Course Description
This course is an introduction to the Latin language, particularly Ecclesiastical Latin. This introduction will cover morphology, syntax, vocabulary, and reading comprehension. Latin 1 is a three (3) hour course and Latin 2 is a three (3) hour course. The total for the summer course sequence is six hours. There are no prerequisites.

Course Objectives
(1) To gain facility in reading Latin at an introductory level – by recognizing and analyzing vocabulary, forms, and sentences.
(2) To gain exposure to Latin translations of the Bible, especially the Vulgate; and to the Latin writings of Christian writers.

Course Texts – Required
2) Dorothy Sayers, “The Single Greatest Defect of My Own Latin Education” (Pts 1-5)

Course Texts – Recommended
2) *Latin Vocabulary Cards: Academic Study Card Set* (Vis-Ed)
6) *Biblia Sacra Vulgata*
Course Format
Each day, our class meeting will be more or less structured according to the following format –

- Oratio et Recitatio – Pray, Go over memorization verse
- Subito! (Exercitia) – Go over homework
- Canticum – On Fridays, we will sing!
- Examen – Take Quiz
- Quies – Take Break
- Notatio – Grade Quiz
- Lectio – Introduce new material

Course Assignments
Your final course grade will be calculated on the basis of your performance concerning the following assignments:

1. Quizzes (60%)
You will have quizzes every day, except days on which you are having an exam. Quizzes will typically cover vocabulary, paradigms, parsing, and translation. While the focus of each quiz is the material covered the previous day, every quiz is cumulative.

Quizzes may not be taken early. There are also no make-up quizzes.

You may drop your lowest two quizzes (over the entire eight-week period), i.e. two of your 32 quizzes. A missed quiz will be counted as one of your drop quizzes.

2. Exams (40%)
You will have three exams per the schedule below. Each exam is cumulative. The first and second exams are worth 10% of your final grade. The third exam is worth 20% of your final grade.

3. Attendance and Participation
Punctual and regular attendance is a requirement. Regular absence or habitual tardiness will be factored into your final grade.

Course Protocol & Expectations
1. Grading Scale
The grading scale for this course is the seminary’s grading scale. You may find it listed at the RTS Catalog, p.45.

2. Plagiarism
Please review the seminary’s policy on plagiarism. Plagiarized work will subject the student to failure in the course and possible disciplinary action.
3. Use of Electronic Devices
There is none – that includes computers and all portable devices. Cell phones must be set to “silent.” We’re doing Latin schola vetus (“Old School”) – unplugged!

4. The Fine Print
The instructor reserves the right to modify any part of this syllabus at any time for any reason.

5. How To Succeed in Latin
Some avuncular wisdom from a colleague …

“Before you can read Latin you must first memorize the vocabulary and forms. Then you must come to understand how those forms relate to each other in sentence form (grammar).

Thus, in order to learn Latin you must first memorize. You cannot learn the relations of words and forms if they are unfamiliar. To memorize you need a large set of flash cards (or the Mac Genius program). You must write out the vocabulary and forms and quiz yourself repeatedly until you have mastered the assigned vocabulary and forms. Quiz yourself over the vocabulary until you can work through the assignment without error. Leave it and come back to it later. Isolate the vocabulary you’ve not yet memorized and focus on it. When you’ve mastered these words, go back and review all the vocabulary together. Leave it and come back to it tomorrow. When you pass the flash card quiz repeatedly without error you are ready for the vocabulary portion of the quiz.

It will be helpful to write out the forms repeatedly on a black/white board (or on paper) until you can reproduce the forms without error and without consulting any helps. Leave it and come back later or even the next day and try to reproduce the forms. When you can reproduce the entire form the next day without error you are ready for that portion of the quiz.

When translation sentences are assigned you must work on 5-6 sentences daily in order to complete the assignment successfully before the quiz. As a rule, if your translation makes no sense then you have most probably made a mistake. Do not assume that the text has erred. It hasn’t. When you can sight read all the assigned Latin to English sentences you are ready for the weekly quiz.

Here’s the method for translation: Find the verb (translate it), find the subject of the verb (translate it), then find the qualifiers and translate them.

If you follow this procedure each week, you should have learned the material well enough, with a little review, to perform well on the mid-term and final.

Keep up. We move on each week and each chapter builds on the next and assumes that you have mastered the material from the previous chapter.”
Translating the “Waters Way”
Here are some guidelines regarding in-class translations:

1. You must translate from a clean text. In other words, your text must be clear of annotations on your part (i.e. parsings, vocabulary words, grammatical hints).

2. Interlinears are strictly forbidden – whether in the classroom or outside it.

3. When you are called to recite in class, you may not consult a prepared translation (whether your own or a published translation), a vocabulary list, or any other such aid.

4. In short, with a clean text before you, you should be able to do the following:
   - Give a smooth translation of the text
   - Define all words in the text. Provide their lexical form
   - Parse all verbs and verbals
   - Answer any grammatical or syntactical questions put to you from the text.

Approximate Course Schedule
Please note that this schedule is approximate and subject to change at any time. The instructor’s announced changes in class will be the final word on the nature and date of the assignments. They are the student’s sole responsibility to note and to implement.

PEL = Collins, Primer of Ecclesiastical Latin.
Numbers refer to chapters in Collins.

