

ADVANCED LATIN

University of Western Ontario
Latin 2000, fall/winter 2024-2025
Andrew Field



Aeneas leaves Dido. From a 5th century CE manuscript.

1. Course information

LAT2000: Advanced Latin

List of prerequisites

LAT1000: Introductory Latin

2. Instructor information

Instructor	Email	Office	Office hours
Andrew Field	afield27@uwo.ca	3270E STVH/LWH	By appt.

I am Andrew Field (please call me Andrew), a Ph.D. student here at the University of Western Ontario. I am in the third year of my studies and have been reading and studying Latin and Greek since 2016. I hold a BA in Classics from the University of Guelph (2020) and an MA in Classics from Queen's University (2022) where I wrote a thesis on the Hellenistic Greek poet Theocritus. Currently, I am pursuing research into Latin epic and will have the opportunity to study the influence of Catullus on epic Latin poets.

Please use your @uwo.ca email. Most of the time I can respond within 24hrs, but sometimes I won't check my email over the weekend so you may have to wait until the following Monday. Still, you will find I am available to chat either in person or by zoom even on short notice. I encourage students to do this instead of trying to articulate everything perfectly in what might end up being a long email.

3. Course syllabus, schedule, delivery mode

Course description

In the first half of this course, we'll complete our study of Latin grammar and vocabulary that began in LAT1000. In the second half, we'll start by reading the prose of Caesar and the poetry of Virgil. By the end of the course, students will have the skills necessary to read some of the greatest works of Western literature in the original Latin.

While progressing through *Wheelock's* I will introduce students to the basics of oral communication for pedagogical purposes. Latin is a language that can be used actively, and this method of learning will accelerate your ability to read Latin.

At the beginning of class, we will start with ten minutes of a discussion-based activity. I might ask you to write a response to a picture, read a dialogue with a partner, project a Latin YouTube video, or simply chat in Latin about my daily life and offer students the opportunity to do the same. Don't worry, we will start slowly, and I will introduce you to the necessary vocabulary. You will learn this vocabulary in class, through repetition. This vocabulary will not appear on quizzes or tests.

In the second term we will be reading and translating the required materials into English slowly. During which, there will be the opportunity for students to exercise both active and passive methods of learning through speaking, writing, reading, and listening. We will continue our 10-minute chat at the start of class.

I want to stress that only a very small portion of your grade will come from speaking Latin. In this case, I will not be evaluating your ability to compose correct sentences on the fly. Instead, I simply ask each student to participate earnestly. If each student does participate, we will all learn from each other and the assessments will feel easy and repetitive. This is a low-stakes environment where we will all make mistakes and learn as we go.

In class activities

I will be able to provide each student with a small white board on which you will have the opportunity to write your answer before speaking it. Of course, sometimes we will forego the white boards and speak in conversation, but this won't be all the time. This provides students with a moment to think about their answer and respond creatively each time to a question with the opportunity for individual feedback from the instructor.

Fourth hour

If there is interest among students for some additional Latin input, I am willing to schedule a fourth hour where we simply read and discuss a simple Latin text or continue our conversational practice. For this hour, participation is completely optional, and you can either listen or play an active role in the class, summarizing and answering questions if you feel comfortable. Attending this fourth hour would be optional and have no impact on your grade.

Learning outcomes / course objectives

At the end of this course, students will be able to:

- Translate, understand and contextualize passages of Classical Latin.
- Compose Latin sentences.
- Communicate orally about daily topics and literature in Latin.
- Understand and explain Latin and English grammar comprehensively.
- Appreciate and understand both Caesar's and Virgil's writing.
- Discuss the basics about Roman military and literary culture at the end of the republic.
- Create organized and disciplined study habits.
- Move onto upper-year level Latin courses of your choice.

Course schedule

See OWL for a detailed breakdown.

4. Course materials

Texts and materials

F. M. Wheelock and R. A. LaFleur ***Wheelock's Latin. 7th edition.*** New York: Collin's Reference. 2011. ISBN: 0061997226

Since it is likely you already own a copy of *Wheelock's*, I haven't ordered it for the UWO bookstore. If you don't own a copy, it can still be purchased from the UWO bookstore but it is also on Amazon. I strongly recommend you get the physical text in the correct edition (7th) for the sake of consistency in page numeration etc.

