

LAT 312K—Intermediate Latin II – Vergil’s *Aeneid*
Unique # 32775
Spring 2015

Instructor: Chuck Oughton

Time: MWF 11:00-12:00

Place: WAG 208

Office Hours: M 1-2, W 12-1, or by appointment

Office: WAG 207

Email: c.w.oughton@utexas.edu

Course Website: available on Canvas and www.cwoughton.weebly.com

Required Course Materials:

- Pharr, *Vergil’s Aeneid, Books I-VI*, rev. ed. (Bolchazy-Carducci, 1998). ISBN 0865164215
- Bennett, *New Latin Grammar*, 1st ed., (Bolchazy-Carducci, 2000). ISBN 9780865162627
- Access to an English translation of Vergil’s *Aeneid* – recommended: Fagles (2008 Penguin), Lombardo (2005 Hackett), or West (2005 Penguin).

OPTIONAL: A *Good Latin-English Dictionary*. Either of these is sufficient: (you do not need both) Simpson, ed., *Cassell’s Latin Dictionary* (Macmillan, 1977). ISBN: 0025225804 –OR– Traupman, *New College Latin and English Dictionary*, 3rd ed. (Bantam, 2007) ISBN 055359012X

Note: you are required as a part of your participation grade to bring these books to class every day.

Course Prerequisite: Passing LAT 311 with a grade of at least a C.

Course Description and Goals: This course is designed to enhance your Latin reading skills and comprehension through the careful translation of passages of Latin poetry. We will therefore devote most of our time, both in class and at home, to reading selections from Vergil’s *Aeneid*. To sharpen your translation tools further, you will utilize guided group- or self-study to review the morphology and syntax that you learned in your first-year course, as well as to increase your Latin vocabulary. We will also discuss and analyze Vergil’s text for syntactical, stylistic, and poetic features and develop a greater awareness of its literary and historical context. To succeed in this class, you will need to complete the daily assignments diligently and participate enthusiastically in classroom discussion and translation. The reward, however, will be well worth the effort, as students who apply themselves to the course with dynamism will find their reading speed and relative fluency increasing over the course of the semester.

Daily Assignments and Homework: The bulk of the homework for this course will consist of daily translation assignments from Vergil’s *Aeneid*, though there may be some special selections from other texts that I will prepare for you. While the attached schedule provides a basic layout of our reading plans, the exact assignments will be given at the end of class each day, so be sure to take note of the lines we will be translating for the next day! ***The completion of the translation assignment each day will be crucial to your success in this class.*** I expect every student to have expended every possible effort to be prepared for class every day.

When translating for these assignments, ***I urge you NOT to rely on written translations. You will NOT be allowed to read from a written translation in class.*** You will, “**LOOK AT THE**

LATIN!” To encourage you to break away from writing out full translations of your homework, ***you will not be required to turn in written copies of your assignments.*** This policy is subject to change, however, depending on how the class performs during translation activities. I will, of course, notify you in advance of any changes to the homework procedure for the course.

Over the course of the semester, we will be translating excerpts from the first, second, and sixth books of Vergil’s *Aeneid* and read about the Trojan hero Aeneas as he travels across the Mediterranean, recounts the sack of Troy, and journeys to the underworld. Throughout our readings, we will strive to gain an appreciation for the literary concerns of Vergil’s poetry and a better awareness of the historical events that lie behind the text. We will begin by translating 10-15 lines of Latin per class session and gradually expand this to 25-30 lines (or more) by the final day of class. Over the course of the semester, we will also read an English translation of the *Aeneid* in order to better appreciate the context of the selections we read in the original Latin and to gain a sense of the whole epic. There will occasionally be short secondary reading assignments as well; these will be posted on Canvas/Weebly for your convenience.

Failure to show up for class or failure to prepare adequately on a consistent basis will be detrimental to your grade. ***You cannot expect to learn a language by skipping class or ignoring your homework.*** When you miss class or do not do the assignments, you also put a greater burden on your classmates to prepare the material. “I did not get to my homework” or “I didn’t have time” or “I didn’t know about it” or “*canis meus exercitationem meam comēdit*” are **NOT** legitimate excuses. ***Expect to spend multiple hours outside of class each day studying and translating.*** Make a thorough attempt at every assignment. If you struggle with the material, it is okay; in fact, it is expected! Do the best you can beforehand and then come to class where we can work through the problems together. Do not be afraid to ask questions; odds are good that other students struggled with the same problems. The only way to learn is to identify and then correct your mistakes.

