COURSE OUTLINE

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

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

Catalog description: 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, 2013.

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: January 2017

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

Information resources:
- ANGEL course site (http://mccc.angellearning.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 for $14.95
Course Competencies/Goals:

The student will be able to:
1. Demonstrate reading comprehension of written Latin at a basic level.
2. Demonstrate listening comprehension of spoken Latin on a basic level.
3. Write Latin on a basic level.
4. Speak Latin on a basic level.
5. Identify basic grammatical elements of Latin sentence structure.
6. Demonstrate basic knowledge of Roman art, culture, and daily life.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
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. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal D. 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.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I

Chapter 1: Imperium Romanum (Each chapter is approximately ONE WEEK)

At the end of this unit, students will be able to:
1. Greet people in Latin and say goodbye.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Introduce themselves and others.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Identify provinces and regions of the Roman Empire in Latin.
   (Course Goals 1, 2, 3, 4, 6; General Education Goals 1, 4, 6, 8; Core Skills A, D, E, F, G)
4. Ask and answer questions about location in Latin.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
5. Correctly pronounce Latin words including recognizing and correctly pronouncing Latin diphthongs.
   (Course Goals 2, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
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.
   (Course Goals 1, 2, 3, 4, 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
7. Read common types of Latin phrases or idioms.
   (Course Goals 1, 2; General Education Goals 1, 4, 6; Core Skills A, E, F)
Unit II
Chapter 2: Familia Romana
At the end of this unit, students will be able to:
1. Describe a typical Roman household in Latin. (Course Goals 1, 2, 3, 4, 6; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
2. Describe the relationships between people and things in Latin. (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Ask and answer questions involving possession in Latin (using the genitive case). (Course Goals 1, 2, 3, 4, 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. Read and use other types of phrases or idioms incidental to the chapter. (Course Goals 1, 2; General Education Goals 1, 4, 6; Core Skills A, E, F)

Unit III
Chapter 3: Puer Improbus
At the end of this unit, students will be able to:
1. Describe the characteristics of people and things in Latin. (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Describe actions from the daily life of a typical Roman family, using action verbs and the direct object (i.e., the accusative case). (Course Goals 1, 2, 3, 4, 5, 6; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
3. Ask and answer questions about actions in Latin. (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. Recognize the difference between a transitive and an intransitive verb (verbs that need an object, verbs that do not). (Course Goals 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
5. Create compound sentences using a relative clause. (Course Goals 1, 2, 3, 4, 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
6. Read and use other types of phrases or idioms incidental to the chapter. (Course Goals 1, 2; General Education Goals 1, 4, 6; Core Skills A, E, F)

Unit IV
Chapter 4: Dominus et Servi
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. (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Describe interactions between a Roman master and slaves, using action verbs and the direct object (i.e., the accusative case). (Course Goals 1, 2, 3, 4, 5, 6; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
3. Ask and answer questions about actions in Latin. (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. Count in Latin from 1 – 10. (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills D, E, F)
5. Read and use other types of phrases or idioms incidental to the chapter. (Course Goals 1, 2; General Education Goals 1, 4, 6; Core Skills A, E, F)

Unit V
Chapter 5: Villa et Hortus
At the end of this unit, students will be able to:
1. Describe a Roman villa. (Course Goals 1, 2, 3, 4, 6; General Education Goals 1, 4, 5, 6, 8; Core Skills A, E, F)
   Describe location and movement, using prepositions.
2. Identify Latin pronouns (is, ea, id); write series of sentences using personal pronouns. (Course Goals 1, 2, 3, 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Describe actions from the daily life of a typical Roman family, using the plural form of the direct object (i.e., the accusative case). (Course Goals 1, 2, 3, 4, 6; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
4. Ask and answer questions about actions in Latin.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
5. Read and use other types of phrases or idioms incidental to the chapter.
   (Course Goals 1, 2; General Education Goals 1, 4, 6; Core Skills A, E, F)

**Unit VI**

**Chapter 6: Via Latina**

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.
   (Course Goals 1, 2, 3, 4, 6; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
2. Describe location and movement, using prepositions (ab and ad) and the locative case.
   (Course Goals 1, 2, 3, 4, 5; General Education Goals 1, 4, 6; Core Skills A, E, F) Ask and answer questions about location and movement.
3. Compare two disparate things, using the phrase ‘not as . . . as.’
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. Recognize and understand the passive voice; Vary sentence structure using the passive voice.
   (Course Goals 1, 2, 3, 4, 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
5. Read and use other types of phrases or idioms incidental to the chapter.
   (Course Goals 1, 2; General Education Goals 1, 4, 6; Core Skills A, E, F)

**Unit VII**

**Chapter 7: Puella et Rosa**

At the end of this unit, students will be able to:
1. Describe actions directed at the subject of a sentence (using reflexive pronouns).
   (Course Goals 1, 2, 3, 4, 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Describe the act of giving an object to a person (the dative case).
   (Course Goals 1, 2, 3, 4, 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Describe actions typical of the daily life of a Roman family.
   (Course Goals 1, 2, 3, 4, 6; General Education Goals 1, 4, 5, 6, 8; Core Skills A, E, F)
4. Combine words, phrases or clauses using coordinating conjunctions (not only . . . but also, etc.)
   (Course Goals 1, 2, 3, 4, 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
5. Fully decline a noun phrase (give the five case forms of a noun in the singular and plural).
   (Course Goals 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
6. Read and use other types of phrases or idioms incidental to the chapter.
   (Course Goals 1, 2; General Education Goals 1, 4, 6; Core Skills A, E, F)

