



Latin LAT 202
Intermediate Latin II
(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 develop their skills in reading and translating Latin poetry including portions of Ovid's *Metamorphoses*. In addition to translation, students will discuss and explore other aspects of Latin poetry including history, culture, mythology, and the study of figures of speech and meters which constitute much of the ancient poetry genre. Students will be evaluated on memorized recitation.

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 202 – Intermediate Latin II

- **Student Learning Goals**

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

Translate and Analyze Complex Latin Texts with Accuracy and Insight

- Demonstrate proficiency in translating unadapted Latin prose and poetry, including classical and ecclesiastical authors.
- Accurately interpret complex grammatical structures such as indirect discourse, subordinate clauses, gerunds/gerundives, conditionals, and participial constructions.

2. Strengthen Command of Latin Grammar and Syntax

- Apply advanced knowledge of Latin morphology and syntax in both translation and grammatical analysis.
 - Recognize and explain the function of key grammatical forms within literary and rhetorical contexts.
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3. Develop Latin Reading Fluency and Comprehension

- Read extended Latin passages with increasing fluency and minimal reliance on translation aids.
 - Identify tone, style, and authorial intent in Latin texts, especially in narrative and poetic forms.
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4. Engage Critically with Latin Literature and Culture

- Analyze the historical, philosophical, and literary context of Latin works, including contributions from authors such as Livy, Cicero, Virgil, Ovid, and early Church Fathers.
 - Evaluate themes such as virtue, leadership, theology, and human nature as presented in Roman and Christian Latin texts.
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5. Integrate a Christian Worldview into the Study of Latin

- Recognize Latin's role in the development of early Christian theology, liturgy, and biblical translation (e.g., the Vulgate).
 - Reflect on how the Latin language has served as a tool for preserving and transmitting biblical and theological truth.
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6. Use Scholarly Resources and Tools for Latin Study

- Employ Latin dictionaries, reference grammars (e.g., *Allen & Greenough*), and digital tools (e.g., Logeion, Perseus) effectively for research, translation, and composition.
 - Practice responsible and accurate use of scholarly methods in language study.
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7. Demonstrate Continued Growth in Language-Based Learning Skills

- Exhibit habits of discipline, attention to detail, and intellectual humility are essential for classical language learning.
 - Work collaboratively and independently to solve complex translation problems and interpret texts meaningfully.
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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)** Oxford Latin Reader (**If student was in 201 you should have this edition.**)
- **Author:** Balme & Morword
- **Publisher:** Oxford University Press – ISBN 10:0195212096

- **Text 2: (Required)** Cassell's Concise Latin English, English Latin Dictionary (**If student was in LAT 101, LAT 102, LAT 201 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 if needed, 2 for this class</i>
1	Review syntax (subjunctive, participles); Read Intro pp. vi–ix	Course orientation; Review LAT 201 grammar; Intro to Roman literature	Vocabulary list; Short quiz on verb forms
2	Read Cicero, “The Young Cicero” pp. 1–4	Translation, vocabulary, and rhetorical style	Written translation; Notes on Cicero’s style
3	Read Cicero, “Cicero the Advocate” pp. 5–8	Practice indirect statements and rhetorical devices	Parsing exercise; Quiz on grammar
4	Read Caesar, “The Conquest of Gaul” pp. 9–13	Analyze Caesar’s historical narrative and military language	Caesar map assignment; Translation practice
5	Read Caesar, “First Invasion of Britain” pp. 14–17	Discuss tense usage and geographical terminology	Vocabulary quiz; Cultural comparison
6	Read Catullus, “Lesbia and Other Poems” pp. 18–22	Analyze poetry, meter (elegiac couplet), and themes of love	Poem analysis paragraph
7	Read Virgil, “Aeneas Arrives in Carthage” pp. 23–27	Study epic features, subjunctive in purpose/result clauses	Translation and grammar worksheet
8	Midterm Review – selected Cicero to Virgil texts	Practice translation and grammar analysis in class	Midterm study guide

9	Midterm Exam	Midterm: sight reading, vocabulary, and grammar	None (except makeup work)
10	Read Livy, "The Second Punic War" pp. 28–32	Discuss Livy's historiographical style; indirect discourse	Timeline of events; translation
11	Read Livy, "Battle of Lake Trasimene" pp. 33–36	Tactical vocabulary; cause-and-effect clauses	Write summary in Latin
12	Read Ovid, "The Story of Orpheus and Eurydice" pp. 37–41	Study poetic imagery, mythological themes	Poetic translation and reflection
13	Read Ovid, "The Story of Pygmalion" pp. 42–46	Discuss narrative devices and transformation motif	Response paper (1 page) on theme of transformation
14	Re-read and analyze Ovid selections	Practice poetic reading aloud; sight translation drills	Vocabulary quiz; poetic scansion practice
15	Course review: selections from all authors	Translation and grammar games; student presentations	Final exam review packet
16	Final Exam – comprehensive	In-class exam: translation, grammar, analysis	Final exam; course reflection assignment

Course Assessment:

7 Assignments – In-Person or Online	4 pts. Ea.	28%
Attendance		18%
3 Quizzes - In Person or Online	8 pts. Ea.	24%
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.