

General Education Course Proposal

ORIGINAL

MAR 17 2010

Proposed Course: Latin 1AH Honors Elementary Latin Units 3
Prefix No. Title

Department: Smittcamp Family Honors College College/School: Smittcamp Family Honors College

GE Category (Indicate one category only):

Foundation: A1 A2 A3 B4
Breadth: B1 B2 C1 C2 D E
Integration: B C D International/Multicultural

Existing Course Revised Course New Course

Course Included in Current GE Program

New courses require the Undergraduate Course Proposal form in addition to this form. Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Honors Latin 1A. Not open to students outside the Smittcamp Family Honors College. An accelerated introduction to the Latin language, its practical relation to Romance Languages and English, with study of Roman culture and its enduring influence. G.E. Breadth C2.

Enrollment limit per section: 25

Expected number of sections per semester - Year 1 1 Year 3 1

Attachments:

- 1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Honora Chapman 3/5/10
Department Chair Date

J. Daniel Herring 3/12/10
College/School Curriculum Committee Date

[Signature] 3/16/10
College/School Dean Date

[Signature] 10-26-10
General Education Subcommittee Date

[Signature] OCT 15 2010
Dean of Undergraduate Studies Date

Forward Original and TWELVE copies to: Dean of Undergraduate Studies Office, M/S TA 54

ORIGINAL

General Education Course Proposal Attachments Honors Latin 1A (Latin 1A-H)

I. Latin 1A is currently a course in Area C2 of General Education. Honors Elementary Latin (Latin 1A-H) would simply be a more intense version of the course, requiring deeper study of the language and culture, and thus suitable for students in the Smittcamp Family Honors College.

Guidelines for GE Area C2

From 09-10 General Catalogue: Area C - Arts and Humanities:

Required: three lower division courses, at least one in each sub-area.

Humanities, Sub-area C2 - at least one C2 course. (Completion of an A2 course satisfying the Foundation Written Communication requirement is required for enrollment in any Breadth Area C2 course.) Purpose: Through the study of the humanities, to understand, appreciate, and analyze the meaning of our civilization, its cultural background, and the nature and role of language. To study the humanities from a variety of historical perspectives and cultures by analyzing individual works.

From GE Committee's recent recommendations (still under review):

Courses in the humanities (C2) must:

1. Promote an understanding of the development of contemporary civilization through studies of its historical roots in the principal humanistic endeavors, e.g., literature, philosophy, and foreign languages.
2. Reflect critically and systematically on questions concerning beliefs, values and the nature of existence; or
3. Include a survey of the various types and styles of literature from a variety of historical perspectives and cultures, including instruction in the techniques of literary criticism, or
4. Foster skills in listening, speaking, reading and writing a language other than English within a cultural and artistic context.

In response to points 1 and 2:

The Classical tradition that started with the Greeks and expanded with the Romans defined civilization for tens of millions of people in the ancient Mediterranean region, including North Africa and the Middle East. In later centuries its influence spread around the globe with explorers, colonizers, and missionaries, with lasting results for good or bad. To learn about the ancient Roman culture and language is to possess a key to our own cultural and linguistic roots. For instance, as students enter Bulldog Stadium for a football game, they are stepping into the world of the Roman arena, and when they speak English, about 50% of their lexicon comes from Latin or a Romance language; if their native tongue is Spanish, they are closer still linguistically to the Romans (see end of syllabus for more on this). Students, therefore, will study not only the grammar and syntax of Classical Latin but also the material remains of Roman culture, as well as the Latin that still plays a role in the fields of medicine, law, and religion.

In response to point 3:

The students will be introduced to reading the prose of great orators and historians such as Cicero, Caesar, and Livy as well as the epic, lyric, and elegiac poetry of geniuses such as Vergil, Catullus, and Ovid, all of whom became models for later generation of writers in the western tradition, though also adopted by people who came under the influence of missionaries and colonizers in later centuries; samples of each writer appear in all chapters of Wheelock, the main textbook for this course. Students will also read and even perform *Auricula Meretricula*, a text based on a play of Plautus (who was a major source for Shakespeare, for instance), in order to learn more specifically about the world of Roman Comedy, a precursor to the modern television sitcom.

In response to point 4:

In this course, students will master half of the grammar and syntax of Latin in the Wheelock textbook. They will demonstrate beginning ability to read and write in Latin through oral and written work in class every day and on quizzes and exams. They will also show understanding of the history, art, and culture of ancient Rome through reading, writing, and orally presenting on key historical moments and monuments of the city of Rome and the Roman world at large.

