COURSE OUTLINE

Course Number: LAT101
Course Title: Beginning Latin I
Credits: 3

Hours: 3 credit hours; Online
Co- or Pre-requisite: none
Implementation: Spring 2013

Catalog description: (2018-2019 Catalog) The first in a sequence of courses designed 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.

Revision Date: January, 2019.

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).
- 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.)

Revision date: Course coordinator: Daniel D’Arpa, 570-3318, darpad@mccc.edu
January 2019

Information resources:
- course site (http://mccc_learning.com) through the Virtual College at MCCC.
- Hans H. Ørberg, Lingua Latina per se Illustrata I, Familia Romana
- Hans H. Ørberg, Colloquia Personarum.

Other learning resources: Subscription to Focus/Pullins publisher’s online materials, “Familia Romana Ancillaries,” available at courses.pullins.com
**Course Competencies/Goals:**

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

1. Demonstrate reading comprehension of written Spanish on basic level. (ILG 6,10)  
   *Methods of assessment: small and large group discussion; individual written assignments; written test*

2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6,10)  
   *Methods of assessment: small and large group discussion; guided dialogue*

3. Write Spanish on a basic level. (ILG 6, 10)  
   *Methods of assessment: short essay; written test*

4. Identify basic grammatical elements of Spanish sentence structure. (ILG 4, 6, 10)  
   *Methods of assessment: completion of written tasks; tests*

5. Demonstrate knowledge of the daily lives of the Spanish-speaking peoples of the world; and current and past contributions made by Spanish-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10)  
   *Methods of assessment: small and large group discussion; tests; completion of homework assignments*

**ILGs:** The course meets the following 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

**Units of study in detail.**

**Unit I**

**Chapter 1: Imperium Romanum** [SLO 1-5; ILG 4,6,8,10]

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; ILG 4,6,8,10]

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 Improbus** [SLO 1-5; ILG 4,6,8,10]

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; ILG 4,6,8.10]

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.
5. Read and use other types of phrases or idioms incidental to the chapter.

**Unit V**

**Chapter 5: Villa et Hortus** [SLO 1-5; ILG 4,6,8.10]

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; ILG 4,6,8.10]

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; ILG 4,6,8.10]

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; ILG 4,6,8.10]

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; ILG 4, 6, 8, 10]

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:
1. Focus/Pullins Website – Chapter Quizzes: 20%
2. Discussion Boards ( ) (one per chapter): 20%
3. Drop Box Written Assignments (one per chapter): 20%
4. Chapter Tests ( ) (one per chapter): 20%
5. Exams (Midterm and Final, Proctored Testing Center): 20%

Sample Course Schedule (15-week course)

Outline of Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Classwork themes/topics</th>
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</thead>
<tbody>
<tr>
<td>Weeks 1 &amp; 2</td>
<td>Chap 1 “Imperium Romanum”&lt;br&gt;Online Activities Chapter 1&lt;br&gt;Discussion Board: Imperium Romanum&lt;br&gt;Video and Drop Box: Colloquium Primum&lt;br&gt;Online Test: Chapter 1</td>
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<tr>
<td>Week 3</td>
<td>Chap 2 “Familia Romana”&lt;br&gt;Online Activities Chapter 2&lt;br&gt;Discussion Board: Familia Romana&lt;br&gt;Video and Drop Box: Colloquium Secundum&lt;br&gt;Online Test: Chapter 2</td>
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<tr>
<td>Week 4</td>
<td>Chap 3 “Puer Improbus”&lt;br&gt;Online Activities Chapter 3&lt;br&gt;Discussion Board: Puer Improbus&lt;br&gt;Video and Drop Box: Colloquium Tertium&lt;br&gt;Online Test: Chapter 3</td>
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<tr>
<td>Week 5</td>
<td>Chap 4 “Domini et Servi”&lt;br&gt;Online Activities Chapter 4&lt;br&gt;Discussion Board: Domini et Servi&lt;br&gt;Video and Drop Box: Colloquium Quartum&lt;br&gt;Online Test: Chapter 4</td>
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<tr>
<td>Week 6</td>
<td>Chap 5 “Villa et Hortus”&lt;br&gt;Online Activities Chapter 5&lt;br&gt;Discussion Board: Villa et Hortus&lt;br&gt;Video and Drop Box: Colloquium Quintum&lt;br&gt;Online Test: Chapter 5</td>
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<td>Week 7</td>
<td>Midterm Exam (includes Capitula 1 – 5): at a proctored testing site (WWC Testing Center).&lt;br&gt;Mid-Semester Survey</td>
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<tr>
<td>Week</td>
<td>Classwork themes/topics</td>
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| Week 8 & 9 | Chap6 "Via Latina"  
  Online Activities Chapter 6  
  Discussion Board: Via Latina  
  Video and Drop Box: Colloquium Sextum  
  Online Test: Chapter 6 |
| Week 10 | Chap7 “Puebla et Rosa”  
  Online Activities Chapter 7  
  Discussion Board: Puebla et Rosa  
  Video and Drop Box: Colloquium Septimum  
  Online Test: Chapter 7 |
| Weeks 11 & 12 | Chap8 “Taberna Romana”  
  Online Activities Chapter 8  
  Discussion Board: Taberna Romana  
  Video and Drop Box: Colloquium Octavum  
  Online Test: Chapter 8 |
| Weeks 13 & 14 | Chap9 “Pastor et Oves”  
  Online Activities Chapter 9  
  Discussion Board: Pastor et Oves  
  Video and Drop Box: Colloquium Nonum  
  Online Test: Chapter 9 |
| Week 15 & 16 | Final Exam (includes Capitula 6 – 9)  
  Course Wrap-Up and Survey |

**Academic Integrity Statement:**

**Academic Integrity Policy:**
The Academic Integrity Policies of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC’s Academic Integrity policies. Refer to [http://www.mccc.edu/admissions_policies_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml).

**Registering and Creating a User Account on the Focus/Pullins Website**

1. Go to: [http://courses.pullins.com](http://courses.pullins.com)


3. The Cost will be: $14.95 per student.

4. Follow the instructions to create a new account, with a username and password (Choose a username that the professor can recognize as you and a password that you will remember.)

5. Login.

6. You will be told that this course requires a purchase to enter.

7. Click “Send payment via Paypal.”
   Note: You can pay with your Paypal balance, bank, or debit/credit card.

8. Follow the instructions to purchase the course.