

LATIN 1 Course Outline as of Fall 1981**CATALOG INFORMATION**

Dept and Nbr: LATIN 1 Title: ELEMENTARY LATIN-1

Full Title: Elementary 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	6	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:

Fluent speech with accurate pronunciation, correct oral and written grammatical and idiomatic sentence structure and essays illustrating control of linguistic and cultural principles.

Prerequisites/Corequisites:**Recommended Preparation:**

Completion of ENGL 100 or ESL 100.

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

Description: Fluent speech with accurate pronunciation, with correct oral & written grammatical & idiomatic sentence structure & essays illustrating control of linguistic & cultural principles.

(Grade or P/NP)

Prerequisites/Corequisites:

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:	
	6A	Language Other Than English	Fall 1981	Summer 2011	
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:

The students will:

1. Show similarities of Latin and English both in grammar and vocabulary.
2. Demonstrate cognates and etymologies.
3. Have drills of pronunciation and paradigms, tests of memorization skills during each class.
4. Have group recitation of Latin readings of early Rome and its founding and development.
5. Heavily use the blackboard and testing.

VOCABULARY - The students will:

1. Memorize, express, translate, relate construct, and value both active and passive abilities with such vocabulary as greetings, the alphabet, school related items and activities, the family members, clothes, days, months, weather, clock times, numbers (1-1000), basic foods, colors and cognates.

COMPREHENSION - The students will:

1. Recognize and understand basic classrooms instructions and simple declarative sentences which host the vocabulary listed above, and which are limited in their verbal usages to the present tense.
2. Recognize and understand short, coherent paragraphs or anecdotes using high frequency or cognate vocabulary, or brief stories.
3. Items for aural comprehension should be presented at deliberate speed and with clear but not distortedly so pronunciation.

SPEAKING - The students will:

1. Answer, identify and interpret simple, direct yes/no and content questions in a simple way, but will show less skill in formulating such questions.
2. Students may have difficulty producing compound sentences or sentences

which require subordination, but should be able to express such practical items as where he/she lives, how old he/she is, his/her name, the date, his/her date of birth, and describe, say, a family member or a familiar place.

3. In other words, student's ability to speak will be to a large degree a function of the questions asked of him/her.
4. Answer questions on readings.

READING - The students will:

1. Be able to read with full comprehension short passages which deal with everyday topics or dialogues concerning daily life.
2. Items selected for reading could be heavy laden with cognates and not involve heavily subordinated or lengthy sentences.
3. Literary passages or readings in which the element of personal style are involved should not be used.
4. Depending upon their difficulty, newspaper items or editorials might be used.
5. Readings should confine themselves essentially to the present indicative tense.

WRITING - The students will:

Of all the skills, this one will probably end up being the least well developed.

1. Be able to write, with minimum errors in spelling and accentuation, whatever he is able to say.
2. Brief declarative paragraphs may also be within the grasp of the student, as long as they are confined to the present tense, deal with a highly familiar topics, use only the vocabulary the student controls actively, and do not involve subordination.
3. Practice such writing by attempting short letters or descriptions of persons, places or things.

PRONUNCIATION - The students will:

1. Have been grounded in the basics of Latin pronunciation, in letter, sound correspondences, but will be lacking in the "fine tuning" of pronunciation which will come only with more study, exposure and practice.
2. Realize that some sounds of Latin, e.g., do not exist in English, and that others, e.g., are somewhat differently pronounced in Latin and English.
3. Pronunciation will not be stressed to the point to which it "cows" the student into thinking that he pronounces badly and is, therefore, afraid to say anything.
4. Always be understandable to a native, but may still have an English accent much of the time.
5. Stress words correctly the majority of the time.

GRAMMAR: Students should control the following grammatical items in a more-or-less active fashion:

1. Gender and number of adjectives and nouns, and correct position of adjectives.
2. Subject pronouns.
3. Present tense of verbs (reg. and many irreg.).
4. Yes/no and content question form.
5. Contradictions.
6. Telling time.

7. Weather expression.
8. Idioms and near future.
9. Possessive and demons, adjs.
10. Comparisons of equality and inequality.
11. Affirmative words and their negative counterparts.
12. Direct and indirect.
13. Object pronouns.
14. Definite and indefinite articles, partitive (sp?), and expressions of quantity.

Topics and Scope:

SCOPE: Scope of what is covered in Latin 1 is at a significantly accelerated pace to a course teaching the same materials as in high school. This course covers in a semester what is covered in two semesters at the high school level. This range also corresponds to about half of our college level representative text.

1. Pronunciation: Latin names, comparison between english and latin, nominative case, case indicators.
2. Genitive Case: vocative case and apposition, person, number, and gender.
3. Verbs: conjugation of the verb sum, ablative case; ablative of place where.
4. Voice, mood, and tense: formation of the present indicative, accusative case.
5. Dative case: declension.
6. Second conjugation verbs, present tense: Latin word order.
7. Imperfect tense.
8. Second declension masculine nouns: masculine adjectives, ablative of means.
9. Second declension neuter nouns and adjective: questions and answers.
10. Second declension nouns and adjectives ending in -ius and -ium: review of first and second declension adjectives.
11. Future tense: imperative mood, complementary infinitive.
12. Principal part of the verb: principal parts of second conjugation verbs.
13. Perfect tense: difference between perfect and imperfect tenses.
14. Pluperfect tense: ablative of accompaniment, ablative of manner.
15. Future perfect tense: formation of adverbs.
16. Summary of tenses: the meaning of synopsis, auxiliary verbs.
17. Interrogative pronouns: interrogative adjectives.
18. Conjugation of possum: dative with adjectives.
19. More use of infinitive.
20. Parsing: expressions of place, review of prepositions.
21. Nouns of the third declension.
22. Third declension nouns with nominative ending in -s or -x. Neuter nouns with consonant stems.
23. Third declension i-stems.
24. Third declension adjectives: adjectives of two terminations, adjectives of three terminations, adjectives of one termination.
25. Formation of adverbs from third declension adjectives: ablative

- of respect.
26. Personal pronouns: reflexive pronouns.
 27. Possessive adjectives: intensive pronoun - ipse, ipsa, ipsum.
 28. Demonstratives: distinction between ejus and suus.
 29. Numerals.
 30. Demonstratives: hic, ille, iste.
 31. The demonstrative idem: expressions of time.
 32. Passive voice: ablative of agent.
 33. Third conjugation.
 34. Third conjugation verbs ending in io: the perfect system indicative active of the third conjugation, ablative of place from which, ablative of separation.
 35. Fourth conjugation: the perfect system indicative active of the fourth conjugation.

Assignment:

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

1. Intensively studied from 5-10 pages from class text.
2. Completed from 5-10 pages from workbook, and prepared 5-10 pages or written tasks from class text, and reviewed 5-20 pages of class text for projected exams.
3. Listened and completed 30-50 minutes of language lab material.
4. Spent 25-50 minutes practicing and memorizing vocabulary and phrases.

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

1. Worked 10-15 minutes cooperatively with a fellow Latin student or a Latin speaking friend.
2. Worked 10-50 minutes with a Latin tutor or other Latin language specialist.
3. Listened or viewed 10-50 minutes of Latin language media (videos, T.V., slides, magazines, newspapers, dictionaries, etc).

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, INCLASS DICTATION, INTERVIEWS	Writing 30 - 50%
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Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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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
10 - 20%

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.
Latin-English Dictionary.