Quizzes: There will be four types of quizzes in this course: announced vocabulary quizzes, unannounced reading and translation quizzes, and online quizzes. ***In-class quizzes will always be held at the beginning of the class period.*** Do not be late to class as you may miss a quiz! Whether you miss a quiz because you were late or absent, be aware that make-up quizzes **will NOT be offered**; instead, I will drop the lowest THREE quiz scores from the calculation of your final grade. Note that on some days we may take *more than one quiz*.

(1) Vocabulary quizzes will be held at the beginning of the class. The first 8 are marked on the course schedule (designated “VQ”) and the material for these initial vocabulary quizzes will be drawn from the “General Word List” contained in your textbook. The remaining vocabulary quizzes will be held on several Fridays throughout the semester and will contain words from the passages that we have covered during that week’s classes (including the assignment for the day of the quiz).

(2) Unannounced Reading quizzes will be scattered throughout the semester. They will cover information from that week’s reading topics (as marked on the schedule, most readings available on Canvas). These may contain questions drawn from a chapter or reading, exercises demonstrating your knowledge of syntactical or poetic topics, or some combination of these. You will notice on the attached schedule that the left-hand column contains a list of topics and readings for you to cover during that week (designated “Weekly Work”). ***By Monday of the following week,*** I expect you to have studied that material,

which then becomes fair game for an unannounced review quiz. I recommend that you spread this review out over the course of each week and not put it off until Sunday or Tuesday or Thursday night before class.

(3) Translation quizzes will consist of a short translation section and appropriate grammatical identification questions of a passage, either seen or unseen. You will occasionally be asked to scan the lines as well. The purpose of these quizzes is to encourage thorough review of the passages covered in class so far and to tie together your translation homework with your self-guided review of syntax and morphology.

(4) Online quizzes will be available to take on Canvas, starting at least 48 hours before they are due. You may take the online quizzes as many times as you would like until you achieve your desired score. You are not only allowed but even encouraged to use course materials (notes, textbooks, dictionary, review PPTs, handouts, etc.) to aid your performance on these quizzes.

Written Assignments: Later in the semester, you will compose two written (and typed!) commentaries of translation passages of your choice. The first commentary (**due MAR 9th**) will be descriptive of syntactical features and literary figures of a passage, while the second (**due APR 27th**) will primarily be an analytical and interpretive literary analysis of a passage. More details will be distributed as the deadlines approach. Make a note of these dates on your calendar, however, as late work is subject to steep penalties (see below).

Recitations: You will perform TWO oral recitations of selected passages of Vergil's *Aeneid*. These need to be done in a meeting with the instructor outside of regular class time (either during the instructor's usual office hours or by appointment). The first recitation will be of the first 7 lines of the *Aeneid*, which you will memorize and recite with a close attention to the pronunciation and meter (**due FEB 20th**). For the second recitation (**due APR 3rd**), you will submit to the instructor a passage of your choosing for consideration in advance of your performance. **For each of these recitations you must make an appointment in advance of the due date of the assignment** (even if you are planning to perform during the instructor's usual office hours). Plan ahead, my availability is limited!

Creative Project: As you gain an appreciation of Vergil's masterpiece over the course of the semester, I am sure some story, theme, image, or idea will spark your interest. To encourage you to pursue that interest further, you will complete some kind of "creative project" as a response to the epic that we read over the course of the semester. While the options are limitless, some suggestions include: a piece of artwork (any medium), an original poem, story, or piece of music of your own composition, a video of your making, a social media page for a character of the epic, a diorama or model of some event portrayed in the poem, or some other awesome idea that I have yet to think of! To ensure that your project meets the expectations of the instructor, you *must* do TWO things in advance of your completion of the project. You need to meet with the instructor (during office hours or by appointment) to **discuss your preliminary idea of what you would like to accomplish with the project by March 27th**. You will also **submit a written proposal of your project (including details of how Vergil's epic inspired you) by April 6th**. Failure to complete either of these preliminary steps will result in a ZERO for the Creative Project assignment. **You will present the final version of your project in class on MAY 8th**.

Course Policies

Grading and Exams: Grades will be calculated as follows: the accumulation of quiz scores (10% total); in-class participation, attendance, and homework (10%); two written commentaries describing a passage of Vergil's *Aeneid* (4% each; 8% total); two oral recitations of Latin poetry (3% total); a creative project (4%); two midterm exams (20% each, 40% total); and a cumulative final exam (25%). The **midterm exams will be held on FEB 27th and APR 17th**, in class; the **Final Exam will be held MAY 13th at 9:00 AM**. These exams will assess your ability to translate and correctly identify syntactical features of Latin passages of reasonable length. Each exam will have a section testing your knowledge of syntax and translation in *seen* passages, and an *unseen* translation passage. **Late work of any kind is subject to a 25% penalty per day that it is late. Extra credit will not be offered.**

Grading Scale:* **A:** 100-93; **A-:** 92.9-90; **B+:** 89.9-87; **B:** 86.9-83; **B-:** 82.9-80; **C+:** 79.9-77; **C:** 76.9-73; **C-:** 72.9-70; **D+:** 69.9-67; **D:** 66.9-63; **F:** below 63

*You receive the grade that you earn, i.e., grades will not be curved and final grades will not be rounded to the nearest percent.

