ST 501/01 Syllabus

Fall 2021

Reformed Theological Seminary

**Latin I**

**Meeting Information**

Meeting Time: Fridays, 9:00 AM–11:00 AM (August 27 – December 3)

Meeting Place:

**Contact Information**

Prof.: D. Blair Smith (office: lower level in E building)

Office Phone: 704-366-5066 (x4223)

Email: [bsmith@rts.edu](mailto:bsmith@rts.edu)

Hours: Thursdays 2:00 PM–4:00 PM and by appointment

Teacher Assistant: Matthew Kirk ([matt4kirk@gmail.com](mailto:matt4kirk@gmail.com))

Tutor: Josh Duemler ([j.m.duemler@gmail.com](mailto:j.m.duemler@gmail.com))

**Course Description**

This course is an introduction to the Latin language, particularly Ecclesiastical Latin. Students will concentrate on basic vocabulary and analysis of the grammar of Latin as well as begin to read Christian texts from the early Church and Reformation.

**Course Goals**

1. To acquire an introductory understanding of the grammar of Latin
2. To understand a little of the development and role of Latin in the history of the Church
3. To gain exposure to Latin translations of the Bible, especially the Vulgate; and to the Latin writings of Christian writers.

**Texts (required)**

1. Derek Cooper, *Basics of Latin: A Grammar with Reading and Exercises from the Christian Tradition* (Zondervan Academic, 2020).

Below *BL* **=** Cooper, *Basics of Latin.*

1. H. P. V. Nunn, “The Origin and Character of Ecclesiastical Latin,” in *An Introduction to Ecclesiastical Latin*, pp. 1-7 (access here: <https://archive.org/details/AnIntroductionToEcclesiasticalLatin/page/n19>)
2. Dorothy Sayers, *The Greatest Single Defect of My Own Latin Education, Parts 1-5,* ca. 25 pp.(access here: <https://www.memoriapress.com/articles/greatest-single-defect-my-own-latin-education/>).

**Latin Tools (optional)**

Latin Grammar Laminate Reference Chart (QuickStudy 2004).

Latin Vocabulary Cards: Academic Study Card Set (Vis-Ed)

Norma Goldman and Ladislas Szymanski, *English Grammar for Students of Latin* (3d ed; Ann Arbor: Olivia and Hill, 2004).

Richard Muller, *A Dictionary of Theological Latin and Greek* (2nd Edition; Grand Rapids: Baker, 2017).

Leo F. Stelten, *Dictionary of Ecclesiastical Latin* (Peabody, Mass.: Hendrickson, 1995).

**Course Format**

Each class meeting will more or less be structured according to the following format:

* *Oratio et Recitatio –* Pray, Go over memorization verse
* *Subito! (Exercitia) –* Go over homework
* *Examen –* Take Quiz
* *Quies –* Take Break
* *Notatio –* Grade Quiz
* *Lectio –* Introduce new material

**Course Requirements**

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

1. **Attendance and Participation (10%)**

Students are expected to attend each class and be ready to participate in class discussion, which includes homework. Please let me know if you have an unavoidable conflict that will require you to miss class.

1. **Quizzes (50%)**

You will be given quizzes every class, except when there is an exam. Quizzes will typically cover vocabulary, paradigms, parsing, and translation. While the focus of each quiz is the material covered the previous class, every quiz is cumulative. Quizzes may not be taken early. There are also no make-up quizzes except in extreme cases.

You may drop your lowest quiz. A missed quiz will be counted as one of your drop quizzes.

1. **Tests (40%)**

There will be three cumulative tests. 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.

**Weekly Schedule and Assignments**

**Class 1 – Friday, August 27**

*Introduction to Ecclesiastical Latin*

*BL:* pp. xvii-xxix

H. P. V. Nunn, “The Origin and Character of Ecclesiastical Latin,” in *An Introduction to Ecclesiastical Latin*, pp. 1-7 (access here: <https://archive.org/details/AnIntroductionToEcclesiasticalLatin/page/n19>)

Dorothy Sayers, *The Greatest Single Defect of My Own Latin Education, Parts 1-5,* ca. 25 pp.(access here: <https://www.memoriapress.com/articles/greatest-single-defect-my-own-latin-education/>).

**\*These should be read before the first day of class.**

**Class 2 – Friday, September 3**

*BL: Capitulum* I

**\*Quiz 1**

**Class 3 – Friday, September 10**

*BL: Capitulum* II

**\*Quiz 2**

**Class 4 – Friday, September 17**

*BL: Capitulum* III

**\*Quiz 3**

**Class 5 – Friday, September 24**

*BL: Capitulum* IV

**\*Test 1** (*Capitula* I-IV)

**Class 6 – Friday, October 1**

*BL: Capitulum* V

**\*Quiz 4**

**Class 7 – Friday, October 8**

*BL: Capitulum* VI

**\*Quiz 5**

**FALL BREAK – October 15 – No Class**

**Class 8 – Friday, October 22**

*Guest Teacher*

*BL: Capitula* VII-VIII

**\*Quiz 6**

**Class 9 – Friday, October 29**

*BL: Capitulum* IX

**\*Quiz 7**

**Class 10 – Friday, November 5**

*BL: Capitulum* X

**\*Test 2** (*Capitula* V-X)

**Class 11 – Friday, November 12**

*BL: Capitulum* XI

**\*Quiz 8**

**NO CLASS – ETS - November 19**

**NO CLASS – Thanksgiving - November 26**

**Class 12 – Friday, December 3**

*BL: Capitula* XII-XIII

**\*Quiz 9**

*Last Day of Class*

**\*The Final Exam (cumulative with a minor focus on *Capitula* XI-XIII) will be taken during the exam period: December 9-14.**

**Class Policies**

1. **On Laptops and Smartphones in Class**

It is my recommendation that you take notes by hand using the hardcopy outlines I will provide before class. If you have a strong inclination to use your laptop, please put your word processing program in “full screen” mode or use the “do not disturb” function so that other applications on your computer do not grab your attention (Facebook, Twitter, etc.).

Please keep your smartphone in your pocket on vibrate. If you do not have a pocket, please put it facedown on your desk. Only check them on breaks or if you are receiving repeated notifications indicating an emergency.

1. **Internet Policy**

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student’s own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.



**Course Objectives Related to MDiv Student Learning Outcomes**

**With Mini-Justification**

Course: ST501

Professor: D. Blair Smith

Campus: Charlotte

Date: Fall 2021

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| **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.*  *\*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.* | | **Rubric**   * Strong * Moderate * Minimal * None | **Mini-Justification** |
| **Articulation**  **(oral & written)** | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Minimal | Some articulation in recitation |
| **Scripture** | 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.) | Minimal | Study of basic Latin grammar with goal of better understanding Latin translations of Scripture, such as the Vulgate. |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Minimal | Students will translate a few Reformation writers |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student’s sanctification. | None | Not applicable in this beginning language class. |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Minimal | Knowledge of Latin allows one the opportunity to read older Christian works written in Latin |
| **Winsomely Reformed** | 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.) | Minimal | Not likely to be a major issue in Latin. |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | None | Focus on learning grammar and vocabulary rather than exposition of text to others. |
| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | None | Not applicable in this beginning language class. |
| **Shepherd** | 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. | None | Not applicable in this beginning language class. |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | None | Not applicable in this beginning language class. |