



### Course Aims

The aim is to enable you to improve both their ability to communicate and their linguistic competence in Latin. While a balance of receptive (reading, listening) and productive (speaking, writing) skills are developed through communicative classes and self-study, the emphasis of this course will weigh more heavily on the reading skills. The course will give an insight into the culture, literature and society of Ancient Rome. How to study a language and various transferable skills are also part of the course.

### Intended Learning Outcomes (ILO)

By the end of this course the you should be able to:

1. speak coherently with sufficient fluency and accuracy on familiar subjects,
2. write basic sentences using the present, past simple and the future tense,
3. apply acquired vocabulary in speaking and writing on topics of everyday life,
4. read basic texts, especially some of the classic Latin epic poems.

### Course Content

List of Topics Covered:

- The development of the Latin language and its context in Indo-European
- 1<sup>st</sup> – 4<sup>th</sup> verb conjugations (including *io*): I, You, He/She/It, We, You (p), They
- Imperatives (singular and plural)
- Infinitives
- Present tense
- Future tense
- Imperfect tense
- Perfect tense
- Pluperfect tense
- Verb “to be”: *sum, esse*
- Irregular verb: *possum*
- Adverbs
- 1<sup>st</sup> – 4<sup>th</sup> Noun declensions and case use
- Nominative case and predicate nominative
- Genitive case and possession
- Dative case and indirect object
- Accusative: direct object
- Accusative: prepositions
- Ablative case: means, agent, instrument, manner, place, time
- Vocative: case
- Apposition
- Demonstrative Pronouns: *hic, ille* and *iste*
- Adjectives -*er*
- Adjectives: masculine, feminine and neuter
- Adjective: agreement with nouns

- Numerals

#### Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Continuous Assessment 1 (CA1): Quiz 1	LO 2 and 3	Competence, Civic-mindedness (Global Citizenry, Communication, Character)	20%	Individual	Appendix 1 learnt grammar/ content/ fluency / vocabulary / Latin to English / English to Latin
2. Continuous Assessment 2 (CA2): Quiz 2	LO 3	Competence, Civic-mindedness (Global Citizenry), Character	30%	Individual	Appendix 1: learnt grammar/ content/ fluency / vocabulary / Latin to English / English to Latin
3. Continuous Assessment 3 (CA3): Free Essay	LO 1, 2, 3, and 4	Competence, Civic-mindedness (Global Citizenry), Communication	35%	Individual	Appendix 2: Learn grammar / appropriate vocabulary and grammar / clarity of expression
4. Continuous Assessment 4 (CA4): Oral	LO 2 and 3	Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character	5%	Team	Appendix 3: speaking - content and creativity/ fluency of presentation /engagement topic
5. Continuous Assessment 5 (CA5): Participation	all	Competence, Civic-mindedness (Global Citizenry), Communication, Character	10%	Individual	Appendix 4: Engagement in course, completion of work and preparation
<b>Total</b>			100%		

#### Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both you and teachers. All assessments in the course, even formal testing like CAs, must be formative. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

- **Peer assessment:** You are asked to listen, take notes and give feedback on fellow your presentations and contribution to classroom and group discussion focusing on language and communication skills.
- **Presentation:** Individual /group oral feedback on the fluency, pronunciation, contents, structure, communication skills will be given to each student after the summative oral assessment.

- **Classroom Tasks:** Oral or written feedback for the tasks performed by group or individual during each class session is given to student/group.

### Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Tutorial	Prior to the class, you will have to prepare the activity of the day using the course book and web links in addition to flipped classroom materials posted on NTU Learn. The lecturer will conduct tutorials to provide more information on the topics and will facilitate the in-class discussions.
Discussions	You will be encouraged to participate in weekly discussions during the lecture to understand in the topics taught. Topics will depend on the weekly web based micro lessons. You will be using documents posted on NTU Learn for the flipped classroom to get prepared for the discussion.
Peer Learning	Most of the larger grammatical concepts are taught through directly. These concepts are then practiced in pair and/or teamwork during class time and with practice exercises that the you review. In the classroom teacher-student and student-student communication in the target language is important to facilitate learning. Grammatical concepts are further enforced through the textbook. The module encourages questioning, while relying on peer teaching by deflecting questions to peers or student-mentors (senior you).

