1. Course Description

This intensive course is designed to give the student a thorough knowledge of ecclesiastical Latin, which will also enable the student to read classical, medieval and modern Latin texts. It combines the three courses listed below that are designed to give the student the skills to read modern ecclesiastical Latin (including that used in the Code of Canon Law) and medieval Latin theological and philosophical documents (such as St. Thomas’ Summa). It will also enable students to read classical Latin texts. While students are encouraged to take all three courses, they may take fewer if they prefer.

LAT 201 This course is designed to introduce the student to the basics of Latin, with the aim of enabling the student to approach medieval and modern ecclesiastical Latin texts. It is the first of three courses designed to give the student the skills to read modern ecclesiastical Latin.

LAT 202 This course builds on Latin I and familiarizes the student with the majority of Latin grammar and a significant amount of theological and philosophical Latin vocabulary. It is the second of three courses designed to give the student the skills to read modern ecclesiastical Latin.

LAT 301 This course transitions from learning the grammar and basic vocabulary to translating significant texts of ecclesiastical Latin. This course builds on LAT 101 and LAT 102.

The 3 parts contained in this accelerated course are designed to be completed in 5 weeks each at a rate of three lessons per week. Expect to spend about 22.5 hours a week on each intensive course.

2. Envisioned Learning Outcomes

Students will demonstrate an ability to read, understand and write basic Latin texts. In particular students will demonstrate among other abilities:

- an ability to conjugate, understand and use the indicative tense of Latin verbs
- an ability to conjugate, use and understand the major declensions of Latin nouns
- an ability to use and understand pronouns and adjectives in Latin.
- an ability to conjugate, understand and use the subjective mood of Latin verbs
- an ability to decline, use and understand the fourth and fifth declensions of Latin nouns
- an ability to use and understand comparative adjectives in Latin
- knowledge of the Latin grammar necessary to read and translate ecclesiastical Latin
• knowledge of a wide range of vocabulary employed in ecclesiastical Latin
• an ability to read any piece of Latin with the help of a dictionary

3. Course Schedule

The schedule below provides an accelerated and intensive journey through grammar, syntax, and literature of the Latin language. Latin is at the root of many modern languages, including large sections of English. Historically it was the language of record and of scholarly discourse in Western Europe. It is also the primary language of the western part of the Catholic Church, which is even called the “Latin Church”. Latin is the normative liturgical, legislative and bureaucratic language of the Catholic Church. Many important historical, philosophical, theological and canonical texts are not translated, and translations are not always reliable. For all these reasons, an understanding of Latin is essential for any in-depth study of western history, canon law, liturgy, theology and philosophy – especially for those who would seek to understand the Catholic Church's contribution to western culture.

Lesson 1: Nouns, Genitive, Ablative, Dative, Apposition, Concessive Clauses

Lectures

LB1A Third Declension Nouns: Masculine or Feminine
LB1B Third Declension Nouns: Neuter
LB1C Genitive of Description
LB1D Ablative of Description
LB1E Subjective and Objective Genitive
LB1F Dative of Reference: Advantage or Disadvantage
LB1G Apposition
LB1H Concessive Clauses

Readings


Assignments

Quiz 1

Lesson 2: Third Declension Nouns

Lectures

LB2A Third Declension Nouns: Masculine or Feminine i-Stems
LB2B Third Declension Nouns: Neuter i-Stems
LB2C Partitive Genitive
LB2D Dative with Certain Adjectives
LB2E Predicate Accusative
LB2F Cognate Accusative

Readings


Assignments

Quiz 2
Lesson 3: Third Declension Adjectives, Present Active Participles, Fourth Declension

Lectures
- LB3A Third Declension Adjectives
- LB3B Present Active Participles
- LB3C Uses of the Present Active Participle
- LB3D Fourth Declension Nouns: Masculine (or Feminine)
- LB3E Fourth Declension Nouns: Neuter

Readings
Collins, A Primer of Ecclesiastical Latin, p. 125-134

Assignments
Quiz 3

Lesson 4: Irregular Verbs, Accusative, Ablative and Locative

Lectures
- LB4A The Irregular Verb volō ‘wish’: All Six Indicative Tenses
- LB4B The Irregular Verb eō ‘go’: All six indicative tenses
- LB4C Accusative of Place to/into Which
- LB4D Ablative of Place Where
- LB4E Ablative of Place from Which/out of Which
- LB4F Locative Case

