

31 August 2009

**LATIN IV (AP: VERGIL)  
COURSE OUTLINE**

**Mr. Matthew Moore**

**703/352-0925 x 563**

[mmoore@paulvi.net](mailto:mmoore@paulvi.net)

[www.quia.com/pages/moorelatin2.html](http://www.quia.com/pages/moorelatin2.html)

**1. Introduction**

*Alea iacta est!* The previous three years were preparation for this year. In AP Latin Literature, we will read the **Aeneid** of Vergil, the greatest epic of the Roman Golden age. We will also learn about the history and culture of late Republican and early Augustan Rome. We will learn to scan verses and determine the meter being used. And we will develop the analytical and test-taking skills necessary to excel on the Advanced Placement exam.

**2. Objectives**

As a part of this course, the student should be able to:

- Understand the structure of the AP Vergil Test and the best methods for taking it.
  - Students will review and practice **literal translation** as we read each poem; translations will also be assigned as homework and will be a part of regular testing.
  - Students will review the standards of a good analytical essay, and we will practice essay writing; essays will be given as homework assignments and will be a part of regular testing.
- Review and expand on all major points of advanced Latin grammar;
  - While the essential elements of Latin grammar must be mastered as a pre-requisite for this course, we will spend time reinforcing our knowledge of Latin through workbook exercises and daily practice.
  - Some workbook exercises will be assigned as homework, especially those that emphasize sight reading.
- Become proficient in scansion of Latin verse, especially dactylic hexameter.
  - Students will practice scansion as an element in preparing lines for each class. We will also scan lines of poetry as daily practice.
- Read, translate, understand and comment on Vergil's **Aeneid**

- As a part of the reading and translating exercise, students will be expected to read through each section of the **Aeneid** multiple times. The goal is comprehension of the poem without relying on English translations;
- Explore the epic genre in poetry, especially as seen in Vergil;
- Identify and explain the effects of the poetic figures of speech as found in the Aeneid
- Students will be expected to learn the figures of speech commonly employed by Vergil and the poetic effect they achieved. Knowledge of figures of speech will be tested through quizzes, tests, and daily practice in class.
- Students will be expected to learn to comment effectively on a selected text, examining its theme, word choice by the author, arrangement of words within the line, imagery employed and figures of speech used, explaining how these elements serve to emphasize and support the theme of the poem.
- Understand the history and social and political culture of late Republican and early Augustan Rome;
- Students will be expected to know the basic facts of the life of Vergil.
- Students will be expected, in tests or homework, to discuss the major figures and events that occurred during the lifetime Vergil. Care will be taken to understand the religious, social, and political trends that informed and influenced his poetry.

### 3. Grading

Homework	15%
Quizzes	30%
Tests	40%
Participation	15%

### 4. Homework

- **Summer Work:** During the summer preceding the AP class, students will be expected to read the [Aeneid in translation](#). A study packet will be assigned to be completed during the summer, and will be collected during the first week of the AP class. Additionally, students will be expected to read two of the following works and provide a typed review of no less than 2 pages:
  - [Rubicon](#), Tom Holland
  - [Augustus](#), Anthony Everett
  - [Cicero](#), Anthony Everett
  - English text of the [Res Gestae](#)

- Homework will consist largely of translations of lines from the **Aeneid** as preparation for each class session, scanning the verses read, and development of working vocabulary for each poem and analyzing each poem, either through the use of review sheets or through essays that require an extended commentary on a selected text or texts.
  
- In the second semester, a **research project** will be assigned, asking students to compare the **Aeneid** as political propaganda with one of the following:
  - The artwork produced under the auspices of the [WPA](#) during the Roosevelt administration in the Great Depression;
  - [The Faerie Queen](#) and its characterization of the reign of Queen Elizabeth I of England.
  
- Translation of poetry for homework assignments will focus on **literal translation**:
  - Tense, voice, number, and mood of verbs need to be translated literally;
  - Subject-verb agreement must be correct;
  - Participles should be rendered precisely with regard to tense and voice;
  - Ablative absolutes may be rendered literally or as subordinate clauses; however, the tense and number of the participle must be rendered accurately;
  - Historical present is acceptable as long as it is used consistently throughout the passage.

