

# Latin 101

MWF 1:45pm-2:35pm  
OLD CHEMISTRY 101

**Magister:** Alex Karsten ([alexander.karsten@duke.edu](mailto:alexander.karsten@duke.edu))

## **Office Hours:**

Monday and Friday 12:30 pm-1:30 pm (Page 209)  
[Zoom](#) by appointment

**Required Text:** Frederic M. Wheelock, Richard A. LaFleur, *Wheelock's Latin*, 7th edition, Collins Reference, 2011.

**Recommended Text:** Norman Goldman, Jacqueline Morton, *English Grammar for Students of Latin*, 3rd edition, Olivia and Hill, 2012.

## The Course

Latin 101 is an introduction to the Latin language. The most important objective of this course is to learn to read and translate Latin, which demands mastery of vocabulary, grammar, style, and techniques in reading and translation. As a result of pursuing that objective, you should also notice an increased understanding of English grammar and syntax, enriched English vocabulary, heightened analytical ability, and improved communication skills. Students will also learn about various aspects of Roman culture through discussion of the context of the readings and their authors.

## Standards of the Course

**Electronic Devices:** No electronic devices of any kind are to be used during class. This includes but is not limited to smart phones, iPads, and laptop computers. Accommodations will be made for students with officially documented need.

**Attendance:** Regular attendance is absolutely essential for your success in this class and is required. Absences will be excused only if you (a) were sick and present a STINF, or (b) were away on university business, in which case you will have to present me with a letter from a university official attesting to that fact. Virtual attendance will not be permitted. Please contact me in advance in person or by email, if you must miss a class for any reason. Your attendance, preparation, and participation are all a part of your overall grade.

**Note on Late & Make-up Work:** Should an issue arise, you should contact me ASAP. Without a granted extension, late work will not be accepted. Assignments are due by the deadline listed on the syllabus, whether or not you attend class that day. An absence does not give you an automatic extension or excuse you from work due that day. You can petition for an extension up to 48 hours before a deadline; this does not mean that your request for an extension will be granted, however.

**Check-in and Check-out:** Classes will begin with a check-in and end with a check-out. These are short answer questions graded only for completion. Any check-ins and check-outs missed for unexcused absences cannot be made up.

**Quizzes:** Students should be prepared for the possibility of a quiz each day in place of a check-in or check-out. The three lowest grades will be dropped, and there will be no make-ups.

**Tests:** There will be three hour-long tests. Test will be cumulative, covering all the material since the beginning of the semester, with an emphasis on the work since the preceding test. The final examination is comprehensive.

**Grades:** The grading scale will be: A, Excellent (90-100); B, Good (80-89); C, Satisfactory (70-79); D, Passing with no quality (60-69); and F, Unsatisfactory (below 60).

Pluses and minuses will constitute the upper and lower two points of each category, except for A+ (e.g. B+ = 88-89, C- = 70-71). The policy on grades, incompletes, withdrawals etc. will be in strict accordance with official university policy.

Your grade will be determined as follows:

Check-in/Check-out, Quizzes, Homework, Class Participation:	30%
Hour-Tests (3):	45%
Final Examination:	25%

**Duke Community Standard:** The course, like all of your courses, operates under the guidance of our honor code, the [Duke Community Standard](#). Your signature on your work indicates that you are pledging that your work has been completed in accordance with our honor system.

By signing the pledge, you are agreeing to uphold the following standard: I will not lie, cheat, or steal in my academic endeavors; I will conduct myself honorably in all my endeavors; I will act if the Standard is compromised.

**Diversity and Inclusion:** Learning can only take place in an environment where students feel safe and welcome. As your instructor, I commit to maintaining a classroom environment that meets those standards. I expect that you, as students, will also commit to respecting your fellow students, your instructor, and any guests that we may have. As a sign of that respect, I will refer to students by their preferred name and pronoun, and I expect all students to do the same.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [DukeReach](#).