In the winter semester, we will read selections from Caesar's *De Bello Gallico* "On the Gallic War" and Virgil's *Aeneis* "Aeneid". I will provide materials from two recently published texts that contain summary and commentary of the original Latin text *in basic Latin*. We will read very slowly making sure to understand the Latin paraphrase of the original as

well as comments and stylistic notes that have been written in or kept in Latin (in the case of ancient comments). Both of these texts are available for purchase here <https://store.paideiainstitute.org/collections/dolphin-editions> (but it is **not necessary** you purchase them for this course as we will only use a few pages of each that I will provide).

In addition, it may be useful to consult the following resources when reading the original Latin (Geoffrey Steadman's copies are available for print on demand on Amazon, once again it is **not necessary** to purchase any additional reading materials aside from *Wheelock's*):

Virgil:

<https://geoffreysteadman.com/wp-content/uploads/2024/03/collegevergil.26mar24.pdf>

<https://dcc.dickinson.edu/vergil-aeneid/vergil-aeneid-i-1-11>

Caesar:

<https://geoffreysteadman.com/wp-content/uploads/2023/11/collegecaesar.24nov23.pdf>

<https://dcc.dickinson.edu/caesar/book-1/chapter-1-1>

While you consult the webpages from DCC, it may be helpful to use the tool Alpheios: <https://alpheios.net/>

ALL COURSE MATERIAL ASIDE FROM WHEELOCK'S WILL BE POSTED ON OWL: <https://westernu.brightspace.com/>

Students are responsible for checking the course OWL site regularly for news and updates. I will do my best to share all necessary information in class, but OWL will be the primary method for which important news and updates will be documented.

If students need assistance with the course OWL site, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Technical requirements

This course requires students to have internet to access the required materials. All our assessments will be done in class on paper and without the aid of any electronic devices unless officially accommodated with the university otherwise.

Statement on the use of generative artificial intelligence (AI)

ChatGPT is not bad at Latin or any language, but it frequently makes mistakes and sometimes in entirely unexpected ways. I also notice that the phrasing of what you ask will influence its answer, which makes asking for clarification tricky. Major issues include both becoming overly reliant on it such that you ask it everything as well as the fact that you, as an intermediate student, cannot always tell when it makes a mistake. I would say to hold off on using it as a tool until there is some disciplinary guidance on how we might best use this new technology as budding Latinists.

5. Methods of evaluation

Course requirements

- 10% Participation.
- 30% Quizzes (12 in total, lowest 2 dropped, 3% each).
- 30% In-class tests (1 per term, 15% each).
- 30% December and April Tests (1 at the end of each term, during the exam periods; these are no different than the in-class tests)

I drop the lowest two quizzes so that you may miss, without providing documentation or warning, up to two class days when we have a quiz. This helps me avoid having to judge excuses. However, you cannot miss any of the tests and will have to write a (slightly different) special exam at an agreed upon date.

Still, note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams).

Since this is a language course, all exams and quizzes are inherently cumulative. However, you will not be tested on the exact same material more than once. During the first term, quizzes and tests will be based on *Wheelock's*. In the second term, quizzes and tests will be based on the texts we read. The second term assessments will include, in addition to grammar and vocabulary, questions pertaining to reading comprehension. There are no explicit oral/speaking based evaluations aside from daily participation.

General information about missed coursework

Students must familiarize themselves with the *University Policy on Academic Consideration - Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

6. Additional statements

Academic offences

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, here:

<http://www.uwo.ca/univsec/pdf/academicpolicies/appeals/scholasticdisciplineundergrad.pdf>

Policy on accommodation for religious holidays

Students should review the [policy for Accommodation for Religious Holidays](#) . Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but **not later than two weeks** prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Academic accommodation and accessible education

Academic accommodation is “a means of adjusting the academic activities associated with a course or program of student in order to permit

students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationdisabilities.pdf>. Students with disabilities are

encouraged to register with **Accessible education** at the earliest opportunity. “Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students”

<http://academicsupport.uwo.ca/accessibleeducation/index.html>

Special examinations A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

Academic advising

Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

<https://registrar.uwo.ca/facultyacademiccounselling.html>

Mental health support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and sexual violence

Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

<https://www.uwo.ca/health/studentsupport/survivorsupport/get-help.html>.
To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Learning development and success

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.