



Latin LAT 201
Intermediate Latin I
(4 credits)
Fall 2025

Instructor's Information: TBD

Name: TBD

Office location: Building 2000, Faculty Offices, #

Office phone: (602) 489-5300 Ext. #####

Email address:

Office hours: M [time], T [time], W [time], Th [time], F [time]

Sections/Days/Room: Section #, [Meeting days & times], Building # - Room #

Course Description: In this course, students will learn to read and appreciate Latin poetry by translating a portion of Virgil's Aeneid. In addition to translation, students will discuss and explore other aspects of Latin poetry including history, culture, mythology, and other literature, and the study of figures of speech and meters which constitute much of the ancient poetry genre. ACU of course will be embedding throughout the course the Biblical Worldview will be incorporated where and throughout the course.

A simple 11th/12th Century Prayer in Latin: *Veni, Sancte Spiritus, reple tuorum corda fidelium, et tui amoris in eis ignem accende* ("Come, Holy Spirit, fill the hearts of Thy faithful and kindle in them the fire of Thy love")

Prerequisites: Permission from instructor

LAT 201 – Intermediate Latin I

Student Learning Goals

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

Interpret Complex Latin Texts Accurately

Translate intermediate-level Latin passages with grammatical precision and contextual understanding.

Demonstrate ability to recognize and interpret complex syntactical structures (e.g., indirect statements, participial phrases, relative clauses, and subordinate constructions).

Demonstrate Advanced Grammatical Proficiency

Identify and correctly use all major noun declensions, adjective forms, and pronouns.

Conjugate and translate all six Latin verb tenses in active and passive voices across all conjugations.

Accurately analyze Latin sentence structure through parsing and diagramming.

Read and Analyze Original Latin Authors

Engage directly with selections from authentic Latin literature (e.g., Caesar, Cicero, Livy, or early Church writers).

Recognize stylistic and rhetorical features specific to the author being studied.

Expand Latin Vocabulary in Context

Acquire and retain an expanded vocabulary appropriate to classical and ecclesiastical texts (~600–800-word base).

Recognize and apply Latin roots in English vocabulary and theological terminology.

Understand Latin in Historical, Cultural, and Christian Contexts

Describe key features of Roman life, politics, and religion relevant to the texts studied.

Reflect on the influence of Latin in the development of the early Church, theology, and Christian liturgy.

Demonstrate awareness of Latin's enduring role in Christian tradition, including exposure to passages from the **Vulgate** or other ecclesiastical sources.

Employ Research and Translation Tools Effectively

Use dictionaries, lexicons (e.g., Lewis & Short), grammar references, and digital resources (e.g., Logeion, Perseus) for textual analysis.

Apply scholarly methods for accurate translation and literary interpretation.

Integrate Christian Virtues in Scholarly Practice

Exhibit intellectual humility, curiosity, and discipline in engaging classical texts.

Respect the ethical and theological implications of translating sacred and historical works.

Mission of ACU:

Arizona Christian University provides a biblically integrated, liberal arts education equipping graduates to serve the Lord Jesus Christ in all aspects of life, as leaders of influence and excellence.

Students will have the benefit of learning Latin, although considered a “dead language. It is effective to understand as a root of many other languages and used in the Legal and Medical fields.

Texts and Resources:

The resources below are important for your success in this class. Learning occurs both in and out of the classroom and so having access to the required resources will allow you to keep up in class. If you have any questions or difficulties in finding a text, please let me know.

Required Texts/Equipment:

- **Text 1: (Required)** Lingua Latina per se Illustrata – Roma Aeterna (Pars II) (This book is different than the Latin 102 book – pay attention to the title and Pars II)
- **Author:** Hans H. Orberg
- **Publisher:** Focus

- **Text 2: (Required)** Oxford Latin Reader
- **Author:** Balme & Morword
- **Publisher:** Oxford University Press – ISBN 10:0195212096

- **Text 3:** (Required) Cassell's Concise Latin English, English Latin **Dictionary (If student was in LAT 101 you should have this edition on your person.)**
- **Author:** D.P. Simpson

Course Schedule:

Important dates such as deadlines on withdrawal and when holidays are can be found at <https://www.arizonachristian.edu/wp-content/uploads/2023/03/2023-2024-Academic-Calendar-Approved-v.1.pdf>