As a final note, some of the example sentences and passages in the textbook contain material that students may find disconcerting. If you are concerned that your level of discomfort with such material may hinder your ability to learn from it, please reach out to me and we can discuss how to proceed.

**Accessibility and Accommodation:** I will strive to make my classroom welcome to all types of learners. If you think that you may need additional resources, I encourage you to

contact the Student Disabilities Access Office (SDAO) at by email [disabilities@as.duke.edu](mailto:disabilities@as.duke.edu) or by phone at 919.668.1267 to discuss the resources that they have to offer. If you believe you may need accommodations in the class, I urge you to contact SDAO as soon as possible, to better ensure that such accommodations are implemented in a timely fashion.

**Student Well-Being:** Your well-being is of the utmost importance. If you have concerns about your physical or mental health or your ability to access basic necessities, please do not hesitate to reach out to me. I will do my best to connect you to the help you need. [DukeReach](#) is also an invaluable resource to connect you to the support available at Duke. You can visit their website or call their hotline (919-681-2455).

Please do not hesitate to reach out to me if you are struggling in class, so that we can brainstorm strategies to address the problem. I also encourage you to familiarize yourself with the [Academic Resource Center](#) (ARC), which offers free services to all students during their undergraduate careers at Duke. Services include Learning Consultations, Peer Tutoring and Study Groups, ADHD/LD Coaching, Outreach Workshops, and more. Because learning is a process unique to every individual, ARC works with each student to discover and develop their own academic strategy for success at Duke. Contact the ARC to schedule an appointment. Undergraduates in any year, studying any discipline, can benefit!

### **Daily Preparation and Helpful Hints**

**Preparation time:** In a university course you are expected to spend two hours outside of class in preparation for every hour in class. If you can do the work well in less than two hours, that is fine; however, you should anticipate needing to spend two hours. I cannot emphasize enough the importance of regular study habits in a language course.

- Carefully study the grammar and the vocabulary of the chapter before trying to read the sentences or doing the written homework. You will save yourself time in the long run.
- If you have time, extra practice yields extra benefit. Use the “Self-Tutorial Exercises” (pp. 412-45) at the back of the book to test your knowledge of each chapter or to review. Check yourself by using the answer key to those exercises (pp.446-83).

**Paradigms:** Memorize all paradigms (the sample declensions and conjugations) presented in each chapter.

- Say them aloud repeatedly. Speaking encodes language in a different way than reading does. Plus, it can be entertaining for your friends and roommates.
- Practice by declining or conjugating words from the chapter's vocabulary list.
- Study the grammatical constructions in each chapter, then consult the “Self-Tutorial Exercises” for the chapter and check your answers in the answer key.
- Most importantly: practice, practice, practice!

**Vocabulary:** Memorize all vocabulary for each chapter.

- One helpful method is to keep a running list of vocabulary in your notebook with the Latin on the left and the English on the right side of the page.

- Another is to write each vocabulary word on an index cards as you go throughout the semester. By the time of the final exam, you have a full deck of flash cards to study from.
- Use the pronunciation guide at [wheelockslatin.com](http://wheelockslatin.com) when studying vocabulary.
- Long marks (macrons) must be memorized as part of the word's spelling since the is often significant to the meaning of the word.
- The English derivatives listed with the vocabulary in each chapter can be helpful.
- When memorizing, do oral exercises out loud. These exercises access different parts of the brain. You will remember the material much better if you work aloud in addition to on the page.

**Translating at Home:** When you read Latin sentences, read actively.

- When you look at a Latin word, don't ask yourself simply what it means, think about how it illustrates the grammar and vocabulary that you have just studied.
- Ask yourself: why is this sentence assigned in this chapter?
- Read through a sentence in Latin first, trying to get an idea of what it is saying. Then, go back through the sentence and determine the meanings of the words or phrases that you did not understand on the first reading. Having done that, read the sentence through again in Latin, paying attention to words that go together (i.e., phrases), and trying to appreciate the Latin word order.
- Remember: our goal is to read in Latin, not English!

