Required Texts/Materials

An Introductory Course in Latin/Greek Grammar and Vocabulary Designed to Unlock the Romance Languages and English, John R. Harris. On sale in bookstore (printed on campus, spiral binding).

Course Description: The course involves much memorization of vocabulary so as to familiarize students with contemporary specialist terminology through the study of Greek and Latin roots. There is a concurrent and fully equal focus on examining the logic of language through the Greco-Roman paradigm, which served for centuries of Western pedagogy as a springboard into more modern tongues. There are no prerequisites.

Course Objectives: The course endeavors to enhance the student’s understanding of English grammar, since Latin and Greek are presented always in the context of reaching an equivalent English meaning through translation. Yet these ancient languages are also the basis of several modern tongues whose system of expression differs from the English way in many regards. The course therefore concurrently prepares the student to undertake a beginning study of modern languages—most directly, Italian, Spanish, and French—with a much-enhanced level of familiarity. The development of a strong vocabulary in both Latin-related disciplines (such as Law or any field with a rhetorical component) and disciplines with a Greek-intensive vocabulary (such as biology or medicine) is also expected.

Student Learning Outcomes: By semester's end, students will be able to: 1) identify 30+ Greek-derived biology terms and 100+ Latin derivatives, 2) demonstrate a grasp of verbal aspect and the essential tenses in Latin and English, 3) correlate Latin and Greek case endings to noun function, and 4) write the Greek alphabet. All assessed on tests/final exam.

Methods of Grading
In a Greek or Latin class, you would learn grammar and vocabulary intensively prior to reading ancient texts. Though some students may eventually carry the course’s preparation in such a direction, our stated objectives above are clearly not those of the classicist. This has major consequences for my methods of evaluation. For me to insist that you have declensions and conjugations at your fingertips would not really serve a useful purpose when the idea is merely to introduce you to basic linguistic concepts: you are therefore not going to be drilled and tested rigorously as a means of inducing rote memorization on a massive scale. Since we have so very much material to try to cover in a brief time, devoting entire class periods every couple of weeks to unit tests would indeed be a waste of time. I prefer to keep track of your progress on a day-by-day basis that will emphasize your coming to grips with concepts rather than your memorizing forms and tables. The latter will necessarily take place on its own after a while, in fact; for like mathematics, the principles of language build one upon another, and using them all together will steadily make the individual parts familiar. The day-to-day strategy reduces, in practical terms, to homework and quizzes.

Homework (20%): A written assignment is due for virtually every class meeting. Again as with a math class, I think the completion of homework will prove to be a significant learning tool in this course (as opposed to “busy work”). So convinced am I of the self-teaching potential in doing “problems” (and grammatical structures are a lot like math problems) that many exercises in our textbook have full answers at the end of the chapter. I often want
you to be able to see the correct answers instantly. On the other hand, I cannot reasonably grade your performance on these exercises alone if you have prior access to the answers. If a homework assignment uses these exercises at all, therefore, it will consist of giving them a twist. Sometimes you will change singulars to plurals (and vice versa), sometimes you will write and translate your own sentences with the exercises as models, and so forth. The challenge of working with material in this manner will bring you to a much deeper understanding of root principles, most likely, than would major exams requiring you to recall long tables.

The text also contains several exercises for which no answer key is provided, and we will complete most of these. I call them “Solo Flights”.

Short Daily Quizzes (25%): Unlike a major exam, a quiz is not particularly intimidating to most students and can be quickly completed. We will likely have a quiz almost every class day. I usually give these short quizzes at the end of class (sometimes with books and notes open) to assess the degree of comprehension achieved by students during the preceding hour.

Longer Announced Quizzes (25%): Certain quizzes are announced in the schedule below as being that class day’s first order of business, and their content is assigned for study as part of your previous class’s homework. These “mini-exams” are far fewer than the end-of-class quizzes, so each of them counts several times more than a daily quiz (since their overall percent of the grade is the same). Because you are expressly given time to study for them, I expect you to be well prepared.

