



Course Aims

The aim is to enable you improve both your ability to communicate and your 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 you 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. Your interest in the aforementioned areas and skills as well as successful completion of Latin Level 1 course are prerequisites for taking this course.

Intended Learning Outcomes (ILO)

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

1. **Communicate** at a beginner's level that allows you to discuss a variety of topics confidently using the present and simple past tenses, as well as common expressions to explain current information (e.g. making plans, ordering food, making travelling arrangements, asking for and giving directions, etc.),
2. **Write** accurately and fluently on a range of topics related to your daily life, using structures in the present and simple past tenses,
3. **Read and interpret** accurately a variety of formal and informal texts on familiar topics that use basic grammatical structures and vocabulary, such as the present and simple past tenses.

Course Content

This Latin course continues to build on LX9001. In this course, new and more complex grammatical structures to talk about the present, past and near future (e.g. to express intentions or future plans) are introduced, along with a wide range of vocabulary

A review of LX9001 grammar:

Verbs: Present, Future, Imperfect Perfect, Pluperfect

Adjectives

Noun Adjective Agreement

Pronouns

Predicate Nominative

New Language taught in LX9002

Genitive and Ablative with Cardinal Numerals

Genitive of the Whole

Imperfect Subjunctive

Indirect Statement

Infinitives (Gerund)

Interrogative

Present and Imperfect Subjunctive of Sum and Possum

Purpose Clauses

Result Clauses

Subjunctive Mood Jussive
Subjunctive Mood; Present Subjunctive

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Continuous Assessment 1 (CA1): Quiz 1	LO 2 and 3	PLO 1 and PLO 2	20%	Individual	Appendix 1 learnt grammar/ content/ fluency / vocabulary / Latin to English / English to Latin
2. Continuous Assessment 2 (CA2): Quiz 2	LO 3	PLO 2	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	PLO 1, PLO 2 and PLO3	35%	individual	Appendix 2: Learn grammar / appropriate vocabulary and grammar / clarity of expression
4. Continuous Assessment 4 (CA4): Group Presentation	LO 2, 3 and 4	PLO 1, PLO 2 and PLO3	5%	team	Appendix 3: speaking - content and creativity / fluency of presentation / engagement topic
5. Continuous Assessment 5 (CA5): Participation	all	PLO 1, PLO 2 and PLO3	10%	individual	Appendix 4: Engagement in course, completion of work and preparation
Total			100%		

All CML classes follow an Outcomes Based Teaching and Learning OBTL curriculum, which are based on the following programme learning outcomes:

- PLO 1 - Develop interactive, interpretive, and presentational communication skills in the target language
- PLO 2 - Demonstrate understanding of the concepts of the target language and its respective culture
- PLO 3 - Integrate target language proficiencies and intercultural competencies to effectively perform in today's globalised world.

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both students and teachers through classroom tasks and exercises in the lesson. In the lessons you will be asked to listen, take notes and give feedback on fellow students' presentations and contribution to classroom.

All formal assessments in the course, even formal testing like CAs, must be formative.

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

- **Continuous assessment Quiz 1 and 2:** you will receive Individual feedback in a prompt and informative manner with specific reference to the Learning Outcomes as soon as possible during or after the learning activity.
- **Continuous assessment free essay:** you will receive feedback with reference to the Learning Outcomes as soon as possible during or after the learning activity.
- **Continuous assessment oral Presentation:** you will receive Individual /group oral feedback on the fluency, pronunciation, contents, structure, communication skills after the summative oral assessment.
- **Continuous assessment participation:** you will receive oral or written feedback for the tasks performed in groups or individually during each class session.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Tutorial	Prior to the class, students 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	Students 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. Students will be using documents posted on NTU Learn for the flipped classroom to get prepared for the discussion.

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 readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

If you miss a tutorial session, you must inform your instructor via email prior to the start of the class. 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.

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) Compulsory Assignments

You are required to submit all compulsory assignments on due dates.

