

LATIN 3 Course Outline as of Fall 1981**CATALOG INFORMATION**

Dept and Nbr: LATIN 3 Title: INTERMED LATIN-1

Full Title: Intermediate Latin-Part 1

Last Reviewed: 8/1/1981

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Review of first-year linguistic and cultural principles. Speaking, reading, and writing with discussion and analytical essays and term papers for idiomatic use of language to show review of control of linguistic principles.

Prerequisites/Corequisites:

Latin 2 or equivalent or three years of high school Latin.

Recommended Preparation:

Completion of ENGL 100 or ESL 100.

Limits on Enrollment:**Schedule of Classes Information:**

Description: Review of first year linguistic & cultural principles. Speaking, reading & writing with discussion & analytical essays & term papers for idiomatic use of language to show review of control of linguistic principles. (Grade or P/NP)

Prerequisites/Corequisites: Latin 2 or equivalent or three years of high school Latin.

Recommended: Completion of ENGL 100 or ESL 100.

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
	E	Humanities		Fall 1981	Summer 2011
CSU GE:	Transfer Area			Effective:	Inactive:
	C2	Humanities		Fall 1990	Summer 2011
IGETC:	Transfer Area			Effective:	Inactive:
	3B	Humanities		Fall 1981	Summer 2011
	6A	Language Other Than English			
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:	Summer 2011
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:	Summer 2011

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

SPEAKING - The students will:

1. Be able to sustain a logical dialogue with one another or with a native speaker for 2-5 minutes or more on general subjects, and be able to narrate or describe thought in present, past and future time.
2. Be clearly understood by a native speaker or be able to convey in general terms critical thinking skills, such as: use simple argument and persuasion; give instructions and informal reports; use language for warning, refusing, complaining, complimenting, agreeing disagreeing, advising and requesting assistance; express feelings such as humor, happiness, sadness, anger, gratitude and affection; use discussion strategies: getting and holding the floor, changing and returning to the topic, and reaching consensus; pronunciation: produce most common reduced forms and inflectional endings, correctly use most intonation patterns and word stress, self-monitor for pronunciation and oral grammar, and demonstrate an understanding of register.

LISTENING - The students will:

This skill should be further developed at this level so that the student can understand topics of general interest.

1. Have had sufficient experience with interrogative expressions to be able to ask for clarifications of statements with ease.
2. Be able to understand most of the materials read aloud at normal speed from such things as newspaper articles, magazine articles and letters.
3. Understand majority of conversational speech including many idioms

and phrasal verbs.

4. Distinguish between the main ideas and supporting details relating to everyday topics.
5. Understand some abstract topics when presented in a familiar context.
6. Understand descriptions and narrations of factual material and non-technical prose.
7. Discuss cultural and contemporary issues.
8. Understand the use of register.
9. Infer meaning from context, acquire new vocabulary from context.
10. Pronunciation, understand most common reduced forms, inflectional endings, and stress and intonation patterns in statements and questions.

READING - The students will:

1. Be able to interpret, summarize and appraise with some ease; newspapers, general articles of non-technical nature, and short pieces of annotated imaginative prose, verse and dialogue with only occasional reference to a dictionary.
2. Demonstrate prereading skills such as prediction, previewing, questions and anticipation.
3. Use thought units rather than individual lexical units.
4. Recognize common organizational patterns and signal words in exposition.
5. Begin to read critically, distinguishing fact from opinion, and reading skills of summarizing, paraphrasing and evaluating.
6. Write outlines that reflect author's main idea and supporting arguments.
7. Use a Latin learner's dictionary efficiently, be able to choose the appropriate definition, use context to guess the meaning of unfamiliar words and reduce dependence on dictionary.
8. Demonstrate knowledge of word families, prefixes, suffixes, stems.
9. Begin to recognize rhetorical forms for essays and papers.

WRITING - The students will:

1. Be able to produce short imaginative pieces to controlled term paper, and write accurately such things as letters, biographical sketches, descriptive paragraphs and the like.
2. A native speaker should have little difficulty in discerning the meaning of the written piece.
3. Produce written communication appropriate to audience and purpose.
4. Write a focused thesis with a controlling idea.
5. Support with details and specifics, organize logically into introduction, body and conclusion.
6. Recognize and avoid sentence fragments and run-ons, use basic coordination and subordination in sentences.
7. Build cohesion with links between sentences such as synonyms, pronouns, transitions and paragraph transitions such as repetition of ideas, introductory adverbs and key words.
8. Recognize and eliminate irrelevant ideas, paraphrase.
9. Show awareness of the verb aspect system.
10. Begin to use sentence and word variety, view writing as a process that involves thinking, revising, editing and evaluation.
11. Begin independent and peer revision, edit spelling and punctuation errors, edit word choice, sentence structure.

