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: Comparison of Adjectives, Ablative of Comparison, Ablative of Degree of Difference

Lectures
LC1A Comparison of Adjectives: Positive, Comparative, and Superlative: Forms and Uses
LC1B Ablative of Comparison
LC1C Ablative of Degree of Difference

Readings
Collins, A Primer of Ecclesiastical Latin, p. 232-242

Assignments
Drills and Translation Exercises
Translation of theological and philosophical texts

Lesson 2: Reflexive Adjective and Pronoun: suus, --, suī, Six partly irregular Adjectives, Comparison of Adverbs, Cum Clauses.

Lectures
LC2A Reflexive Adjective and Pronoun: suus, --, suī
LC2B Six Partly Irregular Adjectives
LC2C Comparison of Adverbs
LC2D Cum Clauses

Readings
Collins, A Primer of Ecclesiastical Latin, p. 243-253

Assignments
Drills and Translation Exercises
Translation of theological and philosophical texts

Lesson 3: Indefinite Pronouns and Adjectives, Dative, Review of Clauses

Lectures
LC3A Indefinite Pronouns and Adjectives: quis; aliquis; aliquī etc.
LC3B Dative of Purpose; Double Dative Construction.
LC3C Review of Clauses: Time, Cause, and Concession.
Readings
Collins, A Primer of Ecclesiastical Latin, p. 254-262

Assignments
Drills and Translation Exercises
Translation of theological and philosophical texts

Lesson 4: Present Infinitives, Negative Direct Commands, Indirect Statements (3)

Lectures
LC4A Present Infinitives: active and Passive
LC4B Negative Direct Commands (or Requests)
LC4C Indirect Statements (3): subject Accusative

Readings
Collins, A Primer of Ecclesiastical Latin, p. 263-273

Assignments
Drills and Translation Exercises
Translation of theological and philosophical texts

Lesson 5: Perfect Infinitives, Indirect Statements (4), Predicate Genitive, Conditional Relative Clauses

Lectures
LC5A Perfect Infinitives: Active and Passive
LC5B Indirect Statements (4): Subject Accusative and Passive Infinitive
LC5C Predicate Genitive
LC5D Conditional Relative Clauses

Readings
Collins, A Primer of Ecclesiastical Latin, p. 274-283

Assignments
Drills and Translation Exercises
Translation of theological and philosophical texts

Lesson 6: Future Active Infinitive, Indirect Statements (5), Indirect Reflexives, Summary of Ways to Express Purpose

Lectures
LC6A Future Active infinitive
LC6B Indirect Statements (5): Subject Accusative and Future Infinitive
LC6C Indirect Reflexives
LC6D Summary of Ways to Express Purpose

Readings
Collins, A Primer of Ecclesiastical Latin, p. 284-292

Assignments
Drills and Translation Exercises
Translation of theological and philosophical texts
Lesson 7: ferō, Use of Ablative and Accusative, Condition Clauses Summary.

Lectures
LC7A The Irregular Verb ferō
LC7B Ablative of Time When or Time within Which
LC7C Accusative of Extent of Time or Space
LC7D Ablative of Duration of Time
LC7E Summary of Conditional Clauses

Readings
Collins, A Primer of Ecclesiastical Latin, p. 293-302

Assignments
Drills and Translation Exercises
Translation of theological and philosophical texts

Lesson 8: fīō, Numerals, Impersonal Verbs, Genitive Summary, Dative Summary

Lectures
LC8A The Irregular Verb fīō
LC8B Some Cardinal and Ordinal Numerals
LC8C Impersonal Verbs
LC8D Summary of Uses of the Genitive Case
LC8E Summary of Uses of the Dative Case

Readings
Collins, A Primer of Ecclesiastical Latin, p. 303-316

Assignments
Drills and Translation Exercises
Translation of theological and philosophical texts

Lesson 9: Greek Periphrastic Tenses, Shortened Perfect-Active Forms, Historical Present, Cognate ablative, Accusative Summary, Ablative Summary

Lectures
LC9A Greek Periphrastic Tenses
LC9B Syncopated and Shortened Perfect-Active System Forms
LC9C Historical Present
LC9D Cognate Ablative
LC9E Summary of Uses of the Accusative Case
LC9F Summary of Uses of the Ablative Case

Readings
Collins, A Primer of Ecclesiastical Latin, p. 317-327

Assignments
Drills and Translation Exercises
Translation of theological and philosophical texts
Lesson 10
Review lessons covered so far in course to prepare for Mid-Term Exam.

Lessons 11-15
Assignments
To give the student practice at translating Latin from a variety of sources, these four weeks will assign texts from various periods of Church history and some secular texts as translations. No new grammar will be taught in this part of the course so that the student can practice using the Latin they have learned and gain in confidence in their ability to translate a variety of Latin texts. Translation will be of theological and philosophical texts taken from the Nova Vulgata Old and New Testaments, one or more Latin Fathers, one or more Medieval Doctors, one or more modern Church Documents, and one or more secular source. Examples of texts that might be assigned are: Novaes Vulgatae: Liber Proverbiorum, Actus Apostolorum, Augustini: Confessiones, Bonaventurae: Itinerarium mentis in Deum, Aesopi: Fabuli.

4. COURSE REQUIREMENTS
- Lesson Exercises: 40%
- Translations: 40%
- Mid-Term Exam – 20%

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
- Links to further online resources are posted on the Info page of the course.

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 and canon law. He lives in Allegany, NY with his wife Cookie and dog Pica.

He may be contacted at: pyates@holyapostles.edu