WEEK	PREPARE BEFORE CLASS	CLASSROOM ACTIVITY	ASSIGNMENTS
0			<i>Read the Syllabus/Purchase Books, 2 for this class</i>
1	Read Roma Aeterna ch. 36–37 (city monuments & Aeneid intro)	Overview of course; reading Latin immersion; discuss methodology of <i>Roma Aeterna</i>	Short reflection on immersion method; vocabulary list ch. 36–37
2	Read Roma Aeterna ch. 38–39	Translate and parse; focus on narrative flow and context	Translate selected passage; grammar questions
3	Read Oxford Latin Reader: "The young Cicero"	Analyze style of Cicero; compare with <i>Roma Aeterna</i> prose	Translate and comment on rhetorical features
4	Read Roma Aeterna ch. 40–41	Reading practice; identify new vocabulary; discuss reading techniques	Vocabulary flashcards; reading comprehension quiz
5	Read Oxford: Caesar "First invasion of Britain"	Historical narrative vs immersion; compare translation strategies	Translation assignment; reflection on style differences
6	Read Roma Aeterna ch. 42–43	Continue immersive reading; discuss unadopted selections (e.g., Ovid, Sallust)	Translate and contextualize passage; vocabulary list
7	Read Oxford: Catullus selections (e.g., "Catullus and his friends")	Introducing poetry analysis; meter, imagery, and tone	Short poetic composition inspired by Catullus
8	Midterm Review	In-class review of grammar, vocabulary, and reading techniques	Midterm study guide; practice translation
9	Midterm Exam	Midterm covering immersion text + reader passages	None (except makeup work)
10	Read Roma Aeterna ch. 44–45	Read further; discuss narrative structure and historical context (Virgil / Livy)	Translation of passages; summary in English
11	Read Oxford: Virgil "Aeneas arrives at Carthage"	Compare adaptation vs original Virgil style	Verse translation; reflection on narrative technique
12	Read Roma Aeterna ch. 46–47	Continuing reading; vocabulary expansion	Vocabulary list; short translation and gloss
13	Read Oxford: Livy (e.g. "Hannibal prepares to invade Italy")	History-based reading; comparing narrative voice	Translation; historical context summary
14	Read Roma Aeterna ch. 48–49	Unadopting prose reading (e.g., Aulus Gellius, Horace)	Translation; literary analysis paragraph

15	Read Oxford: Ovid selections ("Ovid tells the story of his life")	Analyze poetic and autobiographical tone	Translation: creative reflection (e.g., write in Ovid's persona)
16	Final Review & Exam	Comprehensive reading and grammar review	Final exam; course reflection assignment

Course Assessment:

13 Assignments – In-Person or Online	4 pts. Ea.	52%
Attendance		8%
Midterm		15%
Final examination		15%

GRADES	GRADING SCALE %	GRADE POINTS
A	90%-100%	4 points
B	80%-89%	3 points
C	70%-79%	2 points
D	60%-69%	1 point
F	Below 60%	0 points

A = 90-100

Excellent: Everything in the Superior category, but showing additional capacity for original thought, outstanding writing skills, and an ability to relate to wider contexts and issues.

B = 80-89

Good to very good: Displays substantial grasp of relevant issues, as well as the ability to analyze and apply these issues.

C = 70-79

Satisfactory: Work that meets basic requirements in all the relevant areas but does not go much beyond this.

D = 60-69

Below average: Work at this level does not meet minimum requirements.

F = 59 or below

Not acceptable: Work was not completed according to the assignment or at all.

Note: “A” does not mean “average.”

Late Work:

1. Any late work submitted will be marked down 10% per day.
2. Students may not submit any assignments or papers, which were assigned during the first part of the semester **after Friday of Week 8**.
3. All assignments, quizzes, papers, and exams assigned during the second half of the semester must be completed **and submitted by the Friday of Week 15** of class to receive credit.

Expectations for students and faculty:

Campus policies for students can be found at [Student Handbook](#); the ACU catalog can be found at [ACU Catalog](#).