II. and III. Please see attached syllabus for the course contents, objectives, required activities, etc.

IV. There are no special costs associated with this course. The proposed intersession travel-study in Rome is entirely optional for students.

SYLLABUS FOR LATIN 1A-H (76250)

Fall 2010

California State University, Fresno

Motto: LVCEM ACCIPE VT REDDAS Honora Chapman, Assoc. Prof. Classics
3 Units Office: McLane 200
MWF 9-9:50 hchapman@csufresno.edu
In Soc Sci 209B Smittcamp office: 278.8160
Office Hours: MWF 10-11 and by appointment

The Classical tradition that started with the Greeks and expanded with the Romans defined civilization for tens of millions of people in the ancient Mediterranean region, including North Africa and the Middle East. In later centuries its influence spread around the globe with explorers, colonizers, and missionaries. To learn about the ancient Roman culture and language is to possess a key to our own cultural and linguistic roots. For instance, as you enter Bulldog Stadium for a football game, you are stepping into the world of the Roman arena, and when you speak English, about 50% of your lexicon comes from Latin or a Romance language; if your native tongue is Spanish, you are closer still to the Romans (see the end of this syllabus for more).

Distribution of Romance Languages: A Global Phenomenon

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Spanish

Portuguese

French

Romanian

A testimonial for Classics (Latin and Greek) from *The Princeton Review*: **“We can’t overestimate the value of a Classics major.** Check this out: according to Association of American Medical Colleges, students who major or double-major in Classics have a **better success rate getting into medical school** than do students who concentrate solely in biology, microbiology, and other branches of science. Crazy, huh? Furthermore, according to Harvard Magazine, Classics majors (and math

majors) have the **highest success rates of any majors in law school**. Believe it or not: political science, economics, and pre-law majors lag fairly far behind. Even furthermore, Classics majors consistently have **some of the highest scores on GREs** of all undergraduates.”

For more on what Classics is and why you should study it, please visit our department web site at: http://www.csufresno.edu/mccl/programs/classical_studies/index.shtml.

Prerequisites: GE Foundation A2 and nothing else but a desire to work hard and learn

Texts (Required Readings):

Wheelock's Latin (rev. R. LaFleur, 6th ed.)

Auricula Meretricula (revised edition)

J. Stone, *More Latin for the Illiterati: A Guide to Everyday Medical, Legal and Religious Latin*

F. Coarelli, *Rome and Environs: An Archaeological Guide*

Readings on Blackboard:

~Kebric, ch. 6: “Flavian Stability—Natural Disaster” (on the eruption of Mt. Vesuvius)

~Example of how to edit: FDR

~Damien Chaussende’s review of Fritz-Heiner Mutschler and Achim Mittag, eds., *Conceiving the Empire: China and Rome Compared*, Oxford/New York: Oxford University Press, 2008, in *Bryn Mawr Classical Review* 2010.02.24

Web pages to visit:

<http://formaurbis.stanford.edu/> (Stanford Digital *Forma Urbis Romae*)

http://penelope.uchicago.edu/~grout/encyclopaedia_romana/

<http://www.wheelockslatin.com/index.shtml>

<http://www.quia.com/pages/wheelock.html> [flashcards and games for each Wheelock chapter]

<http://cheiron.mcmaster.ca/latin/> [this is a page with electronic flashcards for our textbook]

<http://www.nd.edu/~archives/latgramm.htm> [this is a Latin dictionary and grammar aid]

<http://www.forumromanum.org/> [more on Latin, etc.]

<http://www.perseus.tufts.edu> [this is the best Classics database]

<http://www.vroma.org/~bmcmanus/romanpages.html> [for Roman life and civilization]

General Education Area C2: Humanities (Literature, Philosophy, Foreign Languages)

Purpose: Through the study of the humanities (Literature, Philosophy, Foreign Language), to understand, appreciate, and analyze the meaning of our civilization, its cultural background, and the nature and role of language. To study the humanities (Literature, Philosophy, Foreign Language) from a variety of historical perspectives and cultures by analyzing individual works.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Specific Learning Outcomes:

- * master half of the grammar and syntax of Latin in the Wheelock textbook
- * demonstrate beginning ability to read and write in Latin through oral and written work in class every day and on quizzes and exams
- * show understanding of the history, art, and culture of ancient Rome through reading, writing, and presenting on key historical phenomena and monuments of the city of Rome