Translation assigned as homework will be graded according to the following rubric:

<b>Grade</b>	<b>Points</b>	<b>What it looks like</b>
<b>A</b> <b>(100 - 93%)</b>	25 – 23.25 points	Includes little or no grammatical and vocabulary errors. Translator demonstrates an understanding of the language and uses the language to show the meaning of the text.
<b>B+</b> <b>(92 - 90%)</b>	23 – 22.5 points	Includes a few grammatical or vocabulary errors. Demonstrates a solid understanding of the text. Relies mostly on the language to convey meaning.
<b>B</b> <b>(89 – 85%)</b>	22.5 – 22.25	
<b>C+</b> <b>(84 – 82%)</b>	22 – 21.25 points	Includes some grammatical and vocabulary errors. Demonstrates a partial understanding of what is going on in the text. Relies on more vocabulary and text summary to convey meaning than the language.
<b>C</b> <b>(82 – 77)</b>	21 – 19.25	
<b>D</b> <b>(76 - 70%)</b>	19 – 12.25 points	Includes several minor or few major grammatical errors. One or two sentences skipped over. Demonstrates a lack of understanding of the text and language.
<b>F</b> <b>(69 - 50%)</b>	12.25 – 12 points	Multiple grammatical and vocabulary errors. Shows little or no connection between translation and text.
<b>F (0 – 50%)</b>	0 – 12 points	Incomplete translation

- Essays written as homework assignments will be graded on a 0 – 25 point scale, but will follow the AP rubrics in general:

<b>AP Score</b>	<b>Letter Grade</b>	<b>Points</b>	<b>Criteria</b>
<b>6</b>	<b>A (100 – 93)</b>	25 – 23.25	An excellent, well-organized essay. It makes liberal use of specific, appropriate references from the Latin text throughout the passage, all properly cited. These references serve to support the discussion. Occasional mistakes need not spoil the general impression of the essay. More important than the number of features selected are the quality and completeness of the discussion and the general coherence of the argument.
<b>5</b>	<b>B+ (92 - 90%)</b>	23 – 22.5 points	This is a good strong essay with a discerning discussion. The discussion is either not as sophisticated or as well developed as a 6, or not quite as well supported with textual references from throughout the passage. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passage.
<b>4</b>	<b>B (89 – 85%)</b>	22.5 – 22.25 points	This is an adequate essay with some accurate discussion. Although elements of the topic are addressed, the discussion may be uneven, may develop one aspect more fully than the other, or may be more descriptive than analytical. The Latin references may be scanty, but they are specific, accurate, and relevant.
<b>3</b>	<b>C+ (84 – 82%) C (82 – 77)</b>	22 – 21.25 points  21 – 19.25 points	This is a limited response that lacks adequate discussion. The answer tends to rely on description. In general the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. Alternately, the student may write a good essay reflecting knowledge of the passage but may fail to cite any

			Latin to support the answer.
<b>2</b>	<b>D (76 - 70%)</b>	19 – 12.25 points	The student recognizes the passage but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student cites Latin, but with only limited comprehension of the Latin in context or fails to cite any Latin at all.
<b>1</b>	<b>F (69 - 50%)</b>	12.25 – 12 points	The student understands the question but presents no meaningful discussion derived from the passage. Although no substantive arguments is presented, the response does contain some correct information relevant to the question. The student demonstrates no understanding of the Latin in context or demonstrates a complete misunderstanding. The student may fail to cite any Latin or may only provide individual Latin words randomly selected.
<b>0</b>	<b>F (50 - 0%)</b>	12 – 0 points	The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.

- Workbook exercises will be assigned as either classwork or as homework, to reinforce advanced Latin grammar already learned, and to practice necessary sight reading skills.

### 5. Quizzes

- Quizzes will be given in class and online frequently, focusing on vocabulary, scansion, and identifying poetic devices;
- There will be a weekly sight reading quiz based on texts taken from the **Aeneid** as well as other authors, scored using the “chunking” method employed in the AP test;

## 6. Tests

- Tests will be administered biweekly, alternating multiple-choice style tests with free-response style tests following the guidelines set by the AP College board in order to simulate the AP tests as closely as possible.