12. Write social and formal letters, write accurate, cohesive summaries.
 13. Use library resources in written assignments.
 14. Incorporate dialogue in composition.
 15. Begin to use stylistic devices such as simile, imagery and metaphor.
- MINIMUM MATERIAL TO BE STUDIED: Since the three level is the last third of the presentation of all the major components of Latin grammar, particular attention is given to assuring that the student is thoroughly grounded in all aspects of the grammatical structures and major idiomatic expressions. Students are also introduced to all genres in their original form: prose, verse and dialogue.

GRAMMAR - Specific points to be covered thoroughly in Latin 3:

1. Past/imperfect.
2. Future tense.
3. Conditional tense (relate to imperfect conditional clauses).
4. Perfect tenses.
5. Subjunctive/indicative in clauses.
6. Use of past and imperfect subjunctive in reading texts.

Topics and Scope:

SCOPE: Scope of what is covered in Latin 3 is at a significantly accelerated pace to a course teaching the same materials in a high school. This third semester course covers in a semester what is covered in the third year at the high school level. The range of this class can benefit and challenge students who have completed as much as three years of high school Latin.

1. Nominative and genitive cases: first and second declension nouns, third declension nouns, fourth and fifth declension nouns.
2. Accusative case: prepositions with accusative, first and second declension adjectives, adjectives of special declension, third declension adjectives, numerals, comparison, of adjectives, summary of all adjective patterns.
3. Ablative case: expressions of place without a preposition, adverbs, adverbs of irregular formation, comparison of adverbs, conjunctions.
4. Dative case: horizontal comparison of case indicators, personal pronouns, reflexive pronouns, summary of personal pronouns and possessive adjectives, demonstrative pronouns and adjectives, the intensive pronoun ipse.
5. Relative pronouns: interrogative pronouns and adjectives, indefinite pronouns and adjectives, review of all pronoun patterns, questions.
6. Regular verbs of all conjunctions: regular verbs, indicative active, regular verbs, indicative passive, deponent and semideponent verbs, irregular verbs.
7. Imperative mood: negative commands, vocative case, formation of infinitives, uses of the infinitive.
8. Participles: use of the present participle, use of the future active participle, use of the perfect passive participle, ablative absolute.
9. Subjunctive mood: formation of the present subjunctive, subjunctive used in the main verb.
10. Formation of the imperfect subjunctive: clauses expressing purpose, clauses expressing result, sequence of tenses.
11. Formation of the perfect subjunctive active: formation of the

- pluperfect subjunctive active, indirect questions, optative subjunctive.
12. Causal clauses: special datives; purpose, reference; double dative.
 13. Concessive clauses: dative of possession, summary of uses of cum with the indicative and the subjunctive.
 14. Formation of gerund: uses of the gerund, formation of the gerundive, uses of the gerundive.
 15. Gerundive with sum; dative of agent: supine.
 16. Volo, nolo, malo: substantive clauses of purpose, ablative with certain deponent verbs, summary of purpose constructions.
 17. Substantive clauses of result: the ablative with adjectives.
 18. Temporal clauses: dum meaning while, temporal clauses: dum meaning until, temporal clauses: antequam and priusquam.
 19. Substantive clauses as objects of verbs of fearing: substantive clauses as objects of verbs of hindering, preventing, etc, substantive clauses with expressions of doubt.
 20. Conditional sentences: impersonal passive.
 21. Relative characteristic clauses: subordinate clauses in indirect discourse, defective verbs.
 22. Julius Caesar.
 23. The gallic war.
 24. The civil war.

Assignment:

In preparation for the 50 minute lecture class, students are expected to have:

1. Studied, prepared and reviewed 10-20 pages from class text.
2. Completed 10-20 pages from required readings.
3. Listened to and reacted to about 30-50 minutes of language lab material.
4. Spend 15-50 minutes practicing and memorizing vocabulary, phrases and cultural material.
5. Prepared 1-5 pages of assigned essay or term paper.

In preparation for the 50 minute lecture class, students are recommended to have:

1. Worked 10-50 minutes cooperatively with a fellow Latin student or another Latin speaking person.
2. Worked as a Latin tutor for the SRJC Tutorial Service or to work with a community Latin speaking agency.
3. Listen to or view 10-50 minutes of Latin media other than that provided by the SRJC Language lab.
4. Established a pattern of reading Latin language newspapers, magazines and books as available at the SRJC Library, or within the Santa Rosa community.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Lab reports, Essay exams, Term papers

Writing
40 - 60%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams

Skill Demonstrations
20 - 30%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion

Exams
5 - 10%

Other: Includes any assessment tools that do not logically fit into the above categories.

COMPLETION OF SEMESTER'S LANGUAGE LAB HOURS

Other Category
0 - 10%

Representative Textbooks and Materials:
OUR LATIN HERITAGE by Harcourt Brace.