LATINA MI: Prīmus Diēs

TAKE: syllabus; textbooks/Vocab cards book; chalk; roll; student info. sheets; pronunc./preamble handout; LVD/LFD/Vocab. Card/CD fliers; Latin pencils
ARRIVE EARLY: greet individual students as they arrive with *Salvē*

1.   A BRIEF INTRODUCTION TO LINGUA LATINA

Who's excited? How many freshmen? Who's had Latin before? (If you haven't had before, not to worry: students without prior study do JUST AS WELL, or BETTER, than those who had Latin in high school)

>You actually know a great deal of Latin already; here's proof:

SALVETE! [wave hello as you say this and ask "what did I say?"]

SALVETE, DISCIPULI! [what did I say?]

Point to individual male and female students and say: *Est discipulus. Est discipulus. Est discipula. Est discipula. Quid est? Estne discipulus?* (*Est discipulus.*--or you can teach them now *ITA VERO*/yes indeed and *MINIME*/no) *Estne discipula? (Est discipula.) Estne discipula?* (point to a male: *Nōn est discipula--est discipulus.*) etc.

HOW DO YOU KNOW WHAT I'M SAYING? DERIVATIVES, LINGUISTIC INTUITION. Write *discipulus/discipula/est* on board.

Demonstrate *SPECTO/AUDIO* [then write those 2 words on board].

DISCIPULI, SPECTATE ET AUDITE ME:

>*Ego nōn sum discipulus! Sum magister! Quid est "magister" in Anglicā?*

>*Nōmen mihi est* "Dr. LaFleur." What did I say? [write name on board]

>"Dr. LaFleur" *est nōmen meum in ANGLICA.*

>*MIHI*[emphasize] *nōmen in LATINA [emphasize] est DOCTOR ILLA FLORA.* [write name on board]

>*Quid est nōmen TIBI* [emphasize] *in Anglicā?* [to several students; when they reply, say *SALVE* + name]

HOW CAN YOU UNDERSTAND ME? (context, gesturing, derivatives of *nōmen:* nomenclature, nominate, etc.)

WRITE on board, one sentence at a time, and PRONOUNCE (and have students pronounce each sentence after you, individually and chorally, then ask volunteers WHO HAVE <u>NOT</u> HAD LATIN BEFORE to tell you what each sentence means)

>*Latīna est lingua.*

Latīna est lingua Rōmāna.

Lingua Latīna est magna.

Lingua Latīna est magna et antīqua [antīquissima]

Estne Doctor Illa Flōra antīquus?

> *MINIME--Doctor Illa Flōra nōn est antīquus!!!!!*

Latīna est FACILIS!

Amō Latīnam! etc.

You are able to do this because you know a lot about language and about Latin already; ca. 2/3 of English vocabulary derives from Latin and much of language is intuitive.

2. LEAD INTO A DISCUSSION OF "WHY LATIN?"

Ask the class: Why are you studying Latin, a "dead language" [!!] ? generate a brief discussion that will bring out some of the following points:

–to improve English language skills: vocabulary (60-70% of Eng. < Lat.), reading comprehension, writing, speaking, thinking, COMMUNICATION (one of the very most important life skills): distribute ***PREAMBLE*** handout (ASK IF ANYONE HAS MEMORIZED THE PREAMBLE, have him/her/them recite it; then you repeat it back with all words of Latin origin deleted).

–improving GRE, MCAT, LSAT scores

–foundation for modern foreign languages, esp. the Romance languages, including Spanish, which is becoming increasingly important in this country

–MOST IMPORTANTLY: Latin is SINE QUA NON to advanced study of Roman civilization, history, literature; TRANSLATIONS are never quite satisfactory: if faithful, they're not beautiful; if beautiful, they're not faithful. Americans' keen interest in Greco-Roman civilization for its own sake and as a major influence on Western civilization (note, e.g., popularity of Summer 2000 film, GLADIATOR, with Russsell Crowe in a "skirt," & Spring 2004 movie, TROY, with Brad Pitt as Achilles–a character who will turn up in our readings this semester); if more people had a fuller understanding of the cultures of the ancient Mediterranean–of greece and Rome, of North Africa, Egypt, Tunisia, Iran, Iraq, Syria, Afghanistan, all these lands that were part of the Roman Empire, we're might find ourselves in a happier international situation today.

–teacher shortage, great market for Latin teachers; law, business' interest in Humanities majors, especially those with strong language skills; great as a second major or minor

3. ROLL/STUDENT INFO SHEETS/EDRESSES:

• distribute stud. info. sheets/call roll;

• tell students they will have LATIN NAMES;

- EMAIL: EMAIL ME TODAY at rlafleur@uga.edu so I can easily add you to my elist for the class–include SALVE, LATN 1001, and your full name; check your email every evening or morning.

- OPUS IN TABULA/VOLUNTEERS: I'll email you almost every day, usually late afternoon or early morning, with a reminder of assignment, quiz topic, etc., and a request for VOLUNTEERS to put some work on the board (OPUS IN TABULA): everyone is asked to volunteer at least five times during the semester; you get +3 quiz points each time you volunteer and if you do volunteer at least FIVE times, you get to drop your lowest test grade; helping out in this way gives you some "ownership" in the class, earns you quiz points, and gives you the opportunity of dropping one test grade, so it's a win-win-win activity.

4. **SYLLABUS/ASSIGNMENT:** Go over at least p. 1 of SYLLABUS and next day's assignment from the DAILY SCHEDULE, esp. ALPHABET & PRONUNCIATION; distribute PRONUNCIATION handout.

TONIGHT: study discussion of alphabet, syllabification, and accentuation in WHEELOCK p. xxxix-xliv, & try syllabifying and accenting the first 11 words on the pronunciation handout, filling in the blanks provided; I'll ask 11 students to put these on the board, syllabified and accented, so be prepared–and also go through the handout and try to pronounce ALL the words AFTER studying Wheelock AND listening to the

"Introduction" EITHER on the CD "Readings from Wheelock's Latin" OR on the WHEELOCK'S LATIN AUDIO FILES at www.wheelockslatin.com.

5. **LATINA IN VERO MUNDO ("Latin in the Real World"):** be on the lookout for Latin in the REAL WORLD: newspapers, magazines, tv, internet, books, songs, around campus, etc. JEOPARDY: category: 3-word sents.: Caesar uttered this sent. when he was assassinated, acc. to Shakespeare; DESCARTES made this observation, meaning "I think, therefore I am."