Readings
Collins, A Primer of Ecclesiastical Latin, p. 135-143

Assignments
Quiz 4

Lesson 5: Future Participles, Periphrastic Conjugations

Lectures
- LB5A Future Active Participle
- LB5B Future Passive Participle
- LB5C Periphrastic Conjugations
- LB5D Dative of Personal Agency with Passive Periphrastics
- LB5E Review of Participles

Readings
Collins, A Primer of Ecclesiastical Latin, p. 144-151

Assignments
Quiz 5

Lesson 6: Fifth Declension, Direct Commands (1), Vocative and Accusative Case, Personal Pronouns

Lectures
- LB6A Fifth Declension Nouns
Lesson 7: Deponent Verbs, Subjunctive Mood, Direct Commands (2), Parsing (2)

Lectures
- LB7A Deponent Verbs
- LB7B Semi-Deponent Verbs
- LB7C Subjunctive Mood: An Overview
- LB7D Present Subjunctive: First Conjugation
- LB7E Direct Commands (or Requests) (2)
- LB7F How to Answer Syntax Questions (2)

Readings
- Collins, A Primer of Ecclesiastical Latin, p.152-161

Assignments
- Quiz 6

Lesson 8: Present Subjunctive, Direct Commands (3), Direct Questions (2), Conditional Clauses (1)

Lectures
- LB8A Present Subjunctive: Second, Third and Fourth Conjugations
- LB8B Direct Commands (or Requests) (3): Jussive Subjunctive
- LB8C Direct questions (2): Deliberative Subjunctive
- LB8D Conditional Clauses (1)

Readings
- Collins, A Primer of Ecclesiastical Latin, p.162-171

Assignments
- Quiz 7

Lesson 9
Review lessons learned so far.

Lesson 10: Imperfect Subjunctive, Sequences of Tenses, Purpose Clauses, Infinitive of Purpose, Indirect Commands (or Requests)

Lectures
- LB9A Imperfect Subjunctive
- LB9B Sequences of Tenses: Subordinate Use of Subjunctives
- LB9C Purpose Clauses
Readings

Assignments
Quiz 9

**Lesson 11: Subjunctive: sum and possum, Hic and Ille, Is and Iste, Result Clauses, Relative Clauses**

**Lectures**
- LB10A Present Subjunctives of *sum* and *possum*
- LB10B Emphatic Pronouns/Adjectives: *hic* and *ille*
- LB10C Unemphatic Pronouns/Adjectives: *is* and *iste*
- LB10D Result Clauses
- LB10E Characterizing Relative Clauses

**Readings**

**Assignments**
Quiz 10

**Lesson 12: Subjunctive: eō and volō, ipse, Conditional Clauses (2), Gerundives, Gerunds**

**Lectures**
- LB11A Present Subjunctives of *eō* and *volō*
- LB11B Intensive Pronoun/Adjective: *ipse*
- LA11C Conditional Clauses (2): Present Contrafactual
- LA11D Gerundives
- LA 11E Gerunds.

**Readings**

**Assignments**
Quiz 11

**Lesson 13: Pluperfect Subjunctive, Conditional Clauses (3), Clauses of Fearing, Unattainable Wishes, Indirect Statements (2)**

**Lectures**
- LB12A Pluperfect Subjunctive: Active and Passive
- LB12B Conditional Clauses (3): Past Contrafactual
- LB12C Indirect Statements (2): Object Clauses with Subjunctives

**Readings**
Assignments

Quiz 12

Lesson 14: Perfect Subjunctive, Direct Questions (3), Indirect Questions, Dônec and Dum, Quis and Quid, Adverbial Accusative

Lectures

LB13A Perfect Subjunctive: Active and Passive
LB13B Direct Questions (3): Implied Affirmative or Implied Negative Answers
LB13C Indirect Questions: Introductory Words, Subjunctive, Retained Indicative
LB13D Dônec and dum Clauses
LB13E Interrogative Pronoun: quis, quid.
LB13F Adverbial Accusative

Readings

Collins, A Primer of Ecclesiastical Latin, p. 222-231

Assignments

Quiz 13

Lesson 15

Part 2 Exam

4. COURSE REQUIREMENTS

- Drills and Translation Exercises: 60%
- Exams – 40%

5. REQUIRED READINGS and RESOURCES:

- John Collins, A Primer of Ecclesiastical Latin, $23.95, ISBN # 9780813206677

6. SUGGESTED READINGS and RESOURCES:

- Please sign up to the Student Led Latin Club where additional online resources and readings may be found.
- HPV Nunn, An Introduction to Ecclesiastical Latin, may be downloaded from here: http://openlibrary.org/books/OL7139864M/An_introduction_to_ecclesiastical_Latin

7. EVALUATION

Students will be graded on their weekly drills, translation exercises and exams. Students who have difficulty with research and composition are encouraged to pursue assistance with the Online Writing Lab (available at http://www.holyapostles.edu/owl).