Description of Course:

This Honors General Education Area C2 course is an introduction to the grammar, vocabulary, and idiom of Classical Latin. Wheelock's text provides you the opportunity to learn the language of the ancient Romans and offers links to the later Romance languages and English as well. After the entire year of Latin, you will be prepared to read both the prose of great writers such as Cicero, Caesar, and Livy as well as the poetry of geniuses such as Vergil, Catullus, and Ovid. There honestly is nothing better than reading an author in the original language! I have also included *Auricula Meretricula* as reading material so that you can learn more specifically about the world of Roman Comedy, but we shall discuss other genres of literature as well. This course will also serve as a steppingstone for those of you wishing to read Medieval Latin. You can also surf the Web (as an optional activity) to find grammatical aids as well as material on Roman literature, art, archaeology, and history.

Since some Honors students are pursuing pre-medical or pre-law studies, throughout the semester we shall investigate Latin phrases that are commonly used in these professions around the world.

Since you will hopefully go to Rome in the future, one of your assignments for this course will be a investigation of the history and monumental remains in Rome; Coarelli's book will provide a starting point for this project and will be a useful book to have along on your future trip.

This semester we shall cover half of Wheelock's 40 chapters. The goal of this course is for you to learn to read and write Latin in the most pleasant and stimulating way possible. Your appreciation of how language, including English, is organized and used should increase dramatically, and your writing will improve as a consequence. Furthermore, by grappling with the Latin language and the ideas the Romans chose to express with it, you will learn a great deal about Roman culture and its impact on later societies.

Requirements and Grades:

Class Participation (10%), Homework Assignments (15%), and Quizzes (15%): 40%
Essays [due 8/30 and 10/27; 500 words each]: 10%
Monument Project [PowerPoint slide due 10/4; in-class discussion 10/8; essay due 11/19]: 10%
Midterm Exam: 20% (covering Wheelock 1-10, mid-October)
Final Exam: 20% (comprehensive, with emphasis on second half of the semester)

Grading Scale: 90-100% A, 80-89% B, 70-79% C, 60-69% D, below 60% F
Excellent (A), Very good (B), Good (C), Ok (D), NP (F)

Nota Bene: [=Note well]

Because of the swift pace of this course, you must prepare all assignments in advance for the class and attend every class prepared to ask and answer questions related to the material assigned. **Homework assignments** will consist of reading, memorization, and written exercises, which you should do on your own, but it's fine to ask me or your classmates questions while doing them. You should bring all written homework exercises done in advance to class where we shall correct them; you will periodically hand them in (during even-numbered chapters) for grading. Assignments are due in class, and late papers will be marked down a partial grade for each class day late (for instance, the equivalent of an A- [91%] becomes a B+ [88%]).

In order to diagnose mastery of the material I shall give a quiz on chapters: 1, 2&3, 4&5, 6&7, 8&9, [midterm exam on chapters 1-11], 12&13, 14&15, 16-19, [final exam on all]; **I shall announce the quiz the class day before the quiz**. You will also take a midterm exam after we finish Wheelock chapter 10 and a final exam covering material from the entire semester. Quizzes and exams must be taken on the assigned dates. **Since quizzes will usually be given at the beginning of class, please do not be late for class**. I shall drop the lowest quiz grade. In case of *real* medical or family emergencies, I can make exceptions. **You must complete every assignment by the date of the final exam, or you will not receive credit for the course.**

Writing Assignments: In a lower division General Education course, you are required to write a minimum of 1,000 words throughout the semester, and, since this is an Honors course, you will write **two short essays in 500 words** each on Kebric's chapter and on Noreña's lecture and a **final project in 750 words** on a Roman monument, based upon material gathered for the in-class presentation (see below). **If a student earns less than an A (Excellent) on the first essay, the student should resubmit the work to the professor after revising the work in response to the professor's written and oral instructions, and the student should attach the first essay's final version when submitting the second essay; if still earning less than an A, repeat the process before the final project.**

These essays should express your own response to the historical, cultural, or artistic topic at hand. The first essay will respond to Kebric's chapter and the second to our guest speaker for the **Phebe McClatchy Conley lecture by Carlos Noreña of UC Berkeley on October 14th**; you may choose to analyze his argument in relation to a review of a collection of essays on the Chinese and Roman empires. The final project will be related to our in-class discussions of Roman culture, short readings placed on reserve, and an in-class joint presentation on Roman monuments. **The first essay will be due Monday, 8/30, the second on Wednesday, 10/27, and the final essay will be due Friday, 11/19.**