## 7. Participation

- As any success in AP is derived from what you bring to the class, participation is given the same percentage as homework.
- In addition to in-class participation, students will be expected to contemplate certain aspects of the **Aeneid** and make [blog](#) entries on <http://pvivergil0910.ning.com>. Make sure to open your blog for comment by members of the class.
- You will also be expected, as a part of your participation grade, to provide translations of sections of the poem for use by the rest of the class. Make sure to log in to <http://pvilatinap.pbworks.com/>, and check to see which passages you are responsible for.

**100**

Always has required materials  
Always completes class work  
Always prepares readings ahead of time  
Asks and answers questions in class  
Offers well-thought comments on the reading in class

**99-96**

Always has required materials  
Always completes class work  
Usually prepares readings ahead of time  
Often asks and answers questions in class  
Often offers well-thought comments on the reading in class

**95-90**

Always has required materials  
Always completes class work  
Has prepared most readings ahead of time  
Frequently asks and answers questions  
Frequently offers well-thought comments on the reading in class.

- 89 – 85** Always has required materials  
Always completes class work  
Has prepared most readings ahead of time  
Occasionally asks and answers questions  
Occasionally offers well-thought comments on the reading in class.
- 84 – 80** Usually brings required materials  
Usually completes class work  
Frequently prepares readings ahead of time  
Occasionally asks and answers questions  
Occasionally offers well-thought comments on the reading in class  
Occasionally needs to be reminded of appropriate classroom behavior
- 79 – 76** Usually brings required materials  
Usually completes class work  
Occasionally prepares readings ahead of time  
Occasionally asks and answers questions  
Occasionally offers well-thought comments on the reading in class  
Occasionally needs to be reminded of appropriate classroom behavior
- 75 – 71** Usually brings required materials  
Usually completes class work  
Occasionally prepares readings ahead of time  
Infrequently asks and answers questions  
Infrequently offers well thought comments on the reading in class  
Periodically needs to be reminded of appropriate classroom behavior
- 70** Has attended class on a regular basis.

## 8. Materials

### Required Texts

- a. [A Song of War: Readings from Vergil's Aeneid](#). Richard A. Lafleur, Alexander G. McKay. Pearson Prentice Hall, 2004.
- b. [A Vergil Workbook](#), Barbara Weiden Boyd, Katherine Bradley. Bolchazy-Carducci, 2006.
- c. [Excelability in Advanced Latin: A Workbook for Students](#), Marianthe Colakis and Gaylan DuBose, Bolchazy-Carducci Publishers, Inc., 2003.

### Class materials

- 2 pens, any color except for **green**
- 1 composition notebook
- Loose-leaf notebook and paper

## 9. Syllabus

<b>August</b>	31 – 4 September	Introduction to the AP Test; Introduction to Analysis; Introduction to Scansion; The Life of Vergil; Octavian, Augustus and the Principate; <b>Excelability Section 1</b>
<b>September</b>	8 – 11	<b>Aeneid 1.1-49; Excelability Section 2</b>
	14 - 17	<b>Aeneid 1.50 - 91; Excelability, Section 3; Test 1</b> (Multiple Choice)
	21 – 24	<b>Aeneid 1.92 - 134; Excelability, Section 3</b>
	28 – 2 October	<b>Aeneid 1.135 - 79; Excelability Section 4; Test 2</b> (Free Response)
<b>October</b>	5 – 9	<b>Aeneid 1.180-222; Excelability Section 4</b>
	12 – 16	<b>Aeneid 1.223 - 271; Excelability Section 5; Test 3</b> (Multiple Choice)