M   Syllabus; PEL 1
Tu  Quiz 1; PEL 2
W   Quiz 2; PEL 3
Th  Quiz 3; PEL 4
Fr  Quiz 4; PEL 5

Week Two – 30 June-04 July / XXX Iun. – IV Iul.
M   Quiz 5; PEL 6
Tu  Quiz 6; PEL 7
W   Quiz 8; PEL 9
Th  Quiz 7; PEL 8
Fr  Holiday – No Class  Felix Dies Libertatis!
### Week Three – 07-11 July / VII-XI Iul.
- **Monday (M)**: Exam 01 (PEL 1-9)
- **Tuesday (Tu)**: PEL 10
- **Wednesday (W)**: Quiz 10; PEL 11
- **Thursday (Th)**: Quiz 11; PEL 12
- **Friday (Fr)**: Quiz 12; PEL 13

### Week Four – 14-18 July / XIV – XVIII Iul.
- **Monday (M)**: Quiz 13; PEL 14
- **Tuesday (Tu)**: Quiz 14; PEL 15
- **Wednesday (W)**: Quiz 15; PEL 16
- **Thursday (Th)**: Quiz 16; PEL 17
- **Friday (F)**: Quiz 17; PEL 18

### Week Five – 21-25 July / XXI – XXV Iul.
- **Monday (M)**: Quiz 18; PEL 19
- **Tuesday (Tu)**: Exam 02 (PEL 01-19)
- **Wednesday (W)**: PEL 20
- **Thursday (Th)**: Quiz 20; PEL 21
- **Friday (F)**: Quiz 21; PEL 22

- **Monday (M)**: Quiz 22; PEL 23
- **Tuesday (Tu)**: Quiz 23; PEL 24
- **Wednesday (W)**: Quiz 24; PEL 25
- **Thursday (Th)**: Quiz 25; PEL 26
- **Friday (F)**: Quiz 26; PEL 27

### Week Seven – 04-08 Aug / IV – VIII Aug.
- **Monday (M)**: Quiz 27; PEL 28
- **Tuesday (Tu)**: Study Day
- **Wednesday (W)**: Quiz 28; PEL 29
- **Thursday (Th)**: Quiz 29; PEL 30
- **Friday (Fr)**: Quiz 30; PEL 31

- **Monday (M)**: Quiz 31; PEL 32
- **Tuesday (Tu)**: Quiz 32; PEL 33
- **Wednesday (W)**: Quiz 33; PEL 34-35
- **Thursday (Th)**: Study Day
- **Friday (Fr)**: Exam 3 (PEL 1-35)
magnus es, domine, et laudabilis valde. magna virtus tua et sapientiae tuae non est numerus. et laudare te vult homo, aliqua portio creaturae tuae, et homo circumferens mortalitatem suam, circumferens testimonium peccati sui et testimonium quia superbis resistis; et tamen laudare te vult homo, aliqua portio creaturae tuae. tu excitas ut laudare te delectet, quia fecisti nos ad te et inquietum est cor nostrum donec requiescat in te. da mihi, domine, scire et intellegere utrum sit prius invocare te an laudare te, et scire te prius sit an invocare te. sed quis te invocat nesciens te? aliud enim pro alio potest invocare nesciens. an potius invocaris ut sciaris? quomodo autem invocabunt, in quem non crediderunt? aut quomodo credent sine praedicante? et laudabunt dominum qui requirunt eum: quaeientes enim inveniunt eum et invenientes laudabunt eum. quaeam te, domine, invocans te et invocem te credens in te: praedicatus enim es nobis. invocat te, domine, fides mea, quam dedisti mihi, quam inspirasti mihi per humanitatem filii tui, per ministerium praedicatoris tui.

Confessiones de Augustino 1.1.1
**Course Objectives Related to MDiv* Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Course: Latin 1 and 2</th>
<th>Professor: Waters</th>
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<tbody>
<tr>
<td>Campus: Jackson</td>
<td>Date: Summer 2014</td>
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*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

**MDiv* Student Learning Outcomes**

In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Strong</td>
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<tr>
<td>Moderate</td>
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<tr>
<td>Minimal</td>
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<tr>
<td>None</td>
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<table>
<thead>
<tr>
<th>Articulation (oral &amp; written)</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Minimal</td>
<td>Some articulation in recitation</td>
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<thead>
<tr>
<th>Scripture</th>
<th>Rubric</th>
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<tbody>
<tr>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Minimal</td>
<td>Study of basic Latin grammar with goal of better understanding of various Bible translations like the Vulgate</td>
</tr>
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<tr>
<th>Reformed Theology</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Minimal</td>
<td>Not likely to be a major issue in Latin</td>
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<tr>
<th>Sanctification</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a love for the Triune God that aids the student's sanctification.</td>
<td>None</td>
<td>Not applicable in this beginning language class.</td>
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<thead>
<tr>
<th>Desire for Worldview</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
<tbody>
<tr>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Minimal</td>
<td>Knowledge of Latin allows one the opportunity to read older Christian works written in Latin</td>
</tr>
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<thead>
<tr>
<th>Winsomely Reformed</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Minimal</td>
<td>Not likely to be a major issue in Latin.</td>
</tr>
</tbody>
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<tr>
<th>Preach</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>None</td>
<td>Focus on learning grammar and vocabulary rather than exposition of text to others.</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Required</td>
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<tr>
<td>Worship</td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>None</td>
</tr>
<tr>
<td>Shepherd</td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>None</td>
</tr>
<tr>
<td>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>None</td>
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