



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 5/22/2008
- COR Update
- Pre Req/Advisories
- Other Changes
- Effective Date

**COURSE SUBJECT & NUMBER:** LATN 201

**COURSE NAME:** \*Intermediate Latin

**COURSE UNITS:** 5 **COURSE HOURS:** 5 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of LATN 102

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

A transfer-level, intermediate course in Latin, continuing the concepts introduced in Latin 101 and 102. In addition to intensive study of Latin grammar and syntax, the student will translate and analyze passages from Virgil's *Aeneid* and also will study the works of the following classical writers: Caesar, Catullus, and Ovid. (CSU, UC, AVC)

**COURSE OBJECTIVES:** *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

**Upon completion of course, the successful student will be able to:**

1. Demonstrate a thorough knowledge of Latin morphology, including all declensions, conjugations, and grammatical patterns.
2. Demonstrate an ability to sight read easier passages.
3. Translate simple English prose into Latin.
4. Demonstrate the ability to analyze English words to identify the Latin and Greek stems as an aid to determining their meaning.
5. Translate and analyze Virgil's *Aeneid*.
6. Translate and analyze passages from Caesar, Catullus, and Ovid.
7. Recognize Latin stems of English words and thereby determine general parameters of meaning.
8. Apply basic phonetic rules and metrical patterns to read and appreciate Latin poetry.

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**COURSE CONTENT:** *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor must cover all material listed below.)*

- 1) Vocabulary
  - Continuing study of additional nouns, verbs, adjectives, adverbs, conjunctions, pronouns, and prepositions as needed for a deeper understanding of the language
  - Vocabulary specific to authors under study.
- 2) Grammar
  - i) Future perfect
  - ii) Indirect questions
  - iii) Perfect subjunctive
  - iv) Semideponent verbs
  - v) Indirect statements
  - vi) Result clauses
  - vii) Conditional clauses
  - viii) Subjunctive in main clauses
  - ix) Uses of cum
  - x) Clauses of fearing
  - xi) Impersonal verbs
  - xii) Intransitive verbs in passive voice
  - xiii) Gerunds
  - xiv) Gerundives
  - xv) Gerundives of obligation
  - xvi) Predicate “dative”
  - xvii) Grammar as applied to several authors, which may include
    - (1) Caesar
    - (2) Catullus
    - (3) Virgil
    - (4) Ovid
    - (5) Livy
    - (6) Cicero
- 3) Culture
  - i) Latin Poetry
    - (1) Introduction
    - (2) Metrics
    - (3) Dactylic Hexameter
  - ii) Horace and Maecenas
  - iii) Anthony and Cleopatra
  - iv) Background and historical context of several authors, which may include:
    - (1) Virgil
    - (2) Caesar
    - (3) Catullus
    - (4) Ovid
    - (5) Livy
    - (6) Cicero

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**TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

Grammatical and exercise explanations weekly  
2 short passages (2 pages or so) of Latin weekly  
2 short cultural sections every other week

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**

Exercises requiring application of Latin rules of grammar every class period  
Short passages of translation from Latin to English weekly  
Sentences of translation from English to Latin weekly  
Extended written direct translations of passages from selected authors  
Literary translations of selected authors

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**

n/a

**4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:**

Prepare translations to be presented orally in class  
Work in pairs or small groups  
Translate and listen to songs in Latin  
Memorize vocabulary and grammatical paradigms

**5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.**

Students will:

Analyze texts to answer written questions  
Apply phonetic rules to pronunciation of new Latin words  
Apply grammatical patterns/rules to new Latin words/sentences to create accurate English translation  
Compare and contrast cultural differences of Roman and modern worlds  
Select appropriate grammatical forms and vocabulary to construct comprehensible sentences in Latin  
Express opinions on topics covered in class

**6. For categories 1-4 above, describe the estimated time per week it would take a student to complete homework assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs .homework; etc. For example: reading textbook—2 hours; writing reports—3 hours.**

**Reading Assignments:** 1 hr

**Writing Assignments:** 5 hrs.

**Computational Assignments:** n/a

**Other Assignments:** 4 hrs.

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**METHODS OF INSTRUCTION:** *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Vocabulary, grammar, and pronunciation will be presented by instructor, supplemented by pictures, wallcharts, handouts and other supplementary material for explanation. Instructor-led choral repetition, drill and read aloud may also be used. Instructor may correct students orally or on the board. Coaching through oral translations, prepared and unprepared.

**METHODS OF EVALUATION:** *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Pronunciation through in-class reading (Objective 8)

Written homework assignments using grammar and vocabulary (Objectives 1,2,3,4,7)

Recognition of English derivatives through homework assignments and in-class reading (Objective 7)

Test on grammar concepts and translation skills (Objectives 1,2)

Translation test without the use of dictionary on chosen authors (Objectives 1,2,4,5,6)

**Suggested Texts or other Instructional Materials** *(list several when possible; include title, author, publisher, date, and latest edition.)*

Balme, Maurice and James Morwood. *Oxford Latin Course, Part III.* New York: OUP, 1997.

Balme, Maurice and James Morwood. *Oxford University Latin Reader* New York: OUP, 1997.