I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

   In this course, LATN 305, “Medieval Latin,” students read and discuss selections from various authors writing during the late classical and medieval periods. Students learn the basics of the differences between classical and medieval vocabulary, grammar, and syntax. They also learn about the social, historical, intellectual, aesthetic, and ethical developments that are relevant to the selected texts.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

   Students analyze a relevant text (e.g., Augustine’s *City of God*) in terms of the political and/or social context of its production, both in class in discussions and in analytical papers and essay questions on exams.

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

   Students in this course engage directly with primary sources from the Medieval period (e.g., Augustine’s *City of God*), reading them in the original Latin and discussing them in class.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

   Students interpret the competing ideologies of the Medieval period by interpreting, for example, Augustine’s conversion in a 4 page essay on the final exam.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome
Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture. *(List Outcome 1 on Syllabus)*

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard: At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

**Signature Assignment/s:** This course will meet both assessments with one signature assignment.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> identify and/or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/ description is insufficient, ambiguous, lacks detail</td>
<td>Identification/ description is accurate, adequately detailed despite omissions</td>
<td>Identification/ description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td><strong>Context:</strong> situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation:</strong></td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student's insight takes into account the complexities of the primary source.</td>
</tr>
</tbody>
</table>

**Signature Assignment/s:** This course will meet both assessments with one signature assignment: a 4 page essay on the final exam.

**Signature Assignment**
Discuss how Augustine’s *City of God* utilizes classical literature to define the author’s conversion to Christianity. First, give an account of the classical works referenced and describe in detail how Augustine assesses their role in his conversion. Secondly, how does the way Augustine assess these works situate him
within into the particulars of his own times: consider the economic, social, political, and religious situation of the Western Roman Empire in the early fifth century.
LATN 305: Medieval Latin
Dr. Andrew T. Alwine, Randolph Hall 306B
alwineat@cofc.edu

Required Textbooks
A Latin dictionary.

Course Website
This class will have a website on OAKS (login via MyCharleston) which will contain the syllabus, schedule, various reading assignments, grade book, and other materials.

General Education Student Learning Outcomes
This course meets the following General Education requirements for Humanities:

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed on the final exam.

Learning Goals
This course is designed to serve as an introduction to the reading of Medieval Latin literature. Our goal is to read a significant number of selections from Medieval Latin. We will read from our textbook (and other selections provided in handout form by the instructor) on a daily basis. Students will be required to read and comprehend the assigned portion of text before they come to class. We will then go over the text, paying attention to matters of morphology, syntax, vocabulary, and semantics.

In accordance with the liberal arts model, our class activities are designed to help students become better learners and better citizens. Among the skills that will be emphasized are: consciously raising important questions, being critical of gaps in available information, recognizing the distinction between words and the ideas that they represent, investigating assumptions behind a line of reasoning, drawing critical inferences from evidence, testing one’s own conclusions for internal consistency, and being self-conscious about one’s own thinking and reasoning process. Education involves instruction in how to think, especially in regard to assimilating and organizing information.

Evaluation
10% Attendance and Participation
15% Quizzes
5% Article Review
20% Writing Assignment
30% Exams #1 and #2
20% Final Exam

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93+</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
</tr>
</tbody>
</table>
Attendance and Participation
Attendance will be taken at the beginning of each class period. The base grade for the “Attendance and Participation” category will be calculated by dividing the number of class meetings at which the student was present by the total number of class meetings for the semester (which is 42). For example, if a student misses three classes, his/her grade will be \( \frac{39}{42} = 93\% \).

Quizzes
Quizzes will be announced and unannounced, at the instructor’s discretion, although most quizzes will be announced one or two class periods in advance.

Types of quizzes:
(1) Vocabulary quizzes will be administered early in the term to give students a chance to familiarize themselves with medieval Latin vocabulary. These quizzes will be available on OAKS starting at the beginning of the term and ending on the dates listed on the syllabus.
(2) Translation quizzes will primarily cover translation and parsing, although occasional questions on other topics from reading assignments or information will also be included. Usually, the assignment discussed during the previous class period will be the material for these quizzes (e.g., if the quiz is given on a Wednesday, it will cover the material covered on Monday). These quizzes will be administered at the beginning of class. Anyone who arrives late or is absent on a quiz day will receive a zero for that quiz.