Presentation on a Roman Monument: Each student will investigate a Roman monument after reading Coarelli, visiting <http://formaurbis.stanford.edu/> (with photos of all 1,186 pieces of the *Forma Urbis Romae* marble map of Rome from the 3rd century C.E.), and analyzing at least one piece of scholarship from the list of suggested readings for that monument on the Stanford web site. Each of you will send me one PowerPoint slide of your monument by Monday, 10/4, and I shall combine these slides into a single show, which we shall go through in class on Friday, 10/8, with each of you

saying a few words about your chosen monument. Individual students will then write up their own final project in 750 words due on 11/19.

Campus Rules:

Upon identifying themselves, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information contact Services to Students with Disabilities in Madden Library, Room 1202 (278-2811).

Computers: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

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<http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf>

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Honor Code: Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and plagiarism open you up to very serious consequences ranging from no credit for the assignment to expulsion from the university. Please find information on the University’s policy regarding cheating and plagiarism in the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalogue (Policies and Regulations). Plagiarism includes cutting and pasting anything off the World Wide Web.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Classroom rules are as follows: ***no use of cell phones or pagers***, no web surfing, no texting, no long-term talking unless part of class discussion, no use of tobacco products, and no videotaping or tape-recording unless permission is granted in advance. Please read the newspaper, check e-mail/pager/ messages, or go to the restroom before or after class. In return, I promise to do the same!

Finally, I’m looking forward to speaking with you in office hours. It’s a wonderful way for me to get to know your interests and for you to ask questions and to discuss matters in more depth.

Tentative Course Schedule (subject to change)

	Date	Topic	Reading Assignment
1	Mon, Aug 23	Introduction	Wheelock 1
2	Wed, Aug 25	Wheelock 1	Wheelock 1 exercises+vocabulary
3	Fri, Aug 27	Quiz on Wheelock 1; Wheelock 2	Wheelock 1 exercises
4	Mon, Aug 30	Wheelock 2; Kebric Essay due	Wheelock 2 exercises+vocab; Kebric article
5	Wed, Sept 1	Wheelock 3	Wheelock 3 vocabulary
6	Fri, Sept 3	Wheelock 3; Stone medical vocab	Wheelock 3 exercises to hand in
	Mon, Sept 6	HOLIDAY – Labor Day	look at monuments in Coarelli
7	Wed, Sept 8	Wheelock 3	Wheelock 3 passages; Aeneas reading
8	Fri, Sept 10	Quiz on Wheelock 2-3; Intro 4	study for Quiz; choose Monument
9	Mon, Sept 13	Wheelock 4; Stone medical vocab	Wheelock 4 vocab+exercises to hand in
10	Wed, Sept 15	Wheelock 4 passages; Intro Wheelock 5	Wheelock 4 passages
11	Fri, Sept 17	Wheelock 5 exercises; Stone medical	Wheelock 5 vocab+exercises
12	Mon, Sept 20	Quiz 4-5; Intro Wheelock 6	study for Quiz; Wheelock 5 passages