Pass/Fail or Credit/No Credit Option: A student may choose to take the course as Pass/Fail or Credit/No Credit. To receive a pass, the student must achieve a final grade of no less than 63%. To receive credit for the course, a final grade of no less than 73% is required. **NB: a grade of C or better is required to continue to LAT 321.** "P" or "CR" will not advance you to LAT 321.

Make-up Tests and Quizzes: Make-up quizzes **will not be offered**; instead, I will drop the lowest THREE quiz scores from the calculation of your final grade. Students will only be allowed to make up exams in the case of a demonstrated medical reason (physician's statement required) or other unavoidable emergency (as certified by the Dean of Students in the student's college) and with notice given to the instructor in advance. Additionally, the make-up exam will be different from and more difficult than the original exam. Examples of unacceptable excuses: family trips, oversleeping, laziness, tardiness, joining the circus, hangovers, being held for ransom by Cilician pirates, etc. **The final exam must be taken at the appointed time:** no make-ups or early takers will be allowed.

Attendance and Preparation: Attendance and preparation of your homework is crucial to your success in this class, i.e., ***if you want to pass, do not miss class!*** Attendance will be taken at the beginning of each class. The record of your attendance will form a portion of your participation grade (10% of your total grade). However, due to the fact that certain unavoidable circumstances can arise, you will be allowed three unexcused absences, following which your final grade will drop one percentage point per unexcused absence. Absences will be excused only for religious holidays (see below), medical reasons (with a letter from Student Health Services or a private physician), or for family emergencies (only when certified by your Dean of Students). If students wish to have an absence excused, they must provide documentation to the instructor within a week of their return to class.

Failure to prepare adequately for class will severely inhibit your ability to improve your Latin reading skills and will prevent you from an appropriate level of participation in class discussions. As such, days on which you do not prepare your homework in advance of class—particularly when this becomes a chronic problem—are tantamount to absences and **I will dock your attendance and participation grade when you have failed to prepare for class.**

Tardiness: We will start class promptly at 11:00 every day. It is highly important that you arrive on time each day to avoid disrupting class and to ensure that we all get as much as possible from each session. (*Not to mention that you might miss a quiz!*) Every two “tardies” that you receive will count as one unexcused absence. Leaving class early without prior notification will also result in a “tardy” on your attendance record. If you foresee the need to arrive late or leave early on any given day, please notify the instructor in advance. If some unavoidable circumstance (e.g., car trouble, bus running late, avoiding the proscriptions in the Forum, etc.) necessitates that you arrive late, please enter the classroom and find a seat as quietly as possible and speak to me after class.

Participation: To receive credit for participation on a given day of class, I expect the following:

- You have prepared the assigned homework for the day before coming to class.
- You are present, have all required course materials with you, and use these materials.
- You eagerly volunteer to translate, translate willingly when called upon, respond to questions posed by the instructor, and participate in the general class discussion.
- You respect your classmates’ opinions and allow them opportunities to contribute to the class (see “Academic Respect,” below).
- You do not cause disruptions to the class environment, including those created by electronic devices (see below) or by a monopolization of class discussion.

The following behaviors are a few examples of inappropriate classroom conduct and will result in deduction of participation and attendance points: failure to bring or use class materials, a lack of preparation for class, failure to volunteer to translate or to translate when called upon, failure to respond to questions, treating other students with disrespect, monopolizing classroom discussion, using electronic devices for activities inappropriate to the classroom, leaving class early, failure to contribute to a respectful and productive class environment, using your lectors to intimidate a peer from participating in an important Senate meeting, or creating any other disruption in the classroom, such as those noted in the sections below.

Academic Respect: I promise to respect your rights and needs as students and all of you, by entering class, promise to respect each other and the instructor. To show this respect, you will each be expected to minimize classroom disruptions as much as possible. This includes being on time, coming to class prepared with your assignments completed, paying attention while in class, participating eagerly when called upon or voluntarily, keeping your ***cell phones silenced and in your bag*** during class time, using other electronic devices only for class-appropriate activities, ***allowing your fellow students the opportunity to ask questions and to express their opinions***, responding respectfully to other students’ comments, and staying through the end of the class session. I reserve the right to dismiss overly disruptive students from the classroom and to deduct points from your participation grade for excessive classroom disruptions.

