

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS-85
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
COURSE/PROGRAM TITLE LA 251 LATIN III and LA 252 LATIN IV
DEPARTMENT SPANISH AND CLASSICAL LANGUAGES
CONTACT PERSON PROF. GEORGE MILTZ

II. THIS COURSE IS BEING PROPOSED FOR:
_____ Course Approval Only
_____ Course Approval and Liberal Studies Approval
☒ Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

George R. Miltz
Department Curriculum Committee

College Curriculum Committee

Charles D. Cahill
Director of Liberal Studies
(where applicable)

Jim Cananale
Department Chairperson

MS [Signature]
College Dean*

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester/Year to be
implemented _____

Date to be published
in Catalog _____

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- ☐ First English Composition Course
- ☐ Second English Composition Course
- ☐ Mathematics

KNOWLEDGE AREAS

- ☐ Humanities: History
- ☐ Humanities: Philosophy/Religious Studies
- ☐ Humanities: Literature
- ☐ Fine Arts
- ☐ Natural Sciences: Laboratory Course
- ☐ Natural Sciences: Non-laboratory Course
- ☐ Social Sciences
- ☐ Health and Wellness
- ☐ Non-Western Cultures
- ☒ Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

☒ Regular ☐ Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? ☒ yes ☐ no

If so, which General Education course(s)? Latin 257, Latin 252

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	_____	_____
2. Literacy—writing, reading, speaking, listening	_____X_____	_____
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____	_____X_____
5. Scientific inquiry	_____	_____
6. Values (ethical mode of thinking or application of ethical perception)	_____	_____X_____
7. Aesthetic mode of thinking	_____	_____
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	_____X_____	_____
C. Understanding the Physical Nature of Human Beings	_____	_____
D. Certain Collateral Skills:		
1. Use of the library	_____	_____
2. Use of computing technology	_____	_____

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

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E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- ☐ 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- ☐ 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- ☒ 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- ☐ 4. Recognize creativity and engage in creative thinking.
- ☒ 5. Continue learning even after the completion of their formal education.
- ☒ 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- ☒ Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- ☒ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- ☒ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- ☒ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- ☒ Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- ☒ Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

Liberal Studies Proposal for
Latin 251-252 Intermediate Latin

Explanation for questions in part II

A 2 Literacy. The primary goal of Latin 251 and 252 is the ability to read and understand Latin of intermediate difficulty. By Latin of "intermediate difficulty" we mean actual Latin written either in the classical or medieval period. 90% of the Latin read in Latin 251-252 is such Latin.

To reach this goal students take part in the traditional activities of learning a foreign language, namely, reading, writing, speaking and listening.

Reading. Students read sentences and short selections from Latin authors; difficulty and length increases through the two courses. Knowledge of what the students understand is elicited by numerous questions in Latin, which the students answer in Latin. New vocabulary is explained in Latin. Each unit has new grammar. Grammatical explanations are in English; grammatical exercises are based on the readings. Translation from Latin to English is also expected of the students. Ability in reading will also be developed in in reading the extra works in English.

Writing. Students write Latin sentences and answers to questions for each unit. Writing also takes places on tests, which average 3-4 pages every two weeks. Also writing ability in English will be practiced in the two 5 page papers on the works in English. (one paper per semester.)

Speaking. Unfortunately Latin is a dead language, and it is a linguistic fact that conversation can not be conducted in a dead language. However the students do read much aloud and questions are often asked orally without any written version available to the students. Students are expected to use the standard pronunciation on the tapes used in the course.

Listening. The remarks about dead language also apply to listening. Emphasis is placed on the students' hearing correct pronunciation both in class and on the tapes.

A 4 Historical consciousness. This is a secondary goal in Latin 251-252. We point out both similarities and differences between ancient and medieval cultures and ours. Students for the most part have a superficial understanding of older civilizations; we attempt to improve on this with information about the historical development of those civilizations, and refer to some of their main literary and philosophical contributions.

II B Acquiring a Body of Knowledge or Understanding Essential to an Educated Person. Latin 251 and 252 do not lay claim to being survey courses of ancient and medieval literature, thought and history. The goal is to read Latin of progressive difficulty. However the selections and authors read have been carefully chosen and do represent the same ideas students have encountered in Latin literature for the past 1500 years. Students get this contact through the actual writing of Latin authors and not through translation or commentary. This is a first-hand contact with a tradition important for a long time in Western civilization.

In addition they will read complete works in first-rate translation by Sophocles, Cicero, Tacitus and Ovid, authors of high merit in classical civilization.

A third point is a practical point for an educated person. The study of Latin usually improves the acquisition of English vocabulary. Also the framework of Latin grammar learned in the course would improve the learning of another foreign language. Learning grammar is not a favorite topic for American students.

Explanation for questions in part III.