### Reading and References

Wheelock, Frederick M. 2001. *Wheelock's Latin*. Edited by LaFleur, Richard A. New York: Collins;

Morwood, James, and Maurice Balme. 2012. *Oxford Latin Course (College Edition): Grammar, Exercises, Context*. Oxford: Oxford University Press;

Moorwood, James. 2005. *Pocket Oxford Latin Dictionary*. Oxford: Oxford University Press;

Carter, Ashley, and Phillip C. Parr. 1996. *Cambridge Latin Anthology*. Cambridge: Cambridge University Press.

### Course Policies and Student Responsibilities

#### 1. General

You are expected to complete all assigned pre-class and post-class activities, attend all classes punctually and take all scheduled assignments and tests by their scheduled dates. You are expected to take responsibility to follow up with course notes, assignments, and materials for any classes you have missed. In class you are expected to participate in all discussions and activities.

#### 2. Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

You are required to submit all compulsory assignments on due dates. Please note that you will be awarded a zero grade if you do not attend any of your assessments.

In order to be eligible for a re-test you have to inform your tutor and the Latin language coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence you will be granted an alternative test date.

If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

### 3. Online Assignments

You are required to review the digital materials circulated in class. The videos that support the language lessons are assessed and knowledge of language context is considered and vital part of the course.

### Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction Latin in the context of Indo-European languages Latin as a dead (but still alive) language. First look at the word and sentence structures of the language.	From Indo-European to Latin From Latin to Neo-Latin Languages Verbs: First and second conjugations	Welcome section <i>Wheelock's Latin</i> , Chapters 1 and 2  Online: Mary Beard (Meet the Romans 1)
2	Word and sentence structures of the language. Reading elementary texts in Latin	Nouns: First declension Adjectives Prepositions Prepositions, Conjunctions, and Interjections Reading: Two texts from Cicero	<i>Wheelock's Latin</i> , Chapters 2 and 3;  <i>Catullus Carm. 8</i> further examples of Catullus  Online: Mary Beard (Meet the Romans 2)
3	More word and sentence structures of the language.	Second declension nouns Masculine nouns and adjectives	<i>Wheelock's Latin</i> , Chapters 3 and 4; Exercises in spoken Latin

	Elementary exercises in spoken and written Latin	Apposition and word order Second declension neuters Adjectives	Horace: <i>Sat. 1.1</i> Cicero: <i>Amic. 21 79-80</i>  Online: Mary Beard (Meet the Romans 3)
4	More complex word and sentence structures of the language. Elementary Latin readings	First and second conjugation: future and imperfect. Adjective -er	<i>Wheelock's Latin</i> , Chapter 5  Martial: <i>Epig. 7.59</i> - Further examples of epigrams  Cicero. <i>Tusc. 1.42.101</i>  Online: (BBC Colosseum)
5	<b>QUIZ 1</b>	Verbs: <i>Sum</i> and <i>Possum</i> Complementary Infinitive  Conversation: elements for a dialogue in Latin	<i>Wheelock's Latin</i> , Chapter 6  Martial: <i>Epig. 1.32</i> Livy: <i>Urbe Cond. Preface</i>  Online: (BBC Last Day of Pompeii)
6	Latin Poetry Latin to be recited - An exercise in acting in Latin	Third declension Nouns: Fourth declension Verbs: Third conjugation	<i>Wheelock's Latin</i> , Chapters 7, 8  Livy: <i>urbe Cond. 1.58</i> Catullus <i>Carm. 1</i> – further book dedications: Cicero  Online: BBC Rise and Fall of Rome 1
6	Fables in Latin - An exercise in Latin storytelling  Group Presentations	Third conjugation, present system  Latin Fables	<i>Wheelock's Latin</i> , Chapters 8;  Cicero: <i>Off. 1.11.34 – 36</i> and <i>Rep. 3.23.34 – 35</i>  Phaedrus' <i>Fabulae</i> (selected passages)  Online: BBC Rise and Fall of Rome 2
7	Latin conversation I Group Presentations	Demonstrative Pronouns <i>hic, ille, iste</i> Special - <i>ius</i> Adjectives  Exercise in Latin impromptu conversation	<i>Wheelock's Latin</i> , Chapters 9;  Martial <i>Epig. 12.10</i> Seneca <i>Ep 17.5</i>  Online: BBC Rise and Fall of Rome 3
8	Latin conversation II Group Presentations	Verbs: Fourth conjugation 10 verbs in the Third conjugation	<i>Wheelock's Latin</i> , Chapters 10  Cicero <i>Amic.</i> – Friendship

