

Fall Semester 2008  
TR 9:25-10:40  
100 Knight Hall  
Office Hours: TR 11-12, W 2-3  
and by appointment

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## LAT 360.001: Lyric Poetry

In this course we will read lyric poetry by Catullus, Horace, Tibullus, and Propertius. In addition to familiarizing themselves with the works of some of the most important writers of Latin poetry, students will complete a review of Latin grammar and strengthen their ability to translate original texts. Students will also be exposed to the metric conventions and stylistic figures of Latin lyric poetry.

### Texts and materials

Andrew C. Aronson and Robert Boughner. *Catullus and Horace: Selections from Their Lyric Poetry*. White Plains, NY: Longman, 1988.

Robert Maltby. *Latin Love Elegy*. Wauconda, IL: Bolchazy-Carducci, 1991.

Horace. *The Complete Odes and Epodes*. Trans. W.G. Shepherd. New York: Penguin, 1983.

*Catullus, Tibullus, and Pervigilium Veneris*. Loeb Classical Library. Cambridge, MA: Harvard UP, 2000.

Propertius. *The Poems*. Trans. Guy Lee. New York: Oxford UP, 1996.

Anne Mahoney. *Essential Latin Grammar: Bennett's Grammar Revised*. Newburyport, MA: Focus, 2007. (The unrevised version of Charles Bennett's *A Latin Grammar* [1895] along with Allen and Greenough's *New Latin Grammar* [1903] is available on-line at [http://www.textkit.com/latin\\_grammar.php](http://www.textkit.com/latin_grammar.php).)

Charlton T. Lewis. *An Elementary Latin Dictionary*. Oxford: Oxford UP, 2002. (Recommended)

### Objectives

Students at the advanced level of Latin study are expected to meet all the objectives described for the elementary and intermediate levels of instruction (see the departmental web site:

[www.mercer.edu/fl/Elementary%20Latin.html](http://www.mercer.edu/fl/Elementary%20Latin.html) and

[www.mercer.edu/fl/Intermediate%20Latin.html](http://www.mercer.edu/fl/Intermediate%20Latin.html)), with the following advancements:

- Advanced competency in grammar
- Increased range of vocabulary (including poetic and technical terms)
- Ability to read and understand original Latin texts (both in prose and verse)

- Expertise in a variety of Latin authors and genres (in LAT 360 the lyric poetry of Catullus, Horace, Tibullus, and Propertius)
- Overview of the history of Roman literature
- Knowledge of common metrical patterns (in LAT 360 primarily elegiac couplets and various lyric meters)
- Fundamental knowledge of Latin stylistics (in LAT 360 the stylistics of Latin lyric poetry)
- Ability to translate sentences into Latin and to compose simple texts in Latin

### **Instructional methodology**

In this course, we will read lyric poetry by Catullus, Horace, Tibullus, and Propertius in the original Latin. You will be asked to prepare an extensive passage for every class meeting. In class there will be ample opportunity for you to discuss your translation of the text and interpretation of the contents. You should keep a running list of new vocabulary and make yourself flashcards for memorization. We will put some emphasis on a cursory review of Latin grammar on the basis of the Bennett grammar. In addition to the Latin readings, you will be assigned more extensive passages in English translation. Periodically, you will be asked to do some background reading and discuss your thoughts with the class.

### **Evaluation**

Two tests	25 %
Quizzes	10 %
Classroom performance	20 %
Written homework assignments	7.5 %
Pedagogical project at Montessori of Macon	10 %
Oral presentation	7.5 %
Term paper	20 %

While the first written test will focus on Catullus, the second one will cover the poetry of Horace and Tibullus. The quizzes will always be announced in the preceding class meeting and are predominantly on vocabulary and grammar.

Three times this semester you will receive a grade for class preparation, participation, and homework. Each grade reflects your performance over a number of weeks. Provisional dates are the end of the fourth week, the week of fall break, and the final week (see tentative class schedule). Students succeeding in this area will be prepared for every class (translations, vocabulary, grammar, readings), make meaningful contributions to our class activities (plenary as well as group work), and ask questions about the course material.

Each student will be working on a pedagogical project for Montessori of Macon this semester. In the 2008-09 school year the school (see [www.montessoriofmacon.org](http://www.montessoriofmacon.org)) is launching a new program in Latin called “The Keepers of Alexandria” in its Middle school classroom (age 12-15). In consultation with the Montessori Latin teacher and me you will develop a number of

Latin lessons and teach the material to the Montessori students starting in early October. Your grade for this pedagogical component will be based on the linguistic correctness, instructional creativity, and pedagogical quality of your lessons. You will be asked to submit a written lesson plan before you teach each lesson.

Toward the end of the term, you will select a topic of interest to you from Latin lyric poetry and do extensive research. You will have the chance to present your ideas orally to the class and receive feedback. You will then produce a five-to-seven-page term paper (not counting title page and bibliography), following the MLA guidelines. You should quote at least two works of secondary literature. To avoid plagiarism, you must acknowledge all ideas that are not your own, no matter whether you quote your source verbatim, paraphrase, or summarize. The deadline for the paper is Thursday, December 4, 2008.