	Date	Topic	Reading Assignment
13	Wed, Sept 22	Wheelock 6 exercises; Stone medical	Wheelock 6 vocab+exercises to hand in
14	Fri, Sept 24	Wheelock 6 passages; Intro 7	Wheelock 6 passages
15	Mon, Sept 27	Wheelock 7 exercises	Wheelock 7 vocab+exercises
16	Wed, Sept 29	Wheelock 7 passages; Intro 8	Wheelock 7 passages
17	Fri, Oct 1	Quiz 6&7 ; Wh 8 exers.; Stone medical	Study for Quiz; Wh 8 v+exercises to hand in
18	Mon, Oct 4	hand in PP ; Wh 8 passages; Auricula	make PP slide on Monument; Wh 8 pass.
19	Wed, Oct 6	Auricula; Intro 9; Stone medical	Auricula, scene 1
20	Fri, Oct 8	Wh 9 exers.; Monumenta Romana PP	Wheelock 9 vocab+exercises; prep for PP
21	Mon, Oct 11	Intro Wheelock 10; Stone legal Latin	Wheelock 10 vocab; Auricula, scene 2
22	Wed, Oct 13	Quiz 8&9 ; Wheelock 10 exercises	Wheelock 10 exercises to hand in; Quiz
23	Fri, Oct 15	Noreña as guest in class; Auricula?	Thurs.: Noreña lecture; Auricula
24	Mon, Oct 18	Wheelock 10 passages; Intro 11; Legal	Wheelock 10 passages
25	Wed, Oct 20	Wheelock 11 exercises; Intro 12	Wheelock 11 voba+exercises
26	Fri, Oct 22	Midterm on Wheelock 1-10	study for midterm
27	Mon, Oct 25	Wheelock 12 exercises; Legal	Wheelock 12 vocab+exercises to hand in
28	Wed, Oct 27	Noreña Essay ; Wh12 pass; Intro 13	Wheelock 12 passages; Essay on Noreña
29	Fri, Oct 29	Wheelock 13 exercises; Intro 14	Wheelock 13 vocab+exercises
30	Mon, Nov 1	Wheelock 14 exercises; Legal	Wheelock 14 vocab+exercises to hand in
31	Wed, Nov 3	Quiz 12-13 ; Wh 14 passages; Intro 15	study for 12-13 quiz; Wheelock 14 passages
32	Fri, Nov 5	Wheelock 15 exercises; Auricula	Wheelock 15 vocab+exercises
33	Mon, Nov 8	Wheelock 15 passages; Legal; Intro 16	Wheelock 15 passages
34	Wed, Nov 10	Wheelock 16 exercises	Wheelock 16 vocab+exercises to hand in
35	Fri, Nov 12	Quiz 14-15 ; Wh 16 passages; Intro 17	Wheelock 16 passages
36	Mon, Nov 15	Chapman in Missouri	Do essay on Monument
37	Wed, Nov 17	Wheelock 17 exercises; Stone Religious	Wheelock 17 vocab+exercises
38	Fri, Nov 19	Monument Essay ; Wh 17 passages	polish Monument essay; Wh 17 passages
39	Mon, Nov 22	Intro Wheelock 18; Stone Religious	Wheelock 18 vocab
	Wed, Nov 24	HOLIDAY – Thanksgiving Recess	
	Fri, Nov 26	HOLIDAY – Thanksgiving Recess	
40	Mon, Nov 29	Wheelock 18 exercises+pass; Intro 19	Wheelock 18 exercises and passages
41	Wed, Dec 1	Wheelock 19 exercises; Auricula	Wheelock 19 vocab+exercises
42	Fri, Dec 3	Wh19 passages; Intro Wh 20; Religious	Wheelock 19 passages
43	Mon, Dec 6	Quiz 16-19 ; Wh 20 exercises	Wjheelock 20 vocab+exercises to hand in
44	Wed, Dec 8	Wh 20 pass; Auricula; Religious	Wheelock passages

Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	Dec 9 – 10:8-5
Final Semester Examinations	Monday-Thursday	Dec 13 - 16
Final Exam in this course	Monday, Dec 13	8:45-10:45

Dies Irae:

Monday, 8/30: First Essay Due (500 words): Discuss three things you learned from Kebric's chapter that you found most fascinating and explain why (see end of syllabus for essay writing tips and rubrics). If you earn less than an A- on this assignment, you

will hand in a revised version of it to me a week after receiving it back graded; please attach first version to second when you hand it in.

Monday, 10/4: Send one PowerPoint slide of a chosen Roman monument (use Coarelli and Stanford Forma Urbis Romae web site to get ideas)

Friday, 10/8: Joint Monumenta Romana PP Presentation in class (1 minute each)

Thursday, 10/14, 7 p.m., Student Rec Center: Phebe McClatchy Conley Lecture: Carlos Noreña, UC Berkeley, on the Roman Empire and Identity

Monday, 10/18, 3:30 p.m., SSU: Chapman lectures on “Latin Isn’t Dead” to Osher

Friday, 10/22: Midterm on Wheelock 1-10

Wednesday, 10/27: Second Essay Due (500 words): Explain and comment upon the thesis of Carlos Noreña’s lecture; you may wish to refer to Chaussende’s review of a book on China and Rome or Kebric’s chapter [both on Blackboard; see end of syllabus for essay writing tips and rubrics]

Friday, 11/19: Monument Essay Due (750 words): How and what can a 21st-century viewer learn about the ancient Romans by visiting/viewing this monument?