**Translating in Class:** Do not write in your book or consult written notes during class.

- Consulting a prepared translation in class tends to make you concentrate more on the English than on actually reading the Latin, which is what matters.
- We go over previously-assigned readings in class to give you double exposure, to get you to look at the Latin again. Reading from a translation you've already prepared defeats that purpose.
- Memorizing what the sentences mean in English will not help you on the tests and quizzes.

## **Course Schedule**

### **Important Notes:**

1. **The date at the left is the date on which the assignment is due.** It should have been prepared very carefully for the class period in question. An asterisk\* beside the date indicates that we shall spend only one day on that chapter. In all other cases we will have two days to go over each chapter.
2. **Write down your homework.** You will not be allowed to consult your written homework during class, but you may be asked at any time to turn it in. Studying together can be helpful, but your homework must be completed individually. Homework falls under the purview of the honor system, so it must be done alone and without consulting any materials outside of your textbook

**1. Mon, Aug. 29-** Schedule an office hours appointment with Magister Karsten.

**\*2. Wed, Aug. 31-** Read the Syllabus carefully. Wheelock Chapter 1: Study pp. 1-7; Translate sentences 1-20 and the passage on pp. 8

**3. Fri, Sep. 2-** Wheelock Chapter 2: Study pp. 12-19; Translate *Sententiae Antiquae* 1-15 and passage (pp. 19-20).

**4. Mon, Sept. 5-** Wheelock Chapter 2: Translate the *Sententiae Antiquae* 16-20; Wheelock Chapter 3: Study pp. 23-28; Translate *Exercitationes* 1-7 (p. 28).

**5. Wed, Sept. 7-** Translate *Exercitationes* 8-11 (p. 28); Wheelock Chapter 3: Study pp. 23-28; Translate *Sententiae Antiquae* and passage (pp. 28-29).

**\*6. Fri, Sept. 9-** Wheelock Chapter 4: Study pp. 32-36; Translate *Exercitationes* 1-12 (p. 37) and *Sententiae Antiquae* and passages (pp. 37-38).

**7. Mon, Sept. 12-** Wheelock Chapter 5: Study pp. 40-44; Translate *Exercitationes* 1-14. (p. 44).

**8. Wed, Sept. 14-** Wheelock Chapter 5: Study pp. 40-44; Translate the *Sententiae Antiquae* and the passages (pp. 44-46).

**9. Fri, Sept. 16- HOUR-LONG TEST 1**

**10. Mon, Sept. 19-** Wheelock Chapter 6: Study pp. 48-51; Translate *Exercitationes* 1-14 (p. 51).

**11. Wed, Sept. 21-** Wheelock Chapter 6: Study pp. 48-51; Translate the *Sententiae Antiquae* and passages (pp. 51-52).

**12. Fri, Sept. 23-** Wheelock Chapter 7: Study pp. 55-58; Translate *Exercitationes* 1-14 (p. 58).

**13. Mon, Sept. 26-** Wheelock Chapter 7: Study pp. 55-58; Translate the *Sententiae Antiquae* and passages (pp. 59-61).

**14. Wed, Sept. 28-** Wheelock Chapter 8: Study pp. 63-67; Translate *Exercitationes* 1-12 (p. 67).

**15. Fri, Sept. 30-** Wheelock Chapter 8: Study pp. 63-67; Translate the *Sententiae Antiquae* and passages (pp. 67-69).

**16. Mon, Oct. 3-** Wheelock Chapter 9: Study pp. 71-75; Translate *Exercitationes* 1-14 (pp. 75-76).

**17. Wed, Oct. 5-** Wheelock Chapter 9: Study pp. 71-75; Translate the *Sententiae Antiquae* and passages (pp. 76-77).

**18. Fri, Oct. 7-** Wheelock Chapter 10: Study pp. 80-83; Translate *Exercitationes* 1-16 (pp. 83-84).

**Fall Break: Oct. 9-11 (Technically, it begins Oct. 7 at 7pm)**

**19. Wed, Oct. 12-** Wheelock Chapter 10: Study pp. 80-83; Translate the *Sententiae Antiquae* and passages (pp. 84-85).