All assignments are due when indicated. Late submission of homework and make-up tests will only be allowed at the discretion of the instructor for cases of duly documented personal or family emergency. In any event, five points will be taken off the score for every day past the deadline. There will be no extra credit work or rewrites.

After fall break I will ask each student in the class to come to a mandatory one-on-one conference to my office. We will try to fit as many of these *colloquia Latina* into our regular class hour as possible, but some of you may have to schedule the meeting later during the day. The purpose of this conference is to give you an assessment of your progress in the class and to plan ahead for the remainder of the semester. Please bring Test 1 to the meeting. Of course, I strongly encourage every participant to come to talk to me frequently outside of class and this conference.

Students receiving failing grades during this course or students having trouble with any aspect of this class are encouraged to meet with me, either during regular office hours or by appointment.

## Course policies

Prerequisite: LAT 251 or consent of instructor

Requirements: Meticulous preparation of class material  
Regular and timely completion of homework assignments  
Active participation

Attendance: You are expected to attend each class session and to contribute constructively to classroom activities. Should you miss more than three class sessions for any reason, one point will be deducted from your total average for each session missed. Under no circumstances will you receive a passing grade for this course if you miss more than fifty percent of the class meetings.

<u>Grading scale</u> :	90-100	A	70-75	C
	86-89	B+	66-69	D
	80-85	B	0-65	F
	76-79	C+		

Electronic submission rule: Students bear sole responsibility for ensuring that papers or assignments submitted electronically to a professor are received in a timely manner and in the electronic format(s) specified by the professor. Students are therefore obliged to have their e-mail client issue a receipt verifying that the document has been received. Students are also strongly advised to retain a copy of the dated submission on a separate disk. Faculty members are encouraged, but not required, to acknowledge receipt of the assignment.

Honor code: The honor code will be firmly followed. While you are encouraged to work and study together with other students or with tutors, all written work that you submit must be your own. Please refer to the *Lair* (student handbook; see at [http://www.thezonelive.com/zone/02\\_SchoolStructure/GA\\_MercerUniversity/handbook.pdf](http://www.thezonelive.com/zone/02_SchoolStructure/GA_MercerUniversity/handbook.pdf)) for details regarding violations of the honor system.

Accommodation of disability: Students with a documented disability should inform the instructor at the close of the first class meeting or as soon as possible. If you are not registered with Disability Services, the instructor will refer you to the Student Support Services office for consultation regarding documentation of your disability and eligibility for accommodations under the ADA/504. In order to receive accommodations, eligible students must provide each instructor with a Faculty Accommodation Form from Disability Services. Students must return the completed and signed form to the Disability Services office on the third floor of the Connell Student Center. Students with a documented disability who do not wish to use accommodations are strongly encouraged to register with Disability Services and complete a Faculty Accommodation Form each semester. For further information please contact Disability Services at 301-2778 or visit the website at [http://www.mercer.edu/stu\\_support/swd.htm](http://www.mercer.edu/stu_support/swd.htm).

Cell phone usage: Out of courtesy for all those participating in the learning experience, all cell phones and pagers must be turned off before entering any classroom, lab, or formal academic or performance event.

### **Tentative class schedule**

August	19	T	Course introduction; Roman literature before Catullus; Cicero, <i>Pro Caelio</i>
	21	R	Cicero, <i>Pro Caelio</i> ; “Clodia Oppugnatrix”; Catullus
	22	F	Last day to drop the course
	26	T	Catullus; overview Cat. 1-28
	28	R	Catullus; overview Cat. 29-54
September	2	T	Catullus; overview Cat. 55-61
	4	R	Catullus; overview Cat. 62-64
	9	T	Catullus; overview Cat. 65-73

11 R Catullus; overview Cat. 74-116; **grade 1 for classroom performance**

	16	T	<b>Test 1 (Catullus)</b>
	18	R	Horace
	23	T	Horace; overview <i>Epodes</i>
	25	R	Horace; overview <i>Odes</i> I
October	30	T	Horace; overview <i>Odes</i> II
	2	R	Horace; overview <i>Odes</i> III
	7	T	Horace; overview <i>Odes</i> IV; <b>grade 2 for classroom performance</b>
	9	R	[Fall Break]
	14	T	Horace; overview <i>Carmen Saeculare</i>
	16	R	Tibullus
	21	T	Tibullus; overview Tib. I.2
	23	R	Tibullus; overview Tib. I.3, 7
	24	F	Last day for course withdrawal
	28	T	<i>Colloquia Latina</i> (student-teacher conferences)
	30	R	Tibullus; overview Tib. II.4
November	4	T	<b>Test 2 (Horace and Tibullus)</b>
	6	R	Propertius; overview Prop. I.1, 6
	11	T	Propertius; overview Prop. I.16, 21, 22
	13	R	Propertius; overview Prop. II.1, 10, 15
	18	T	Propertius; overview Prop. III.14, 16, 18; IV. 7
	20	R	<i>Pervigilium Veneris</i>
	25	T	Student presentations
	27	R	[Thanksgiving Break]
December	2	T	Student presentations
	4	R	Review and conclusion; <b>term paper due; grade 3 for classroom performance</b>