

LAT-222 · Mercado

Intermediate Latin *in angustīs*

## Traditionally

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- Outcomes
  - *Fluent reading with comprehension*
    - Students' first taste of sustained, real Latin: major leap from 1.5 semesters of "textbook" Latin
  - *Ability to analyze Latin grammar explicitly*
    - Real Latin cannot be read "by feel": students must be able to recognize morphosyntactic forms/patterns in order to decipher the text as a prerequisite to understanding and interpretation

## Traditionally

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- Outcomes
  - *Fluent reading with comprehension*
    - Students demonstrate comprehension via translation from Latin to English orally in class
  - *Ability to analyze Latin grammar explicitly*
    - When probed, students identify the grammatical features of a certain word form or phrase, which should underpin the translation

## On line

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- Principles
  - Minimalism
  - Chronological organization
- Thanks to Mirzam and her sister!

## On line

- Implementation
  - 1x weekly synchronous meeting via WebEx, optional
  - P-web only for asynchronous course content and work
    - Heavy use of Discussion Board

## Each day is a Forum

2020/SP Intermediate Latin (LAT-222-01) | Discussion Board

Discussions are a good way to encourage students to think critically about your coursework and interact with each others' ideas. You can create discussions around individual course lessons or for your course in general. [More Help](#)

Create Forum Search

FORUM	DESCRIPTION	TOTAL POSTS	UNREAD POSTS	UNREAD REPLIES TO ME	TOTAL PARTICIPANTS
<input type="checkbox"/> General Questions/Comments		2	0	0	1
<input type="checkbox"/> Week IX—M 3/30	Post-break reorientation	10	0	0	1
<input type="checkbox"/> T 3/31	RV pp.115–16, 118–19	73	0	0	15
<input type="checkbox"/> W 4/1	RV pp.119–21, 123–4	69	0	0	16
<input type="checkbox"/> TH 4/2	RV pp.124–7	72	0	0	16
<input type="checkbox"/> F 4/3	RV pp.127, 132, 148	66	0	0	15
<input type="checkbox"/> Week X—M 4/6	Plin. Ep. 6.16.1–2 (Shelton #15, p.85 l.1–p.86 l.10)	17	0	0	5
<input type="checkbox"/> T 4/7	§§3–6 (86.10–90.31)	29	0	0	6

Limit going back and forth among different sections. This way, students stay mostly in the Discussion Board, needing to click in and out of Fora and Threads.

Each Thread is a to-do

Each student (randomized) gets a thread.

2020/SP Intermediate Latin (LAT-222-01) | Discussion Board | Forum: T 4/21

Forum: T 4/21

Forums are made up of individual discussion threads that can be organized around a particular topic. A thread is a conversation within a forum that includes the initial post and all replies to it. When you access a forum, a list of threads appears. [More Help](#)

Create Thread | Subscribe | Search | Display ▾

Thread Actions	DATE	THREAD	AUTHOR	STATUS	UNREAD POSTS	UNREAD REPLIES TO ME	TOTAL POSTS
<input type="checkbox"/>	4/21/20 2:49 PM	MEETING	Angelo Mercado	Published	0	0	1
<input type="checkbox"/>	4/12/20 2:20 PM	VI. (cont'd from V)	Angelo Mercado	Published	0	0	1
<input type="checkbox"/>	4/12/20 2:19 PM	V. (cont'd in VI)	Angelo Mercado	Published	0	0	2
<input type="checkbox"/>	4/12/20 2:18 PM	IV.	Angelo Mercado	Published	0	0	1
<input type="checkbox"/>	4/12/20 2:17 PM	III.	Angelo Mercado	Published	0	0	3
<input type="checkbox"/>	4/12/20 2:17 PM	II.	Angelo Mercado	Published	0	0	4

Thread Actions | Collect | Delete

Displaying 1 to 6 of 6 items | Edit Paging... | OK

Each Thread is a to-do

Student is assigned a passage from the day's reading to translate via Reply

2020/SP Intermediate Latin (LAT-222-01) | Discussion Board | Forum: Week X—M 4/6 | Thread: IV. (cont'd from III)

Thread: IV. (cont'd from III)

Select: All | None | Message Actions | Expand All | Collapse All | 4 Post(s) in this Thread | 0 Unread | 0 Unread Replies to Me

Angelo Mercado posted 23 days ago (last edited 18 days ago)

IV. (cont'd from III)

[86.8] quamvis ipse plurima opera et  
mansura condiderit, multum tamen perpetuati eius  
[10] scriptorum tuorum aeternitas addet.

