i>CP</i> c. 7
March 7	Capitulum VIII Main Concepts: Pronouns and Adjectives: Personal, Demonstrative, Relative, and Interrogative Required Reading: <i>FR</i> c. 8 Recommended Reading: <i>EL</i> c. 8, <i>CP</i> c. 8
Mar. 14	Capitulum IX (Quiz #2 Due Before Class Session) Main Concepts: Third Declension Nouns; Intensive Pronouns Required Reading: <i>FR</i> c. 9 Recommended Reading: <i>EL</i> c. 9, <i>CP</i> c. 9
Mar. 21	Capitulum X Main Concepts: Third Declension Nouns (Cont.); Principal Parts; Present Infinitive Required Reading: <i>FR</i> c. 10 Recommended Reading: <i>EL</i> c. 10, <i>CP</i> c. 10
Mar. 28	Capitulum XI Main Concepts: 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 4	Capitulum XII Main Concepts: Fourth Declension Nouns; Third 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
Apr. 11	Capitulum XIII Main Concepts: Fifth 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
Apr. 18	“Reading Week” (Optional Review Session for Final Exam)
Apr. 25	Due by Apr. 25 by 10 PM ET: Final Exam