		Exercise in Latin impromptu conversation	Online: BBC Rise and Fall of Rome 4
9	Group Presentation From English to Latin	Personal Pronouns <i>ego, tu</i> and <i>is</i> Demonstrative pronouns <i>si</i> and <i>idem</i>  Exercise in English to Latin	<i>Wheelock's Latin</i> , Chapters 11  <i>Cicero: Cat. 1.1ff</i>  Online: BBC Rise and Fall of Rome 5
10	From English to Latin	Perfect Active System in full  More exercises in English to Latin	<i>Wheelock's Latin</i> , Chapter 12;  <i>Martial Epig. 1.47</i> <i>Pliny Ep 5.16</i>  Online: Life of Cicero
11	<b>QUIZ 2</b>	Reflexive pronouns Possessives Intensive pronouns	<i>Wheelock's Latin</i> , Chapters 13,  Online: Life f
12	<b>Free Essay Due</b>	Participles	<i>Wheelock's Latin</i> Chapters 23;  <i>Cicero Cat 1.1.3ff</i>

## Appendix 1: Assessment Criteria for Quiz 1 and Quiz 2

### A. Translation of Latin grammar into English \_\_\_\_\_ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	25	23	21	20	18	17	15	14	12	10-0

### B. Translate of English into Latin \_\_\_\_\_ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	25	23	21	20	18	17	15	14	12	10-0

### C. Fluency of passage translation \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	16	15	14	13	12	11	10	9	8	6-0

### D. Knowledge of vocabulary \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	16	15	14	13	12	11	10	9	8	6-0

Total: \_\_\_\_\_ / 100 points

## Appendix 2: Assessment Criteria for Free Essay

### A. Content \_\_\_\_\_ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	25	23	21	20	18	17	15	14	12	10-0

### B. Grammar \_\_\_\_\_ / 40 points

excellent		good		satisfactory		adequate		inadequate		insufficient
40-37	35	34	30	29	26	25	20	19	16	15-0

### C. Style and structure \_\_\_\_\_ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	25	23	21	20	18	17	15	14	12	10-0

### Appendix 3: Assessment Criteria for Group Task

#### A. Learnt Grammar \_\_\_\_\_ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>30-27</b>	<b>25</b>	<b>23</b>	<b>21</b>	<b>20</b>	<b>18</b>	<b>17</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>10-0</b>

#### B. Content and Quality of Language \_\_\_\_\_ / 30 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>30-27</b>	<b>25</b>	<b>23</b>	<b>21</b>	<b>20</b>	<b>18</b>	<b>17</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>10-0</b>

#### C. Fluency and Appropriateness of Presentation \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>6-0</b>

#### D. Pronunciation \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>6-0</b>

**Total:** \_\_\_\_\_ / 100 points

### Appendix 4: Assessment Criteria for Quiz 1 and Quiz 2

#### A. Translation of Latin grammar into English:

<b>30-25</b>	<ul style="list-style-type: none"> <li>Excellent knowledge of all the grammar taught.</li> <li>A minor error allowed.</li> </ul>
<b>23-21</b>	<ul style="list-style-type: none"> <li>Very good knowledge of the grammar taught.</li> <li>Only minor errors.</li> </ul>
<b>20-18</b>	<ul style="list-style-type: none"> <li>Knowledge of majority of grammar;</li> <li>Systematic errors only in one structure.</li> </ul>
<b>17-15</b>	<ul style="list-style-type: none"> <li>Sufficient knowledge of grammar</li> <li>A number of systematic errors appear</li> </ul>
<b>14-12</b>	<ul style="list-style-type: none"> <li>Knowledge of only some grammar taught in the course</li> <li>a significant number of major and systematic errors</li> </ul>
<b>10-0</b>	<ul style="list-style-type: none"> <li>Lack of knowledge of grammar.</li> </ul>