Electronic Device Policy: When you come to my class, I expect you to be present in both body and mind. Part of demonstrating the proper respect to each other, as noted above, includes minimizing classroom distractions for ourselves and others. **Cell phones need to be silenced and remain idle and in your bag during class.** While laptops and tablets are very valuable tools for your education, they largely serve no purpose during a translation class in which you will be reading from a Latin text 99% of the time. I was an undergrad not too long ago and I know how most students use their computers during class. Masked behind the guise of “note-taking,” there lies an entire world of distractions that will only inhibit your learning ability. You will not succeed in this class if you apply such a small percentage of your attention span to the

class activities. Therefore, **other electronic devices need to be used only for class appropriate activities.** To me, texting, tweeting, browsing, fb'ing, posting, chatting, pinning, and performing any other kind of electronic communication in class are as rude as loudly taking a phone call in your seat. I will ask you to put your phone, computer, or tablet away the first time; the second time, I will ask you to leave class.

Email Policy: If we cannot speak about a problem or concern that you have in person, or if any other questions arise, please email me. Communication is vital for each of us to understand what the other expects. When you send me an email, I will do my best to respond as promptly as I can, but please understand that there are times when it is difficult for me to do so. Please allow up to 24 hours for me to respond to an email. But know that I have a similar expectation for you! If I email the class or you personally with a question or concern that requires (or demands) a response, I ask that you answer that email within a reasonable length of time. To make this easier on all of us, please make sure to set your university email to an address that you check regularly.

University Policies

The instructor abides by all policies described in the university's General Information Bulletin, including, but not limited to those listed below. To examine the University's General Information Bulletin, go to: <http://catalog.utexas.edu/general-information/>

University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic Dishonesty: Collaboration during tests, use of written notes during tests, or submission of work that is not entirely a student's own (whether copied from another student or the internet) will not be tolerated. Any student found guilty of cheating or facilitating cheating in any way will receive no credit on the assignment, quiz, or test and will be subject to the University procedures under Appendix C, Section 11 of the General Information bulletin. I will refer all cases of suspected cheating to Student Judicial Services. I reserve the right to **reexamine** any student whom I strongly suspect of cheating or facilitating cheating at any time. It is your responsibility to be familiar with the university's definition of cheating and to avoid any behavior that might be interpreted as academic dishonesty.

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To receive your accommodations for this course, please submit to the instructor a letter from the SSD office stating your needs by the second week of classes. Note that only the SSD office can determine the accommodations that can be provided; these are not allowed to be determined by the instructor. If you feel that you will qualify for such accommodations or, for more information, contact the SSD Office at 471-6259 (voice) or 232-2937 (video phone) or online: <http://www.utexas.edu/diversity/ddce/ssd>.

Religious Holidays: Please inform me at least 14 days in advance if you observe any religious holiday during the semester that will require your absence from class. Your needs will be accommodated.

Add/Drop Policy: Please familiarize yourself with the university's official drop/add policy. Any requests to Q-drop this course after the 12th class day will be handled according to these rules. Be forewarned: while you may use a "one time exception" to late-drop the course, the exception is to the deadline, not to the requirement that you must be earning less than a 70% in order to receive the OTE Q-drop.

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an emergency announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform the instructor in writing during the first week of classes. In the event of an evacuation, follow the directions of class instructors. Do not re-enter a building unless you are given instructions by Emergency Service Personnel to do so. Please visit the following website to review the university's emergency guidelines: <http://www.utexas.edu/safety/preparedness/>

Final Notes:

1) To "survive" this class, come prepared and ready to learn and to have fun each day. ***I strongly recommend that you study and do your homework together, in groups, outside of class.***

Collaboration will help you learn more effectively and is often much more fun than working on your own (obviously, this does not apply to exams, where collaboration results in failure).

2) The best advice I can give you to find success in an intermediate translation course such as this is to begin each day's homework by ***reviewing every bit of Latin that we have translated up to that point in the semester.*** This sounds daunting at first, but each day you will find yourself going through the text more and more quickly and easily and, subsequently, this exercise will only take a few minutes. Should you do this, however, you will not only find your overall fluency and reading speed improving drastically, you will also have translated any given passage that I can put on the exam several (or dozens of) times before you walk into class that day.

****Specifics noted in this syllabus are subject to change with verbal or written notification provided to the class****