Reply

16 days ago

RE: IV. (cont'd from III)

although he himself composed many enduring efforts, nevertheless, your many texts will add him to immortality

Hide 2 replies

15 days ago

Angelo Mercado

RE: IV. (cont'd from III)

- how many enduring efforts?
- scriptorum tuorum GEN.PL. with aeternitas
- eius possessives perpetuati

## Each Thread is a to-do

The screenshot shows a Blackboard discussion board interface. On the left is a sidebar with navigation links: Send Email, Course Reserves, Pictorial Roster, Groups, Course Grades, Tools, Course Audio, Course Management, Control Panel, gSpace, Course Tools, Evaluation, Grade Center, Users and Groups, Customization, Packages and Utilities, and Help. The main content area shows a thread with three replies. The first reply is from a user (RE: IV. (cont'd from III)) dated 16 days ago, with text: "although he himself composed many enduring efforts, nevertheless your many texts will add him to immortality". The second reply is from Angelo Mercado (RE: IV. (cont'd from III)) dated 15 days ago, with text: "how many enduring efforts? scriptum tuorum GEN.PL with aeternitas eius possides perpetuitatem multum?". The third reply is from a user (RE: IV. (cont'd from III)) dated 15 days ago, with text: "although he himself composed very many and enduring efforts, nevertheless, your many texts of eternity the eternity of your writings will add much to his immortality". A callout bubble points to the second reply.

I provide feedback;  
student polishes translation;  
I give final indication of student's  
comprehension via text formatting.

## Each Thread is a to-do

The screenshot shows a Blackboard discussion board interface for a course titled "2020/SP Intermediate Latin (LAT-222-01)". The sidebar on the left includes links: Dashboard, Syllabus, Vocabulary Lists, Handouts, Other Materials, Discussion Board, WebEx, Collaborate, Quizzes, Send Email, Course Reserves, Pictorial Roster, Groups, Course Grades, Tools, Course Audio, Course Management, Control Panel, gSpace, Course Tools, and Evaluation. The main content area shows a thread titled "Thread: MEETING" with two replies. The first reply is from Angelo Mercado (MEETING) dated 20 hours ago, with text: "Here's the handout for later in DOCK." and an attachment "0421\_T.docx (20.928 KB)". The second reply is from Angelo Mercado (RE: MEETING) dated just now, with text: "Here's the PDF with some annotations from our meeting." and an attachment "0421\_T.pdf (64.745 KB)". A callout bubble points to the first reply.

I also post informational messages, with  
attachments (also available in Handouts.

## Quizzes

Versus a separate schedule of assignments (also available in Syllabus)

The screenshot shows a Blackboard interface for a course titled "2020/SP Intermediate Latin (LAT-222-01)". On the left is a navigation menu with options like Dashboard, Syllabus, Vocabulary Lists, Handouts, Other Materials, Discussion Board, WebEx, Collaborate, Quizzes, Send Email, Course Grades, and Tools. The main content area displays a discussion board thread titled "Thread: COMPREHENSION QUIZ I". The thread has 3 posts. The first post, by Angelo Mercado, is titled "COMPREHENSION QUIZ I" and says "See the 'Quizzes' section. In case I've set things up wrong, here is a [PDF of the Quiz](#)." The second post, also by Angelo Mercado, is titled "RE: COMPREHENSION QUIZ I" and says "Here is an answer key." with a link to a PDF file named "01\_0414\_key.pdf (59.588 KB)". The third post, also by Angelo Mercado, is titled "RE: COMPREHENSION QUIZ I" and says "Question: are y'all able to see your quizzes and my comments?".

## Quizzes

Versus opening up Word vel sim. and e-mailing/sharing

The screenshot shows a Blackboard interface for the same course. The left navigation menu is identical. The main content area displays the "Quizzes" section. There are two quizzes listed: "Comprehension Quiz I" with a due date of "Plin. Ep. 6.16.16 (Shelton 98.81-7)" and "Comprehension Quiz II" with a due date of "Plin. Ep. 6.20.12 (Shelton 112.51-5)".

## Other materials

Lecture content

2020/SP Intermediate Latin (LAT-222-01) | Other Materials

Build Content | Assessments | Tools

- Pliny the Younger**  
Some background information to supplement Shelton's introduction
- Letter 6.16.1-6**  
Aspects of form, structure, and style
- All of 6.16, with translation**  
Read the Latin and check your comprehension against AOM's translation (with revision of Discussion Board versions).

Course Management

- Control Panel
  - gSpace
  - Course Tools
  - Evaluation

## Other materials




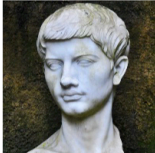
Keep things simple with mostly text and image.

2020/SP Intermediate Latin (LAT-222-01) | Other Materials | Pliny the Younger | Augustus, Maecenas, Vergil, Horace

Augustus, Maecenas, Vergil, Horace

Page 1 of 3

The embellished story of the poet Horace's life told in *RV* ends with our Quintus meeting Vergil and entering Maecenas' circle of friends (really patronage), thus embarking on his poetic career.



Vergil  
(70-19 BCE)

Maecenas  
(ca. 70-8 BCE)

Horace  
(65-8 BCE)

Augustus  
(63-14 BCE,  
reigned 31-14)  
[natural causes]

By extension, he is able to enter Augustus' ambit, becoming in effect the lyricist-satirist laureate of the fledgling Principate or Empire, alongside his epicist friend Vergil.



Nothing special

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which is the point