Mid-Term and Final Exams (20%; 10% each): I have stressed that the objectives of this course are not really best accomplished by forcing massive amounts of memorization and regurgitation. Yet these two cumulative measurements of your progress seem appropriate: if only to stimulate “pulling it all together” at the halfway point and finish line.

The exams do not account for a whopping percentage of the grade. Nevertheless, if I notice that a student has made steady progress throughout the semester and has clearly “gotten it together” for these final exercises, I am apt to weigh the tests rather more heavily (especially the last one). So leave a good impression!

Class Participation (10%): Obviously, a student who attends class irregularly cannot succeed at most of the endeavors described above. Though I will always take attendance, and even take note of who participates helpfully in class discussions, I have no formal policy of assigning an F after a certain number of absences. I find that non-attenders do a good job of that on their own.

However, I do believe that some modest proportion of the grade should recognize mere presence. I assign this portion essentially by calculating your presences as a percentage of total classes. For instance, three absences would yield a ratio of 27/30, which would be 90%. I add points, as well (as indicated already), for useful verbal contributions, so a raw grade of 90 might turn into an A+.

In terms of the entire grade, the various kinds of assessment just discussed are weighed thus:

Schedule of Readings, Assignments, Quizzes, and Tests
As stated above, you will seldom be asked simply to do exercises as they appear in the book. The obvious reason for such an odd strategy is that all the answers are given at the end of each chapter (except for the “Solo Flights”). I expect you to use these exercises to test yourself and help you learn. Our actual homework will use the exercises as a springboard to create other kinds of drill, such as writing and translating your own sentences.

Please cross-reference page numbers with the material or exercise briefly described. The former may be off a bit due to formatting problems.

August
26 Greek alphabet and cases (pp. 14-17). HW: create and translate two English-to-Greek sentences (with HW exercises on p. 18 as your model).
28 Gender of nouns (pp. 18-23). HW: create and translate two Greek sentences (with sentences in 1.3 C as
your model) and complete “Solo Flight” on pp. 23-24.

September
2 Number in nouns (pp. 29-31).  HW: on Exercise 1.5 A (pp. 31-32), rewrite Latin sentences by changing the
number of every noun (don’t worry about verbs); also complete “Solo Flight” on p. 32.
4 Number in modern romance languages (pp. 33-35).  HW: memorize Latin Vocabulary on pp. 21, 22, and
26 and Greek on pp. 16, 22, and 27.  Census Day.
7 Labor Day holiday: no class.
9 Vocabulary quiz (extra credit for knowing etymologies).  In-class exercises with full vocabulary at end of
chapter.  HW: construct and translate three Latin sentences from words on pp. 37-39 with asterisk.
11 Begin Chapter Two in class (person and number in verbs, pp. 48-50).  HW: “Solo Flight” on p. 52.
14 Greek inflections for person and number (pp. 52-55).  HW: complete “Solo Flight” on p. 55.
16 More on Latin and Greek verbal inflections.  Correspondences with modern romance languages (pp. 55-
57).  HW: study for test on Latin & Greek vocabulary, pp. 51 and 54 (be able to write in Greek).
18 Vocabulary quiz (extra credit for knowing etymologies).  More exercises on modern romance languages.
HW: study for test on verb endings in Latin, Greek, and romance languages.
21 Quiz over verb endings.  Latin future tense (pp. 57-59).  HW: create and translate two sentences in Latin
using a future-tense verb (with Exercise Set 2.4 as your model); complete “Solo Flight” on p. 60.
23 The Greek future tense (pp. 60-61).  HW: create two sentences in Greek using a future-tense verb (with
Exercise Set 2.5 as your model); complete “Solo Flight” on p. 62.
25 The Latin imperfect tense (pp. 62-65).  HW: rewrite Ex. Set 2.6 A (pp. 65-66) in Latin after reversing
number (singular for plural and vice versa) on all sixteen items.
28 The Greek imperfect tense (pp. 66-67).  HW: create and translate into Greek three sentences using the
imperfect tense (with Exercise Set 2.7 as your model); also complete “Solo Flight” on p. 68.
30 Imperfect and future tenses of romance languages (pp. 68-69): open-book quiz on this material at end of
class.  HW: Review complete lists of Latin and Greek verbs (pp. 72-74) for test.

