



COURSE OUTLINE

Course Number LAT101	Course Title Beginning Latin I	Credits 3
Hours: 3 Lecture	Co- or Pre-requisite:	Implementation Semester & Year Fall 2022

Catalog description: For students with little or no prior knowledge of Latin. Reading comprehension of literary and scholarly texts in Latin being the end goal, emphasizes the communicative skills of reading and writing based on culturally authentic texts. Grammar is thoroughly introduced and analyzed. Some spoken communication in Latin is practiced.

General Education
Category:
Goal 6: Humanities

Course coordinator: Daniel D'Arpa, (609) 570-3318,
darpad@mccc.edu

Required texts & Other materials:

- Hans H. Ørberg, *Lingua Latina per se Illustrata I, Familia Romana*. ISBN-13: 978-1585102013; Focus Publishing/R. Pullins Co. (Note: both the new color version and the black and white version are acceptable for this course).
- Hans H. Ørberg, *Colloquia Personarum*. ISBN-13: 978-1585101567; Focus Publishing/R. Pullins Co.
- Subscription to the Focus/Pullins publisher's online materials, "Familia Romana Ancillaries," available at courses.pullins.com for \$14.95

Note: Students must register to the Focus/Pullins website to create an account to access the publisher's online materials and obtain a username and password. (See the last page for instructions on Registering and Creating a User Account on the Focus/Pullins website.)

Course Student Learning Outcomes (SLO):

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

1. Demonstrate reading comprehension of written Latin on a basic level. (ILG 6,10; PLO 1)
2. Write Latin on a basic level. (ILG 6, 10; PLO 1)
3. Identify basic grammatical elements of Latin sentence structure. (ILG 4, 6, 10)
4. Demonstrate knowledge of the daily life of the Latin-speaking world; and contributions made by Latin-speaking figures to world literature, art, music, science, and commerce. (ILG 8, 10)
5. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6,10)

Course-specific Institutional Learning Goals (ILG):

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work

Program Learning Outcomes for Liberal Arts (PLO)

1. Speak, write, read, and comprehend a world language commensurate with the level of study

Units of study in detail – Unit Student Learning Outcomes:

Unit I

Chapter 1: Imperium Romanum [SLO 1-5]

At the end of this unit, students will be able to:

1. Greet people in Latin and say goodbye.
2. Introduce themselves and others.
3. Identify provinces and regions of the Roman Empire in Latin.
4. Ask and answer questions about location in Latin.
5. Correctly pronounce Latin words including recognizing and correctly pronouncing Latin diphthongs.
6. Use the nominative case (singular and plural; first and second declension; masculine, feminine, and neuter) with the verb esse; use the ablative case with the preposition in.
7. Read common types of Latin phrases or idioms.

Unit II

Chapter 2: Familia Romana [SLO 1-5]

At the end of this unit, students will be able to:

1. Describe a typical Roman household in Latin.
2. Describe the relationships between people and things in Latin.
3. Ask and answer questions involving possession in Latin (using the genitive case).
4. Read and use other types of phrases or idioms incidental to the chapter.

Unit III

Chapter 3: Puer Improbis [SLO 1-5]

At the end of this unit, students will be able to:

1. Describe the characteristics of people and things in Latin.
2. Describe actions from the daily life of a typical Roman family, using action verbs and the direct object (i.e., the accusative case).
3. Ask and answer questions about actions in Latin.

4. Recognize the difference between a transitive and an intransitive verb (verbs that need an object, verbs that do not).
5. Create compound sentences using a relative clause.
6. Read and use other types of phrases or idioms incidental to the chapter.

Unit IV

Chapter 4: Dominus et Servi [SLO 1-5]

At the end of this unit, students will be able to:

1. Form and respond to commands in Latin; know the difference between indicative and imperative verbs.
2. Describe interactions between a Roman master and slaves, using action verbs and the direct object (i.e., the accusative case).
3. Ask and answer questions about actions in Latin.
4. Count in Latin from 1 – 10.
5. Read and use other types of phrases or idioms incidental to the chapter.

Unit V

Chapter 5: Villa et Hortus [SLO 1-5]

At the end of this unit, students will be able to:

1. Describe a Roman villa.
2. Describe location and movement, using prepositions.
3. Identify Latin pronouns (is, ea, id); write series of sentences using personal pronouns.
4. Describe actions from the daily life of a typical Roman family, using the plural form of the direct object (i.e., the accusative case).
5. Ask and answer questions about actions in Latin.
6. Read and use other types of phrases or idioms incidental to the chapter.

Unit VI

Chapter 6: Via Latina [SLO 1-5]

At the end of this unit, students will be able to:

1. Describe Roman Italy, including towns and roads; describe modes of land transportation available in the Roman Empire.
2. Describe location and movement, using prepositions (ab and ad) and the locative case.
3. Ask and answer questions about location and movement.
4. Compare two disparate things, using the phrase 'not as . . . as.'
5. Recognize and understand the passive voice; Vary sentence structure using the passive voice.
6. Read and use other types of phrases or idioms incidental to the chapter.

Unit VII

Chapter 7: Puella et Rosa [SLO 1-5]

At the end of this unit, students will be able to:

1. Describe actions directed at the subject of a sentence (using reflexive

- pronouns).
2. Describe the act of giving an object to a person (the dative case).
 3. Describe actions typical of the daily life of a Roman family
 4. Combine words, phrases or clauses using coordinating conjunctions (not only . . . but also, etc.)
 5. Fully decline a noun phrase (give the five case forms of a noun in the singular and plural).
 6. Read and use other types of phrases or idioms incidental to the chapter.

Unit VIII

Chapter 8: Taberna Romana [SLO 1-5]

At the end of this unit, students will be able to:

1. Read and use Latin demonstrative pronouns (hic, haec, hoc; ille, illa, illud); Write series of sentences using demonstrative pronouns
2. Describe the price of something in Latin
3. Compare the size or the price of two things in Latin
4. Describe a commercial exchange typical of Roman times.
5. Ask and answer questions about a commercial exchange in Latin.
6. Fully decline a noun phrase that includes a demonstrative pronoun.
7. Read and use other types of phrases or idioms incidental to the chapter.

Unit IX

Chapter 9: Pastor et Oves [SLO 1-5]

At the end of this unit, students will be able to:

1. Describe a typical landscape of rural Roman Italy in Latin.
2. Identify features of Roman agricultural and herding life.
3. Ask and answer questions about pastoral life in Latin.
4. Fully decline a noun phrase that includes a 3rd declension noun.
5. Read and use other types of phrases or idioms incidental to the chapter.

Evaluation of student learning:

Homework(flipped class design): reading/written practice activities/ recorded voice activities (20% of final grade)

Required work in preparation for each class includes the reading and practice of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.

Participation during class meetings in small and large group discussion; guided dialogue (20% of final grade)

In-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in Spanish. The language of instruction and classroom business is in the target language.

Short spoken presentations (prerecorded or during class) (15% of final grade)

Spoken communication (speaking and listening) will be assessed by at least two oral presentations.

Short essays (15% of final grade)

Assessment of writing skills will be evaluated by at least three in-class short essay writing.

Written unit tests (20% of final grade)

Students will complete a written test after each unit. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)