Attendance:

My goal is to foster your growth as an academic scholar. However, it is essential that you take stewardship of your education. Your feedback and participation are important to me and to your classmates. Make sure you attend class on time and are ready to participate in the tasks assigned for the session.

A student may miss up to two weeks' worth of classes during a semester (for classes that meet 2x per week up to four classes can be missed in the term; for classes that meet once a week, two classes can be missed in a term). If a student misses between two-three weeks of class, her final grade may be deducted by one letter. If the student misses more than three weeks' worth of classes during a semester (for classes that meet 2x per week, that is more than six classes), the student may fail the course.

There are no excused or unexcused absences; the two weeks' worth of absences is yours to use wisely. If you are struggling with attendance, then please contact me so that we can discuss options such as incomplete or withdrawal.

If you are absent for a University Sanctioned Event, then the absence is not counted towards the above totals. Note, you are responsible though for making up all the work you miss when gone. I encourage you to work with your classmates on getting notes and other important information you may have missed. Contact me for procedures to make up any in-class assignments.

Academic Integrity:

We want you to learn and grow to become men and women of integrity and excellence. To that end all assignments in this class are expected to be done in a way that is honest and reflects

your effort and understanding. It can be confusing to know what is allowed or not allowed on an assignment. Here are some general guidelines, more specific instructions will be included with assignments.

Citation: Any assignment (for example a power point, speech, discussion post, paper, etc.) should be cited accurately in a way appropriate for the type of assignment.

Working with others: Sometimes you will be encouraged to work in groups to complete an assessment, other times you will be asked to work alone. In general, while you should work with your classmates to learn material, assessments should be completed by yourself unless otherwise stated.

Use of technology and artificial intelligence: There are several ways that technology and artificial intelligence can be used to enhance our learning and productivity. Sometimes I will encourage you to use technology in the completion of an assignment. Other times use of technology, such as having a chatbot generate part of a paper, will be forbidden as it will be important to see you work through the process without those aids. It is considered academically dishonest to use technology that is ruled out by the assignment.

New work: It is assumed that the work you do for the class is new and has not been submitted in another class. If you do want to use work that you created for another class in the current class, please speak with me first and get permission. I likely will ask that you significantly revise or expand on previous work. It is considered academically dishonest to submit a work for credit in multiple classes.

Consequences: If I determine that academic dishonesty has occurred, I will contact you directly about it. Potential consequences include having to redo the assignment to receive credit or receiving no credit on the assignment. If needed, I may refer the incident to the dean or vice president of academic affairs for further action.

Use of technology in the classroom:

Tech Support Services

For Populi support, please email populi@arizonachristian.edu

For Canvas support, please email canvas@arizonachristian.edu

For help with any other IT concerns, please email IThelpdesk@arizonachristian.edu

Read about [Netiquette Expectations](#)

Semester Dates:

Please review the current [Campus Calendar](#) for important dates, including the following:

1. Withdrawal deadlines
2. Tuition Refund Policies
3. Academic Symposium

4. Finals Schedule (Students are required to attend all classes, even during finals week.)

Accommodation and Special Needs:

Your instructor is willing to make any reasonable adaptations for limitations due to any disability, including a learning disability, in keeping with ACU policies and the Student Handbook. Any student with documented certifiable special needs should contact the office of the Associate Director of Academic Services on campus, and they will inform your instructor of the proper accommodation you require. If you have a special need, even on a temporary basis, it is your responsibility to contact this office as soon as possible to disclose your disability information and discuss your accommodation needs. Students are required to make their requests in writing using the Accommodation Request and Documentation Form and document their disability in accordance with ACU policies and procedures. Documentation of the disability must be current (not older than 1 year) and provided by a qualified healthcare professional such as a diagnosing or current physician, psychiatrist or psychologist. It must comply with the requirements for documentation outlined on the Accommodation Request and Documentation Form.

Accommodation is not retroactive. ACU reserves the right to verify all professional documentation and determine reasonable accommodation for any disability, including a learning disability. Please see the Student Handbook for current detailed information regarding accommodation and special needs.

Final Note:

We need to be flexible as items outside our control or anticipation can change the best way to move through the material. This syllabus is subject to modification, and I will communicate with you any changes that occur. In addition, I will use my best judgement in evaluating exceptional cases with regards to assigning grades and implementing these policies.