## B. Translation of English into Latin

<b>30-25</b>	<ul style="list-style-type: none"><li>• Excellent knowledge of all the grammar and syntactic differences between English and Latin</li><li>• A minor error allowed</li></ul>
<b>23-21</b>	<ul style="list-style-type: none"><li>• Very good knowledge of the grammar and syntactic differences between English and Latin</li><li>• Only minor errors.</li></ul>
<b>20-18</b>	<ul style="list-style-type: none"><li>• Knowledge of majority of grammar and syntactic differences between English and Latin;</li><li>• Systematic errors only in one structure</li></ul>
<b>17-15</b>	<ul style="list-style-type: none"><li>• Sufficient knowledge of grammar syntactic differences between English and Latin</li><li>• A number of systematic errors appear.</li></ul>
<b>14-12</b>	<ul style="list-style-type: none"><li>• Knowledge of only some grammar taught in the course and syntactic differences between English and Latin</li><li>• a significant number of major and systematic errors</li></ul>
<b>10-0</b>	<ul style="list-style-type: none"><li>• Lack of knowledge of grammar and syntactic differences between English and Latin.</li></ul>

## C. Fluency of Passage Translation

<b>20-16</b>	<ul style="list-style-type: none"><li>• The text is translated into good English</li><li>• It is fully coherent and cohesive</li><li>• A minor mistake allowed</li></ul>
<b>15-14</b>	<ul style="list-style-type: none"><li>• There are minor cohesion inconsistencies</li><li>• The text is translated into good English</li></ul>
<b>13-12</b>	<ul style="list-style-type: none"><li>• The translation is overall cohesive with only a few systematic mistakes</li><li>• The quality of English is partially compromised</li></ul>
<b>11-10</b>	<ul style="list-style-type: none"><li>• The translation is partially correct with a significant number of cohesion mistakes through which the quality of English is compromised.</li></ul>
<b>9-8</b>	<ul style="list-style-type: none"><li>• The translation and the quality of English are inadequate</li></ul>
<b>6-0</b>	<ul style="list-style-type: none"><li>• The English text is completely incoherent and/or illegible.</li></ul>

## D. Knowledge of vocabulary

<b>20-16</b>	<ul style="list-style-type: none"><li>• All the vocabulary in the text is correctly translated.</li><li>• A minor mistake allowed.</li></ul>
<b>15-14</b>	<ul style="list-style-type: none"><li>• Majority of the vocabulary in the text is correctly translated</li><li>• Some minor mistakes.</li></ul>

<b>13-12</b>	<ul style="list-style-type: none"> <li>Majority of the vocabulary in the text is correctly translated</li> <li>A systematic mistake</li> </ul>
<b>11-10</b>	<ul style="list-style-type: none"> <li>A number of the vocabulary is correctly translated</li> <li>There is a significant number of systematic mistakes</li> </ul>
<b>9-8</b>	<ul style="list-style-type: none"> <li>Minority of the vocabulary is correctly translated</li> <li>Many systematic mistakes.</li> </ul>
<b>6-0</b>	<ul style="list-style-type: none"> <li>Lack of knowledge of the vocabulary.</li> </ul>

\_\_\_\_\_ / 100 points

#### Appendix 5: Assessment Criteria for Free Essay

##### Content (30 points)

<b>30-25 points</b>	<ul style="list-style-type: none"> <li>All requested content is covered in detail.</li> <li>Content goes beyond of what is requested.</li> </ul>
<b>23-21 points</b>	<ul style="list-style-type: none"> <li>Most requested content is covered.</li> <li>Most parts of the content are covered in detail.</li> </ul>
<b>20-18 points</b>	<ul style="list-style-type: none"> <li>Most requested content is covered.</li> <li>Only some parts of the content are covered in detail</li> </ul>
<b>17-15 points</b>	<ul style="list-style-type: none"> <li>Not all requested content is covered.</li> <li>Only some parts of the content are covered in detail.</li> </ul>
<b>14-12 points</b>	<ul style="list-style-type: none"> <li>None or few parts of the content are covered in detail.</li> </ul>
<b>10-0 points</b>	<ul style="list-style-type: none"> <li>Content is irrelevant.</li> </ul>