Article Review
One short paper of 2–3 pages will be due during the term. In consultation with the instructor, each student is to select an article on a topic that interests him/her. The student will provide a written critique of the scholar’s work, briefly summarizing the article, considering the implications of the author’s conclusions, and stating whether the student agrees or disagrees and why. After submitting the article review, the student will then lead a short discussion about the article in class.

Writing Assignment
Timeline
The several assignments related to the research paper are not designed to create tedious busywork but to provide students with an accountability structure that will give everyone the maximum chance to succeed.

By April 3 students must inform the instructor of their research paper topics. Students may choose any topic that interests them.

On April 12 an annotated bibliography is due. The bibliography should list all of the sources that will likely be used for the final paper and provide 3–5 sentences briefly summarizing each one. Each annotated entry should answer the following questions about the source: (1) What is the argument of the author? (2) What information is relevant to the project? An electronic copy should be turned in via Dropbox on OAKS.

On April 24 the final copy is due. Both electronic and paper copies must be turned in.

Formatting
The research paper should be typed in 12-point Times New Roman (doubled-spaced) with 1-inch margins on 8.5x11-inch sheets. Pagination should be listed at the bottom center of each page. The first page should begin with three lines left-justified at the top of the page and single-spaced. These three lines should record (1) the student’s name, (2) the date submitted, and (3) the title of the paper. After these three lines, the body of the paper should begin (with no more introductory information). The total length should be at least 5 pages.

For citations, students should follow the style guidelines for *TAPA style sheet*.

All students must also sign by their name on the first page. This signature will serve as a pledge, which is a formal statement that the work is your own and that you have not in any way given or received improper assistance. Failure to comply with these formatting guidelines will result in a grade penalty.

**Sources**

Students may use electronic sources, but these must be peer-reviewed, academic pieces (i.e. no Wikipedia articles, online encyclopedias, blogs, newspaper articles, etc.). If you have a question on whether or not something qualifies as a legitimate source, please ask the instructor.

Textbooks should not be used as sources. The information in textbooks is coming from somewhere else; find the source.

Some articles or books may not be found via the Addlestone Library resources; interlibrary loan them.

Students should find additional sources for their topics (1) by following the footnotes of the sources already provided by the instructor, (2) locating and reading the relevant primary sources, and (3) using databases (such as the [library guide to Classics research](#)) and search engines (such as [JSTOR](#), [L’année](#), etc.).

**Evaluation**

The assignment is to create an argument, not a report. The successful paper will include an interesting thesis; the development of the thesis in a logical yet supple way; the substantiation of the thesis and any sub-claims with incisively analyzed evidence; the engaging use of properly attributed sources when appropriate; a clear, compelling style that conforms to standard usage.

A grading rubric that outlines what the instructor will be looking for in these papers can be found on OAKS.

Papers turned in late will be penalized one letter grade (10 points). Papers still not turned in after 24 hours from the deadline will be penalized an additional 10 points per day.

**Exams**

Two regular term exams will be administered in the course of the semester. The tentative dates for these two exams are February 6 and March 18. These are subject to change at the discretion of the instructor, although due notice (at least one week) will be given for a change of exam date. The final exam will take place on Wednesday, May 1.

These exams will consist of several passages drawn from the assignments covered since the previous exam, along with associated questions about parsing, syntax, vocabulary, and semantics. Sight reading passages may also be taken from the authors that have been covered,
for which some of the vocabulary will be glossed. Finally, each exam will also include general questions about, for instance, the plots and themes of Homeric poetry.

**Honesty**

All students are responsible for knowing and obeying the student honor code (see the [Student Handbook](#)). To be clear, the honor code prohibits lying (knowingly furnishing false information in relation to academic work or information legitimately sought by an employee of the College), cheating (giving or receiving of unauthorized, dishonest assistance that might give one student an unfair advantage over another), stealing (unauthorized taking or appropriating of property), and plagiarism (including [1] verbatim repetition, without acknowledgement, of the writings of another author; [2] borrowing without acknowledging the source; [3] paraphrasing the thoughts of another writer without acknowledgement; [4] allowing any other person or organization to prepare work which one then submits as his/her own.)

**Learning Disabilities**

The College’s policy is to make reasonable accommodations for persons with documented disabilities. If you wish to disclose a learning disability, please visit the [Center for Disability Services](#) / SNAP, located on the first floor of the Lightsey Center, Suite 104.

**Disclaimer**

This syllabus (especially the schedule of assignments) is subject to change at the discretion of the instructor. The class will be duly notified of any changes that are made.