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	ILO	Readings/ Activities
Week 1	<i>Introduction: Revision and Recap Analysis of key basic grammar and syntax points learned previously.</i>	<i>Nouns – 1st 4th Declension Verbs: Present, Future, Imperfect Perfect, Pluperfect; Adjectives and Noun Adjective Agreement, Pronouns, Participles. Predicate Nominative</i>	<i>Cicero on the Value and the Nature of Friendship. Loci Antiqui, Wheelock's Latin chapters 1-13 Online: Mary Beard's Ultimate Rome - Empire without Limits (1)</i>

Week 2	<i>Expanded analysis of 3rd declension nouns and functions of Ablative Case</i> <i>Reading pre-intermediate texts in Latin</i>	<i>I-Stem Nouns of the Third Declension; Ablatives of Means, Accompaniment, and Manner</i>	<i>Wheelock's Latin Chapter 14.</i> <i>Cicero "In Catilinam"</i> <i>Online: Mary Beard's Ultimate Rome - Empire without Limits (2)</i>
Week 3	<i>Exploring post-beginner Latin. More word and sentence structures through expanded case function.</i> <i>Numerals</i> <i>Written and spoken exercises.</i> <i>Reading pre-intermediate texts in Latin</i>	<i>Numerals; Genitive of the Whole; Genitive and Ablative with Cardinal Numerals; Ablative of Time</i> <i>Third Declension Adjectives</i>	<i>Wheelock's Latin Chapter 15</i> <i>Cicero, "De Senectute" 22.79-8</i> <i>Wheelock Latin Chapter 16</i> <i>Juvenal, Satirae 1.</i> <i>Martial, Epigrams</i> <i>Online: Mary Beard's Ultimate Rome - Empire without Limits (3)</i>
Week 4	<i>Exploring syntax of increased complexity.</i> <i>Reading pre-intermediate texts in Latin.</i>	<i>The Relative Pronoun</i> <i>First and Second Conjugations: Passive Voice of the Present System; Ablative of Agent</i>	<i>Wheelock's Latin Chapter 17, 18</i> <i>Cicero, De Senectute 14.47-48. Cicero, De Senectute, 7.22 Ovid, Metamorphoses 15.153-216;</i> <i>Online: Mary Beard's Ultimate Rome - Empire without Limits (4)</i>
Week 5	CA1: Quiz 1	<i>Perfect Passive System of All Verbs; Interrogative Pronouns and Adjectives</i> <i>Conversation: post-beginner dialogue in Latin.</i>	<i>Wheelock's Latin Chapter 19</i> <i>Catullus 8.12,15-19; Martial14.37;</i> <i>Online: Carthage – Roman Holocaust (1)</i>
Week 6	Group Presentation Recitation of Latin poetry. Role-play exercise with more complex sentence structure.	<i>Third and Fourth Conjugations: Passive Voice of the Present System, Ablatives of Place from Which and Separation</i>	<i>Wheelock's Latin Chapters 20 and 21</i> <i>Ovid, Metamorphoses 15.153-216;</i> <i>Carthage, Roman Holocaust (2)</i>
Week 7	CA4: Group Presentation Latin Epic Poetry	<i>Fifth Declension; Ablative of Place Where; Summary of Ablative Uses</i> <i>Participles-revision</i> <i>Latin Epic Poetry, Hexameter</i>	<i>Wheelock, chapter 22, 23,</i> <i>Virgil, Aeneid 2. 13-52;</i> <i>Online: Roman Invasion of Britain 1</i>

Week 8	Latin Conversation I CA4: Group Presentation	<i>Ablative Absolute; Passive Periphrastic; Dative of Agent Exercise in Latin impromptu conversation.</i>	<i>Wheelock's Latin Chapter 24 Horace, Epistulae 1.1.53 Online: Roman Invasion of Britain 2</i>
Week 9	Latin Conversation II CA4: Group Presentation	<i>Infinitives; Indirect Statement Exercise in Latin impromptu conversation</i>	<i>Wheelock Chapter 25 Virgil, Aeneid 2.199-249; Online: Roman Invasion of Britain 3</i>
Week 10	CA4 Group Presentation Translation from English to Latin	<i>Comparison of Adjectives; Declension of Comparatives; Ablative of Comparison Special and Irregular Comparison of Adjectives Exercise in English to Latin</i>	<i>Wheelock, chapter 26, 27 Caesar, Bellum Gallicum 1.1. Terence, Adelphoe 39-49 Online: Battle of Actium</i>
Week 11	CA2: Quiz 2	<i>Subjunctive Mood; Present Subjunctive; Jussive and Purpose Clauses</i>	<i>Wheelock, Chapter 28 Martial 7.3; Online: Cleopatra, Portrait of a Killer</i>
Week 12	CA3: Free Essay Due	<i>Imperfect Subjunctive; Present and Imperfect Subjunctive of Sum and Possum; Result Clauses</i>	<i>Wheelock, Chapter 29 Catullus 7; Cicero, Pro Cluentii 51. Online: Vespasian, The path to Power</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
30-25	24-21	20-18	17-15	14-11	10-0