Monday, 12/13, 8:45-10:45: Final Exam

Definition of a Dead Language

* *Date:* Sun, 22 Oct 2000 15:52:26 +0100

* *Delivered-To:* ask-ling@linguistlist.org

The term 'dead language' is used in two quite different ways, and it is essential to distinguish these. I'll use the (non-standard) labels 'truly dead' and 'nominally dead'.

A language becomes truly dead when its last surviving speakers die without having passed it on to any children. This usually happens because its speakers become persuaded that some other language is more valuable than their own, and so they shift to this other language, encourage their children to learn and use this other language, and perhaps even discourage them from learning or using their ancestral language.

This has happened, for example, to very many indigenous languages in the Americas and in Australia, as people have abandoned their traditional languages in favor of English, Portuguese or Spanish. It has also happened to several languages of Britain, including Cornish, Norn and Manx, all abandoned in favor of English.

A language becomes nominally dead when its daughter languages are so different from it, and from one another if several exist, that we no longer find it convenient to use the same label. **Latin** is dead only in this sense. Unlike Manx or the Australian language Mbabaram, **Latin has never ceased to be spoken as a mother tongue. Instead, its modern forms have merely become so different from the language of the Romans, and from one another, that we no longer find it convenient to call them 'Latin', and so we prefer to give them other names, such as 'Spanish', 'French' and 'Italian'. If we wanted to, of course, we could speak instead of 'Madrid Latin', 'Paris Latin', and so on, but no one has seen any point in this.**

With a truly dead language, there is a moment when the last surviving speaker dies, and at that moment the language also dies. With a nominally dead language, there is no such moment. There was never a moment at which the last speaker of Latin died, and so there was never a moment at which we could say "Latin has just died."

What the two cases have in common is an absence of native speakers. Some dead languages, including Latin, continue to be learned and used for certain purposes, usually literature or religion, but they have no *native* speakers, and so we still regard them as dead. That is, the language of the Romans has no native speakers who could talk to the Romans -- though the much altered modern forms of Latin still have many millions of native speakers.

I'm afraid that official status is irrelevant. Most of the world's 6000 or so living languages have never enjoyed any official status at all, but they are nonetheless alive, because they are mother tongues.

Anyway, Latin is dead in the second sense, but not dead in the first sense. Likewise, Old English (Anglo-Saxon) is dead in the second sense, but not in the first, since Old English has developed into modern English.

—Larry Trask, University of Sussex, larryt@cogs.susx.ac.uk

Essay Writing (adapted from Colin Wells)

1. Topic and Thesis:

Choose a subject that will be interesting to you as well as to your reader. It should be a topic that will stimulate your intelligence and allow you to communicate your concern. From this subject you should formulate a **thesis (i.e., argument)**. This is the idea that will shape the content and development of your essay. Your thesis should convey your special approach to and point of view on the chosen subject. You should be able to support this position with relevant material that makes your argument stand up to the scrutiny of the reader. Examine your thesis statement after writing your whole essay to ensure that you did, indeed, argue this particular position, and then change it if necessary.

2. Writing the Essay:

Make a plan before you start. Your essay should usually comprise the following elements:

(a) **Introduction:** The introduction is a statement of the problem as you see it, and a brief description of the position that you are taking. Do not go into great detail about the background to the question. Mention the main sources you will rely upon in your argument.

(b) **Development:** Set out your main points in logical order. Each paragraph of an essay should be a complete unit. A paragraph contains one main idea and, usually, supporting ideas or facts. Introduce each paragraph with a topic sentence, and then develop and support this idea throughout the paragraph.

(c) **Conclusion:** This should be succinct, and should follow from what you have said already. It is not a place to bring in new information or to change your mind. It should sum up the main argument of your entire essay.

3. Editing and Presentation:

Print out and reread your essay. Correct any spelling and punctuation errors. These break the reader's train of thought and spoil even a good argument. **If you are citing book and line number or chapter and verse, make sure they are correct.** Highlight your thesis and the topic sentence in each paragraph. Do you have a position to argue? Does your supporting evidence follow in some logical fashion? **Ask a friend to read your paper aloud to you.** You and your friend together may be able to tell where the argument falters or catch technical mistakes. After correcting this version, print out another copy and reread it again. Often the best essays are ones that you put through several rigorous revisions over the span of several days.