**Unit VIII**

**Chapter 8: Taberna Romana**

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.
   (Course Goals 1, 2, 3; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Describe the price of something in Latin.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, D, E, F)
3. Compare the size or the price of two things in Latin.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, D, E, F)
4. Describe a commercial exchange typical of Roman times.
   (Course Goals 1, 2, 3, 4, 6; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
5. Ask and answer questions about a commercial exchange in Latin.
   (Course Goals 1, 2, 3, 4, 6; General Education Goals 1, 4, 6; Core Skills A, E, F)
6. Fully decline a noun phrase that includes a demonstrative pronoun.
   (Course Goals 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
7. Read and use other types of phrases or idioms incidental to the chapter.
   (Course Goals 1, 2; General Education Goals 1, 4, 6; Core Skills A, E, F)

**Unit IX**
Chapter 9: Pastor et Oves
At the end of this unit, students will be able to:
1. Describe a typical landscape of rural Roman Italy in Latin.
   (Course Goals 1, 2, 3, 4, 6; General Education Goals 1, 4, 6; Core Skills A, E, F, G)
2. Identify features of Roman agricultural and herding life.
   (Course Goals 6; General Education Goals 1, 4, 5, 6, 8; Core Skills A, E, G)
3. Ask and answer questions about pastoral life in Latin.
   (Course Goals 1, 2, 3, 4, 6; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. Fully decline a noun phrase that includes a 3rd declension noun.
   (Course Goals 5; General Education Goals 1, 4, 6; Core Skills A, E, F)
5. Read and use other types of phrases or idioms incidental to the chapter.
   (Course Goals 1, 2; General Education Goals 1, 4, 6; Core Skills A, E, F)

Evaluation of student learning:
1. Focus/Pullins Website – Chapter Quizzes: 20%
2. Discussion Boards (ANGEL) (one per chapter): 20%
3. Drop Box Written Assignments (one per chapter): 20%
4. Chapter Tests (ANGEL) (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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| Weeks 1 & 2 | Chap1 “Imperium Romanum”  
ANGER Online Activities Chapter 1  
Discussion Board: Imperium Romanum  
Video and Drop Box: Colloquium Primum  
ANGER Online Test: Chapter 1 |
| Week 3 | Chap2 “Familia Romana”  
ANGER Online Activities Chapter 2  
Discussion Board: Familia Romana  
Video and Drop Box: Colloquium Secundum  
ANGER Online Test: Chapter 2 |
| Week 4 | Chap3 “Puer Improbus”  
ANGER Online Activities Chapter 3  
Discussion Board: Puer Improbus  
Video and Drop Box: Colloquium Tertium  
ANGER Online Test: Chapter 3 |
| Week 5 | Chap4 “Domini et Servi”  
ANGER Online Activities Chapter 4  
Discussion Board: Domini et Servi  
Video and Drop Box: Colloquium Quintum  
ANGER Online Test: Chapter 4 |
| Week 6 | Chap5 “Villa et Hortus”  
ANGER Online Activities Chapter 5  
Discussion Board: Villa et Hortus  
Video and Drop Box: Colloquium Quintum  
ANGER Online Test: Chapter 5 |
| Week 7 | Midterm Exam (includes Capitula 1 – 5): at a proctored testing site (WWC Testing Center).  
Mid-Semester Survey |
<table>
<thead>
<tr>
<th>Week</th>
<th>Classwork themes/topics</th>
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<tbody>
<tr>
<td>Week 8 &amp; 9</td>
<td>Chap6 “Via Latina”&lt;br&gt;ANGEL Online Activities Chapter 6&lt;br&gt;Discussion Board: Via Latina&lt;br&gt;Video and Drop Box: Colloquium Sextum&lt;br&gt;ANGEL Online Test: Chapter 6</td>
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<td>Week 10</td>
<td>Chap7 “Puellae et Rosa”&lt;br&gt;ANGEL Online Activities Chapter 7&lt;br&gt;Discussion Board: Puellae et Rosa&lt;br&gt;Video and Drop Box: Colloquium Septimum&lt;br&gt;ANGEL Online Test: Chapter 7</td>
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<tr>
<td>Weeks 11 &amp; 12</td>
<td>Chap8 “Taberna Romana”&lt;br&gt;ANGEL Online Activities Chapter 8&lt;br&gt;Discussion Board: Taberna Romana&lt;br&gt;Video and Drop Box: Colloquium Octavum&lt;br&gt;ANGEL Online Test: Chapter 8</td>
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<tr>
<td>Weeks 13 &amp; 14</td>
<td>Chap9 “Pastor et Oves”&lt;br&gt;ANGEL Online Activities Chapter 9&lt;br&gt;Discussion Board: Pastor et Oves&lt;br&gt;Video and Drop Box: Colloquium Nonum&lt;br&gt;ANGEL Online Test: Chapter 9</td>
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<tr>
<td>Week 15 &amp; 16</td>
<td>Final Exam (includes Capitula 6 – 9)&lt;br&gt;Course Wrap-Up and Survey</td>
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**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.