	19 – 23	<b>Aeneid 1.272 - 317; Excelability Section 5</b>
	26 – 30	<b>Aeneid 1.317-370; Excelability Section 6; Test 4</b> (Free Response)
<b>November</b>	2 – 6	<b>Aeneid 1.371 - 417; Excelability Section 6; End of 1<sup>st</sup> Quarter</b>
	9 – 13	<b>Aeneid 1.418 - 463; Excelability Section 7; Test 5</b> (Multiple Choice)
	16 – 20	<b>Aeneid 1.463 - 519; Excelability Section 7;</b>
	23 – 25	<b>Aeneid 2.1-56 Excelability Section 8</b>
<b>December</b>	30 Nov – 4 Dec	<b>Aeneid 2. 199 - 249; Excelability Section 8; Test 6</b> (Free Response)
	7 – 11	<b>Aeneid 2.250 - 297; Excelability Section 9</b>
	18 - 20	<b>Semester Exam</b>
<b>January</b>	5 – 9	<b>Aeneid 2.469-525; Excelability Section 9; Test 7</b> (Multiple Guess)
	12 – 16	<b>Aeneid 2.525 – 566, 735 - 746; Excelability Section 10</b>
	19 – 22	<b>Aeneid 747 - 804; Excelability Section 11</b>
	25 – 29	<b>Aeneid 4.1-66; Excelability Section 11; Test 8</b> (Free Response)

		Research Project Assigned
<b>February</b>	1 – 5	<b>Aeneid 4.67 - 142; Excelability Section 11</b>
	8 – 12	<b>Aeneid 4.143 - 210; Excelability Section 12; Test 9 (Multiple Choice)</b>  Research Project Selected Bibliography Due
	15 – 19	<b>Aeneid 4.211 - 278; Excelability Section 12</b>
	22 – 26	<b>Aeneid 4.279 - 350; Excelability Section 12; Test 10 (Free Response)</b>
<b>March</b>	1 – 5	<b>Aeneid 4.351 - 415; Excelability Section 12</b>  Research Project Outline Due
	8 – 12	<b>Aeneid 4.416-49, 642 - 692; Test 11 (Multiple Choice)</b>  Research Project Draft Due
	15 – 19	<b>Aeneid 4.693 – 705, 6.1-68</b>
	22 – 26	<b>Aeneid 6.69 - 136; Test 12 (Free Response)</b>
<b>April</b>	29 Mar – 2 Apr	<b>Aeneid 6.136 – 211</b>
	12 – 16	<b>Aeneid 6.450-476, 847-892; Test 13 (Multiple Choice)</b>  Research Project Final Draft Due
	19 – 23	<b>Aeneid 6.893 – 901; 10.420 – 478</b>
	26 – 30	<b>Aeneid 10.479-509,12.791 – 828</b>

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May	3 – 7	<b>Aeneid</b> 12.829-842. 889 – 929; <b>Test 14</b> (Free Response)
	11 – 15	<b>Aeneid</b> 12.920-952; Review

**10. Hints for success:**

- **Repetitio mater memoriae:** study daily, reviewing what we have done in class for at least fifteen minutes each night;
- **Slow is fast, fast is slow:** taking your time on your assignments and your readings means avoiding mistakes born of carelessness, and having to do something a second time;
- **A little bit is more than a lot:** practicing your flash cards 3 times a day for five minutes each time is an easy method to gain mastery of Latin vocabulary, and is much easier than attempting to cram;
- **Remember the parable of the talents:** the purpose of homework and projects and tests is to encourage your growth as classisists, as students, and as people, so make the most of the opportunity and do your best.

**11. Class policies and procedures**

- Homework: Homework assignments generally earn 10 points when handed in on time. Unless the result of an excused absence, late work will not be accepted. I may offer you the opportunity to earn points for the missing assignment later on, but that will be up to my discretion.

**12. Tutoring:** I am available to tutor by appointment during the following times:

- Everyday: 7:30am – 7:45 am
- M, W, F: 3:00 – 4:00 pm

**13. Class Rule**

*Licet tibi quamquam agere vis, dum  
aerumnam nōn facias.  
Si aerumnam facias, aliquid agam.*

✱JMJ✱

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I have read the above information and will adhere to the class policies and procedures.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

I have read the above information and will provide my child with what assistance he/she needs to fulfill the conditions for this class.

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

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I have discussed with my child the benefits, responsibilities, and dangers of internet usage, and its proper and prudent use. I hereby grant permission to my student to create an account on the websites listed [above](#), to log on to said accounts, and to post his or her opinions, research, or ideas as is appropriate.

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

As submitting this sheet counts as a homework assignment, please copy the following statement on the lines below, and sign and date this paper.

**I have upheld the intent and principles of the Paul VI Academic Honor Code while completing this assignment.**

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\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature / Date