A While this will probably not be a course taught by a number of instructors the general content and order of these Latin courses are similar to intermediate Latin courses on other campuses. The extra readings in English for the Liberal Studies emphasis are reading I have used in intermediate Latin courses before at IUP. Six half-hour periods will be allotted each semester for class discussion on the readings; there will be a panel of 3-5 students to lead the discussion. In this way all students take part at least once a semester in leading the discussion, and the number of periods used does not detract from the main goal of learning Latin.

B See attached syllabus.

C See attached syllabus.

D This is not an introductory courses intended for a general student audience, at least in the sense that it does presuppose the study of Latin at the college level for one year. Most students coming to IUP with high school Latin are not able to start at the intermediate level.

Continuation of part III.

In the Latin readings students engage especially in writing. As was explained above in the first page students do not speak Latin since it is a dead language. However they do give many replies to oral questions in Latin. In the study of Latin we pay most attention to the Latin language, but we also do spend time on language in general.

In the English readings there is both class discussion and written assignments on the readings.

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Additional explanation for checklist

In the following answers reference is made both to the contributions from the Latin part of the course and the contribution from the English readings part.

1 In the Latin readings students are often made aware of the several ideological principles represented in them; the presentation is not cursory. In the various English readings themes are investigated in some depth. Especially in the readings from Tacitus and Ovid an effort is made to get beyond mere repetition or summary of the narrative parts to underlying themes. Traditionally these readings have worked well for such a purpose of going beyond narration to theme.

2 The readings in Latin in the intermediate course are introductory readings, not complete works. Through these limited readings we work on the grammatical and linguistic principles necessary for understanding Latin. In the readings in English there is concern with the place of myth in ancient culture.

3 In the analysis of the Latin readings we focus on rhetorical and poetic devices used by Latin authors; we check the students' understanding of the Latin through many comprehensive questions in Latin; we certainly pay attention to a precise understanding of the vocabulary used. In the assigned papers on the English readings students are expected to use standard techniques of composition like comparison and contrast and other such skills.

4 In the Latin readings we often reach a point where students have to use their skills from English courses to explain why the Latin is using a particular manner of expression; for instance when we do passive voice in Latin a comparison is made to the use of passive voice in English. For the English readings students will have a chance to demonstrate many skills learned in composition courses.

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Syllabus for Latin 251 --Liberal Studies

After a brief review of introductory Latin six units are studied. Approximately two weeks is given to each unit. In each unit there are short readings in the text book and slightly longer readings in the reader. In each unit a new point of grammar is studied, as follows:

I Infinitives, review of verbs.

II #2 tense.

III #1 and #3 tenses.

IV #5 tense.

V #4 tense.

VI #6 tense.

A 45 minute test is given on each unit.

The books are in a program called Artes Latinae by Walso Sweet. We use a textbook and a reader.

In addition to this work the following three works will be read in English:

Sophocles, Antigone. This is probably the strongest work from antiquity showing the reaction of a woman against a government. It is also an excellent tragedy; the tragic point of view is also important for understanding the Roman point of view.

Tacitus, Agricola. In this work two interesting viewpoints are developed. First there is the question of how a good person can function in a corrupt government. Secondly this is one of the few Roman works that shows how those conquered by the Romans view the Romans. A woman is one of the leaders of the Britons against the Romans.

Cicero, on OldAge. In almost every culture old people are viewed as a non-productive minority. This is a famous work that takes the opposite position.

These works will be discussed in six half-hour sessions. In addition a five page paper will be done on one the works. The paper will count as much as one quiz. These works are famous works, read by many students, and have information or points of view not easily found in other cultures.

Syllabus for Latin 252 -- Liberal Studies 6

Six units are studied. Approximately two weeks is given to each unit. In each unit there are short readings in the text book and slightly longer readings in the reader. In each unit a new point of grammar is studied, as follows:

- I Introduction to complex readings.
- II Deponent verbs.
- III Indirect Statement.
- IV Passive Infinitives.
- V Subjunctive in main clauses.
- VI Subjunctive in subordinate clauses.

A 45 minute test is given on each unit. The books used are in a program called Artes Latinae by Waldo Sweet. We use a textbook and a reader.

In addition to this work the following work will be read in English:

Ovid, Metamorphoses. This is Ovid's most important work and contains many of the classical myths. It is quite readable. The myths are presented from different points of view; some reflect a tragic view of life, many have a moral or psychological view of human life, and some reflect a theological point of view. Some of the myths, like that of Narcissus, seem quite relevant to our own times. Women play a major part in the whole work.

This work will be discussed in six half-hour sessions. In addition a five page paper will be done, investigating several of the myths. The paper will count as much as one test. This work is liked by students, and has been read for centuries, and has had much influence on many cultures.