October
2 Vocabulary quiz (extra credit for knowing etymologies).  Review for Mid-Term.
5 Mid-Term Exam.
7 Begin Chapter Three (the dative case in Latin, pp. 79-82).  HW: write and translate three Latin sentences
using the dative (with Exercise Set 3.1 as your model; employ at least four words in each one, without
repeating any words).
12 More practice with dative case.  HW: study for vocabulary quiz over words on pp. 82-83 and 85.
14 Vocabulary quiz (extra credit for knowing etymologies).  The Latin ablative (pp. 88-91).  HW: create and
translate into Latin four sentences all using the ablative case in some fashion (with Exercise Set 3.4 as a
model); again employ at least four words in each sentence, without repeating any.
16 More practice with ablative case.  HW: log case of every noun and pronoun in Pledge of Allegiance.
19 Greek use of genitive and dative for ablative (pp. 91-93).  HW: complete “Solo Flight” on p.93.
21 The Latin third declension (pp. 94-99).  HW: test on first/second declension tables on p. 94, also translate
phrases in Exercise Set 3.6 A (p. 100) into Latin after changing singulars to plurals and vice versa.
101-103 and complete “Solo Flight” on p. 104.
26 The Greek third declension (pp. 104-108).  HW: complete “Solo Flight” on p. 108.  Last day to withdraw
from class.
28 Continue discussion of Latin and Greek declensions.  HW: study for vocabulary quiz over nouns on pp. 98-
99 and 106-108.

30 Vocabulary quiz (extra credit for knowing etymologies). Begin Chapter Four (the perfect system, pp. 116-118). HW: complete “Solo Flight” p. 118.

November
2 Formation of the Latin active perfect system and the verb “to be” (pp. 119-123). HW: write and translate three Latin sentences (each having at least four words) using all three tenses of perfect system.
4 Continue discussion of perfect system. HW: study for quiz over perfect-system endings.
6 Quiz on Latin perfect-system endings. The perfect passive participle and sense of the passive voice in English (pp. 128-130). HW: complete “Solo Flight” on p. 130 and parse five English verbs of your own making (vary their number, tense, and voice).
9 Formation of present-system passives (pp. 130-131). HW: complete “Solo Flight” on p. 131
11 A quick look at Greek passives; the perfect participle in Latin and Greek and (pp. 133-136). HW: complete “Solo Flight” on p. 137, also identify all Latin perfect participles and nouns they modify in Exercises C and D.
13 Formation of perfect-system passives in Latin (pp. 137-139). HW: complete “Solo Flight” on p. 140 and study for quiz on formation of Latin passives in both systems.
16 Quiz on Latin passives in both systems. The third and fourth conjugations in Latin (pp. 143-147). HW: complete “Solo Flight” on p. 147 and study for vocabulary quiz over verbs on pp. 145-147.
18 Vocabulary quiz (extra credit for knowing etymologies). Past tenses in the modern romance languages (pp. 147-150). HW: change the voice (actives to passives and vice versa) of all verbs in Exercise Set 4.12 D on p. 151.
20 Noun/adjective agreement (pp. 156-157). HW: Complete “Solo Flight” on p. 160 and study adjectives for vocabulary quiz on adjectives (selected in class from group on pp. 158-160).
23- T H A N K S G I V I N G
27 H O L I D A Y S
30 Vocabulary quiz on Latin and Greek adjectives. Third-declension adjectives in Latin and Greek and adjectives in modern Romance languages (pp. 161-166). HW: complete “Solo Flight” on pp. 164-165

December
2 Review for Final Exam.
4 Final Exam.
Policies and Topics Not Specific to This Class

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their [sic] entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a disability diagnosis such as a chronic disease, learning disorder, head injury or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with an Accessibility Case Manager. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR webpage (http://www.uttyler.edu/disabilityservices/) or the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to saroffice@uttyler.edu.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
Social Security and FERPA Statement:  
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:  
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.