**20. Fri, Oct. 14-** Wheelock Chapter 11: Study pp. 87-92; Translate *Exercitationes* 1-17 (p. 92).

**21. Mon, Oct. 17-** Wheelock Chapter 11: Study pp. 87-92; Translate the *Sententiae Antiquae* and passages (pp. 92-94).

**22. Wed, Oct. 19-** Review for Hour-Test 2

**23. Fri, Oct. 21- HOUR-LONG TEST 2**

**24. Mon, Oct. 24**- Wheelock Chapter 12: Study pp. 96-100; Translate *Exercitationes* 1-15 (p. 101).

**25. Wed, Oct. 26**- Wheelock Chapter 12: Study pp. 96-100; Translate the *Sententiae Antiquae* and passages (pp. 101-103).

**26. Fri, Oct. 28**- Wheelock Chapter 13: Study pp. 105-109; Translate *Exercitationes* 1-18 (pp. 109-110).

**27. Mon, Oct. 31**- Wheelock Chapter 13: Study pp. 105-109; Translate *Sententiae Antiquae* and passages (pp. 110-112).

**28. Wed, Nov. 2**- Wheelock Chapter 14: Study pp. 114-118; Translate *Exercitationes* 1-13 (pp. 118-119).

**29. Fri, Nov. 4**- Wheelock Chapter 14: Study pp. 114-118; Translate *Sententiae Antiquae* and passages (pp. 119-121).

**30. Mon, Nov. 7**- Wheelock Chapter 15: Study pp. 123-126; Translate *Exercitationes* 1-14 (p. 127).

**31. Wed, Nov. 9**- Wheelock Chapter 15: Study pp. 123-126; Translate the *Sententiae Antiquae* and passages (pp. 127-129).

**32. Fri, Nov. 11**- Wheelock Chapter 16: Study pp. 131-134; Translate *Exercitationes* 1-15 (pp. 134-135).

**33. Mon, Nov. 14**- Wheelock Chapter 16: Study pp. 131-134; Translate the *Sententiae Antiquae* and passages (pp. 135-137).

**34. Wed, Nov. 16- HOUR-LONG TEST 3**

**35. Fri, Nov. 18**- Wheelock Chapter 17: Study pp. 139-142; Translate *Exercitationes* 1-14

**36. Mon, Nov. 21**- Wheelock Chapter 17: Study pp. 139-142; Translate *Sententiae Antiquae* and passages (pp. 143-144).

**Thanksgiving Break: Nov. 23 - Nov. 27 (Technically, it begins Nov. 22 at 10:30pm)**

**37. Mon, Nov. 28**- Wheelock Chapter 18: Study pp. 146-150; Translate *Exercitationes* 1-15 (p. 150).

**38. Wed, Nov. 30**- Wheelock Chapter 18: Study pp. 146-150; Translate the *Sententiae Antiquae* and passage (pp. 150-152).

**39. Fri, Dec. 2**- Wheelock Chapter 19: Study pp. 153-157; Translate *Exercitationes* sentences 1-15 (pp. 157-158).

**40. Mon, Dec. 5**- Wheelock Chapter 19: Study pp. 153-157; Translate the *Sententiae Antiquae* and passages (pp. 158-160).

**\*41. Wed, Dec. 7**- Wheelock Chapter 20: Study pp. 162-165; Translate the *Sententiae Antiquae* and passages (pp. 165-167).

**42. Fri, Dec. 9**- Review for Final Examination.

**Sunday, December 18 from 2-5 pm: Final Examination in our classroom (Old Chemistry 101).**

HAVE A LOVELY HOLIDAY!