*****Mechanics: Make sure you use apostrophes correctly** ("it is"="it's," not "its," which is the possessive form of "it"; the plural possessive of "woman" is "women's," not "womens'.") Avoid joining two complete sentences with just a comma (and no conjunction); this is called a comma splice.

I consider that the science of composition has three functions. The first is to observe which combinations are naturally likely to produce a beautiful and attractive united effect. The second is to judge how each of the parts that are to be fitted together should be shaped so as to improve the harmonious appearance of the whole. The third is to judge whether any modification is required in the material used—I mean subtraction, addition, or alteration—and to carry out such changes with a proper view to their future purpose.

—Dionysius of Halicarnassus, *On Literary Composition* 6
(during the time of Augustus)

<p>Goals for Accomplished Writing</p> <p>(articulated for upper division IC Humanities courses in G.E.)</p>	<p><i>Integration</i></p> <ul style="list-style-type: none"> • Successfully integrates interdisciplinary skills and knowledge. • Demonstrates a high degree of intellectual acuity, imagination, and sensitivity. • Clearly demonstrates an awareness of inter-relationships among self, the discipline, society, and culture. 	<p><i>Discipline</i></p> <ul style="list-style-type: none"> • Clearly and reflectively applies appropriate argumentation and methodology of the discipline. • Demonstrates highly innovative interpretations, perspectives, or applications of course content.
<p><i>Interpretation Skills</i></p> <p>Relevant/penetrating questions clarify facts, concepts, and relationships. Questions are insightful and go beyond the obvious. Detects sources of bias, even subtle or well disguised. Uses principles of <u>logic</u> to explain fallacies in “if/then” statements. Identifies inconsistencies in language, data, images, or symbols and discusses the possible intent and/or consequences in terms of how the information will be interpreted.</p>	<p>Analysis, Evaluation Skills</p> <p>Accurately identifies the main conclusion of an argument; determines if the conclusion is supported with adequate reasons. <u>Develops and uses criteria for making judgments</u> that are reliable, relevant, and intellectually strong. <u>Uses a variety of sources</u> and weighs competing evidence carefully before drawing conclusions or forming judgments. Analysis/evaluation is intellectually careful and precise.</p>	<p>Presentation Skills</p> <p>Presents argument clearly and succinctly, capturing the most important points related to the issue. Presents the audience with a <u>thorough and relevant discussion</u> of supporting reasons and evidence for conclusion(s). Exhibits <u>intellectual honesty</u> in recognizing prejudices or biases and seeks to address them directly. Open-minded; strives to understand other viewpoints.</p>

Essay Grading Rubric

‘A’: The A-range essay presents a strong argument (thesis) and provides convincing specific support from the various readings. The writer demonstrates mature command of language through a variety of sentence structures, word choices, and quotes or paraphrases from the readings (consistently cited correctly). Control of usage and mechanics contributes to the writer’s ability to communicate the purpose of the paper. The writer thoroughly understands the concepts or theories involved and can convince the reader while revealing something completely new or original. These essays are occasionally kept and shared with other students, since they display excellent organization and creativity.

‘B’: The B-range essay shows effort and promise. It presents a thesis (argument) and often suggests a plan of development that progresses effectively paragraph by paragraph. It may not display complete mastery of the readings/theories with the use of quotes or paraphrases, but it provides enough supporting details, makes competent use of language, and sometimes varies sentence structure. Occasional errors in usage and mechanics do not interfere with the writer’s ability to communicate the purpose of the paper.

‘C’: The C-range essay presents a thesis (argument) and often suggests a plan of development. The writer may or may not have completed all of the required readings and utilizes generalizations or list for support. Command of the theories under consideration is weak or shaky. Sentence structure tends to be repetitious, and errors in usage and mechanics sometimes interfere with the writer’s ability to communicate the purpose of the paper.

‘D’: The D-range may present a thesis (argument) but does not execute it. This indicates that the writer may have spent little time with the readings or thinking about the concepts involved. The writer provides support that tends to be sketchy and/or illogical. Sentence structure is simplistic, repetitious and occasionally awkward. Language is often inappropriate in tone, or style. Errors in usage and mechanics are frequent.

‘F’: The paper presents a thesis that is vaguely worded or weakly asserted, or there is no central argument at all. Support, if any, tends to be rambling and superficial. Sentence structure is difficult to follow and errors in usage and mechanics interfere with the writer’s ability to communicate the purpose of the paper.

Adapted from the Political Science Department rubric