B. Translate of English into Latin _____ / 30 points

excellent	good	satisfactory	adequate	inadequate	insufficient
30-25	24-21	20-18	17-15	14-11	10-0

C. Fluency of passage translation _____ / 20 points

excellent	good	satisfactory	adequate	inadequate	insufficient
20-16	15-14	13-12	11-10	9-7	6-0

D. Knowledge of vocabulary _____ / 20 points

excellent	good	satisfactory	adequate	inadequate	insufficient
20-16	15-14	13-12	11-10	9-7	6-0

Total: _____ / 100 points

Assessment Criteria for Quiz 1 and Quiz 2

A. Translation of Latin grammar into English:

30-25	<ul style="list-style-type: none"> Excellent knowledge of all the grammar taught. Few minors error allowed.
24-21	<ul style="list-style-type: none"> Very good knowledge of the grammar taught. Only minor errors, but more frequent.
20-18	<ul style="list-style-type: none"> Knowledge of majority of grammar; Systematic errors only in one structure.
17-15	<ul style="list-style-type: none"> Sufficient knowledge of grammar A number of systematic errors appear
14-11	<ul style="list-style-type: none"> Knowledge of only some grammar taught in the course a significant number of major and systematic errors
10-0	<ul style="list-style-type: none"> It does not fulfil any of the requisites.

B. Translation of English into Latin

30-25	<ul style="list-style-type: none"> • Excellent knowledge of all the grammar and syntactic differences between English and Latin • A minor error allowed
24-21	<ul style="list-style-type: none"> • Very good knowledge of the grammar and syntactic differences between English and Latin • Only minor errors.
20-18	<ul style="list-style-type: none"> • Knowledge of majority of grammar and syntactic differences between English and Latin; • Systematic errors only in one structure
17-15	<ul style="list-style-type: none"> • Sufficient knowledge of grammar syntactic differences between English and Latin • A number of systematic errors appear.
14-11	<ul style="list-style-type: none"> • Knowledge of only some grammar taught in the course and syntactic differences between English and Latin • a significant number of major and systematic errors
10-0	<ul style="list-style-type: none"> • It does not fulfil any of the requisites.

C. Fluency of Passage Translation

20-16	<ul style="list-style-type: none"> • The text is translated into good English • It is fully coherent and cohesive • A minor mistake allowed
15-14	<ul style="list-style-type: none"> • There are minor cohesion inconsistencies • The text is translated into good English
13-12	<ul style="list-style-type: none"> • The translation is overall cohesive with only a few systematic mistakes • The quality of English is partially compromised
11-10	<ul style="list-style-type: none"> • The translation is partially correct with a significant number of cohesion mistakes through which the quality of English is compromised.
9-7	<ul style="list-style-type: none"> • The translation and the quality of English are inadequate
6-0	<ul style="list-style-type: none"> • The English text is completely incoherent and/or illegible.

D. Knowledge of vocabulary

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

13-12	<ul style="list-style-type: none"> • Majority of the vocabulary in the text is correctly translated • A systematic mistake
11-10	<ul style="list-style-type: none"> • A number of the vocabulary is correctly translated • There is a significant number of systematic mistakes
9-7	<ul style="list-style-type: none"> • Minority of the vocabulary is correctly translated • Many systematic mistakes.
6-0	<ul style="list-style-type: none"> • Almost complete lack of knowledge of the vocabulary.