GRADING SCALE:

A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73 D 60-69; F 59 and below

For translations into English students will be graded on the accuracy of their translation into English (95%) and the style of English (i.e. does the translation read like English or like a translation of Latin) (5%). For translations into Latin, the accuracy and correctness of the Latin translation will count for 95% of the mark and the pronunciation of the Latin (5%). Hence translations into Latin must be recorded as well as written. Any student using a set translation of standard texts rather than providing their own translation will be given a mark of 0 for the exercise. A repeat of the offense may lead to an investigation for academic dishonesty (see below).
8. DISABILITIES ACCOMMODATIONS POLICY

Holy Apostles College & Seminary is committed to the goal of achieving equal educational opportunities and full participation in higher education for persons with disabilities who qualify for admission to the College. Students enrolled in online courses who have documented disabilities requiring special accommodations should contact Bob Mish, the Director of Online Student Affairs, at rmish@holyapostles.edu or 860-632-3015. In all cases, reasonable accommodations will be made to ensure that all students with disabilities have access to course materials in a mode in which they can receive them. Students who have technological limitations (e.g., slow Internet connection speeds in convents) are asked to notify their instructors the first week of class for alternative means of delivery.

9. ACADEMIC HONESTY POLICY

Students at Holy Apostles College & Seminary are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of a person merely as a means to another person's ends.

Students, where applicable:

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the Holy Apostles College & Seminary Stylesheet (available on the Online Writing Lab's website at http://www.holyapostles.edu/owl/resources).
- Students should not use any books or sheets from any source whatever, whether published or privately produced, that purport to give the answers to the exercises and drills of the course.

Consequences of Academic Dishonesty:

Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the course and from the program.

10. ATTENDANCE POLICY

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. Because this class is being taught entirely in a technology-mediated forum, it is important to actively participate each week in the course. In a traditional classroom setting for a 3-credit course, students would be required to be in class 2.5 hours a week and prepare for class discussions 5 hours a week. As this course is a 3-credit course taught in a 5-week period, expect to devote at least 7.5 quality hours per lesson to this course (22.5 hours per week). A failure on the student’s part to actively participate in the life of the course may result in a reduction of the final grade.

11. INCOMPLETE POLICY

An Incomplete is a temporary grade assigned at the discretion of the faculty member. It is typically allowed in situations in which the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling, but has encountered extenuating circumstances, such as illness, that prevent his or her doing so prior to the last day of class.

To request an incomplete, distance-learning students must first download a copy of the Incomplete Request Form. This document is located within the Shared folder of the Files tab in Populi. Secondly, students must fill in any necessary information directly within the PDF document. Lastly, students must send their form to their professor via email for approval. “Approval” should be understood as the professor responding to the student's email in favor of granting the “Incomplete” status of the student.
Students receiving an Incomplete must submit the missing course work by the end of the sixth week following the semester in which they were enrolled. An incomplete grade (I) automatically turns into the grade of "F" if the course work is not completed.

Students who have completed little or no work are ineligible for an incomplete and must receive the grade that they have earned. Students who feel they are in danger of failing the course due to an inability to complete course assignments should withdraw from the course.

A "W" (Withdrawal) will appear on the student's permanent record for any course dropped after the end of the first week of a semester to the end of the third week. A "WF" (Withdrawal/Fail) will appear on the student's permanent record for any course dropped after the end of the third week of a semester and on or before the Friday before the last week of the semester.

### 12. ABOUT YOUR PROFESSOR

Dr. Philippe Yates studied classical Latin at school in England from the age of 7 to 14. He used Latin in his undergraduate and graduate studies and in the research for his doctoral thesis, taking courses in Latin for Canon Law and Medieval Latin along the way. In addition to Latin, he teaches philosophy, canon law and church history. He lives in Allegany, NY with his wife Cookie and dog Pica.

He may be contacted at: pyates@holyapostles.edu