##### Grammar (40 points)

<b>40-35 points:</b>	<ul style="list-style-type: none"> <li>All grammatical content covered in class has been used successfully.</li> </ul>
<b>34-30 points:</b>	<ul style="list-style-type: none"> <li>All grammatical content covered in class has been used and mostly used successfully.</li> <li>Few grammatical errors.</li> <li>No systematic errors.</li> </ul>
<b>29-26 points:</b>	<ul style="list-style-type: none"> <li>Most grammatical content covered in class has been used and mostly used successfully.</li> <li>Systematic errors only in one or two structures.</li> </ul>
<b>25-20 points:</b>	<ul style="list-style-type: none"> <li>Some grammatical content covered in class has been used.</li> <li>Many grammatical errors.</li> <li>Several systematic errors, even in basic structures.</li> </ul>
<b>19-16 points:</b>	<ul style="list-style-type: none"> <li>Grammatical content covered in class has been used, but many structures were avoided.</li> <li>Frequent grammatical errors.</li> <li>Many systematic errors, even though direct translation from English.</li> </ul>
<b>15-0 points:</b>	<ul style="list-style-type: none"> <li>Shows no grammatical competence.</li> <li>Largely copied from the reading comprehension.</li> </ul>

**Style and Structure (30 points)**

<b>30-25 points</b>	<ul style="list-style-type: none"><li>• Diverse and with variation of expression.</li><li>• Logical structure.</li><li>• Creative use of learnt vocabulary and learnt conjunctions.</li></ul>
<b>23-21 points</b>	<ul style="list-style-type: none"><li>• Variation of expression was attempted.</li><li>• Mostly logical structure.</li><li>• Good use of learnt vocabulary and most learnt conjunctions.</li></ul>
<b>20-18 points</b>	<ul style="list-style-type: none"><li>• Little variation of expression.</li><li>• Somewhat logical structure.</li><li>• Mostly comprehensible.</li><li>• Some problems with learnt vocabulary.</li><li>• Some of the learnt conjunctions are successfully used.</li><li>• Maximum 18 points if required word count was not met or not indicated.</li></ul>
<b>17-15 points</b>	<ul style="list-style-type: none"><li>• Very little variation of expression.</li><li>• Improved logical structure.</li><li>• Somewhat comprehensible.</li><li>• Fewer problems with learnt vocabulary.</li><li>• More of the learnt conjunctions are successfully used.</li><li>• Maximum 15 points if required word count was not met or not indicated.</li></ul>
<b>14-12 points</b>	<ul style="list-style-type: none"><li>• Very repetitive.</li><li>• No logical structure.</li><li>• Difficult to comprehend.</li><li>• Problems with learnt vocabulary.</li><li>• Learnt conjunctions are not successfully used.</li></ul>
<b>10-0 points</b>	<ul style="list-style-type: none"><li>• Major difficulties to comprehend the text.</li></ul>

**Appendix 3: Assessment Criteria for Group Task**

Active participation:

- 30 points for extremely active participation of all members in the group
  - original topic material
  - answering questions
  - insightful commentary
  - presentation that expressive and confident.
- 20 points for participation most members of the group
  - generally original topic material
  - good topic material related to task
  - some questions answered
  - good commentary and presentation that is generally clear and mostly confident.
- 10 points for adequate participation by most members of the group
  - basic topic or generally related to task
  - few questions answered
  - simple commentary and presentation that follows the slides or from a prompt.

- 0 points for a group that limited participation or engagement by members of the group
  - topic unrelated or very loosely related to task
  - poor commentary and poor presentation.

#### **Appendix 6: Assessment Criteria for Participation (50 points)**

You ought to participate actively in all classroom activities. Those who are absent from class will not be able to participate, thus unexcused absence does affect the participation marks. This section is therefore split into two components:

Regular attendance:

- 20 points for regular attendance
- Minus 5 points for each class missed unexcused (no officially recognised document was shown to lecturer and submitted to the school).

Active participation:

- 30 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 20 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 10 points for adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Is sometimes unprepared and might not have watched some of the videos
- 0 points for you who show no active participation, who do not participate in group discussions, are not prepared, and have not watched several videos before class.