_____ / 100 points

Appendix 2: Assessment Criteria for Free Essay

A. Content

_____ / 30 points

excellent	good	satisfactory	adequate	inadequate	insufficient
30-25	24-21	20-18	17-15	14-11	10-0

B. Grammar

_____ / 40 points

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

C. Style and structure

_____ / 30 points

excellent	good	satisfactory	adequate	inadequate	insufficient
30-25	24-21	20-18	17-15	14-11	10-0

Assessment Criteria for Free Essay

Content (30 points)

30-25 points	<ul style="list-style-type: none"> All requested content is covered in detail. Content goes beyond of what is requested.
24-21 points	<ul style="list-style-type: none"> Most requested content is covered. Most parts of the content are covered in detail.
20-18 points	<ul style="list-style-type: none"> Most requested content is covered. Only some parts of the content are covered in detail
17-15 points	<ul style="list-style-type: none"> Not all requested content is covered. Only some parts of the content are covered in detail.
14-11 points	<ul style="list-style-type: none"> None or few parts of the content are covered in detail.
10-0 points	<ul style="list-style-type: none"> Content is irrelevant.

Grammar (40 points)

40-35 points:	<ul style="list-style-type: none"> All grammatical content covered in class has been used successfully.
34-30 points:	<ul style="list-style-type: none"> All grammatical content covered in class has been used and mostly used successfully. Few grammatical errors. No systematic errors.
29-26 points:	<ul style="list-style-type: none"> Most grammatical content covered in class has been used and mostly used successfully. Systematic errors only in one or two structures.

25-20 points:	<ul style="list-style-type: none"> • Some grammatical content covered in class has been used. • Many grammatical errors. • Several systematic errors, even in basic structures.
19-16 points:	<ul style="list-style-type: none"> • Grammatical content covered in class has been used, but many structures were avoided. • Frequent grammatical errors. • Many systematic errors, even though direct translation from English.
15-0 points:	<ul style="list-style-type: none"> • Shows very little to no grammatical competence. • Largely copied from the reading comprehension.

Style and Structure (30 points)

30-25 points	<ul style="list-style-type: none"> • Diverse and with variation of expression. • Logical structure. • Creative use of learnt vocabulary and learnt conjunctions.
24-21 points	<ul style="list-style-type: none"> • Variation of expression was attempted. • Mostly logical structure. • Good use of learnt vocabulary and most learnt conjunctions.
20-18 points	<ul style="list-style-type: none"> • Little variation of expression. • Somewhat logical structure. • Mostly comprehensible. • Some problems with learnt vocabulary. • Some of the learnt conjunctions are successfully used. • Maximum 18 points if required word count was not met or not indicated.
17-15 points	<ul style="list-style-type: none"> • Very little variation of expression. • Improved logical structure. • Somewhat comprehensible. • Fewer problems with learnt vocabulary. • More of the learnt conjunctions are successfully used. • Maximum 15 points if required word count was not met or not indicated.
14-11 points	<ul style="list-style-type: none"> • Very repetitive. • No logical structure. • Difficult to comprehend. • Problems with learnt vocabulary. • Learnt conjunctions are not successfully used.
10-0 points	<ul style="list-style-type: none"> • Major difficulties to comprehend the text.

Appendix 3: Assessment Criteria for Group Presentation

Assessment Criteria for Group Presentation (CA4) comprise both the accuracy assessment and the assessment of the active participation of the group members. The calculation of the score is based on summative points gained for both A,B,C,D (accuracy) and active participation further converted into weighting value.

A. Learnt Grammar _____ / 30 points

excellent	good	satisfactory	adequate	inadequate	insufficient
30-25	24-21	20-18	17-15	14-11	10-0

B. Content and Quality of Language _____ / 30 points

excellent	good	satisfactory	adequate	inadequate	insufficient
30-25	24-21	20-18	17-15	14-11	10-0

C. Fluency and Appropriateness of Presentation _____ / 20 points

excellent	good	satisfactory	adequate	inadequate	insufficient
20-16	15-14	13-12	11-10	9-7	6-0

D. Pronunciation _____ / 20 points

excellent	good	satisfactory	adequate	inadequate	insufficient
20-16	15-14	13-12	11-10	9-7	6-0

E. Active participation

Extremely active participation

- 30 points for extremely active participation of all members in the group
 - original topic material
 - answering questions
 - insightful commentary
 - presentation that is expressive and confident.

Good participation

- 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.

Adequate participation

- 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.

Limited participation

- 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.

Total: _____ / 130 points

Appendix 4: Assessment Criteria for Participation (50 points)

You ought to participate actively in all classroom activities.

- 50-31 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 30-21 points for good participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 20-11 points for regular participation, adequately active in group discussion and activities, yet offers answers only after being called upon. Usually comes prepared to class.
- 10-1 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.