

LATN 1001/2 Writing Assignments: *Quī scribit bis discit!*

(rev. September 8, 2005)

Professor: Richard A. LaFleur, 234 Park Hall; edress rlafleur@uga.edu; phone 542-9263 (email is far better than calling); office hours: 3:15--5 T, 12:15-1:15 and 3:30-5 W

Teaching Assistant: Mr. Shaughn Casey (*Ricardus Secundus*), 242 Park Hall; office hours: 9-10 W and 2-3 Th, or by appointment; email rcasey@uga.edu.

To reinforce two objectives important to all elementary Latin courses—learning to read and translate Latin texts into English and acquiring further knowledge of Roman culture, including Roman history and Latin literature—students are asked to write a) a brief term paper and b) translations of short reading passages from *Wheelock's Latin* or Groton and May's *38 Latin Stories* each week; for each translation, you will first do a very literal version and, when that is marked and returned, a more polished, “literary” version. The translations count 10% of your final grade (your two lowest scores are dropped), as does the term paper. **Be sure to visit the site “Making the Most of Your Writing Course: A Guide for Students” at <http://www.english.uga.edu/wip>.**

I. TRANSLATIONS

Initial, literal version: Your first version should be *as literal as possible within the limits of good English idiom*. These translations are due at the beginning of the period on the day when the passage is assigned to be translated in class; they will be marked and commented upon by the course Teaching Assistant and returned to you. All papers MUST be double-spaced and typed; SAVE these papers when they are marked and returned to you, as they must be attached to the LITERARY versions you turn in later.

Final, literary version: You will then be asked to compose a more “literary” translation of the same passage, the sort of translation you might prepare for publication; this version should employ more idiomatic, polished English that is faithful to the literal sense and content of the Latin original but which also conveys, where possible, the tone and spirit and sometimes even the style of the original. Your literary translation must employ grammatically correct English, proper punctuation and capitalization, etc. See reverse for samples. The TA will evaluate and comment on these versions and compare them with your original literal version. Feel free to meet with or email the TA for assistance or regarding any questions you may have about writing or these assignments. Must be TYPED and double-spaced and your original, LITERAL version must be attached OR typed at the bottom of the same page as the LITERAL version.

Grading: Grades will not be assigned to the LITERAL versions, except in the case of those that are: late/not submitted, incomplete, or exceptionally inaccurate, all of which will receive a “U” (unsatisfactory). Letter grades will be assigned to the LITERARY versions, and these should generally be in the A+ (1-2 errors only), A (3-4 errors), to A- (5-6 errors) range, so long as the suggested guidelines are followed; grades are based on both a) the quality of the translation and

b) correct use of English, including proper spelling and sentence structure and such mechanics as capitalization, punctuation, etc., so be sure to proofread; points are deducted if the overall translation is still overly literal; late papers may be submitted by email (STRAIGHT email NOT an ATTACHMENT) by 7pm on the date due; papers received later than that lose one full letter grade. If you miss class, it is your responsibility to check with a classmate or with me to see if a written translation has been assigned for the next day; you do get to drop your two lowest grades, which would include zeroes on assignments not submitted. These assignments will definitely help you with your translation skills, as well as with your English composition, and they'll boost your test scores and course grade as well.

II. TERMPAPERS

In addition to these weekly text-based assignments, you are asked to write an original research paper of 5-7 pages on some aspect of (Greco-)Roman culture related to your major, minor, hobbies, or other special interests. Initial drafts will be marked and commented upon by the TA in student conferences, with the final version due near the end of the term and graded by the professor. Further details will be provided on a separate handout.

LATN 1001/2 Written Translation Samples: Quī scribit bis discit!

LATIN PASSAGE (p. 7 Wheelock):

Maecēnās et Vergilius mē hodiē vocant. Quid cōgitāre dēbeō? Quid dēbeō respondere? Sī errō, mē saepe monent et culpant; sī nōn errō, mē laudant. Quid hodiē cōgitāre dēbeō?

LITERAL TRANSLATION: must be as literal as possible within the limits of good English idiom; double-spaced, preferably typed; e.g.:

Maecenas and Vergil (always put names into nominative or common English form) call me today. What ought I to think? What ought I to reply? If I err, they often warn and blame me; if I do not err, they praise me. What ought I to think today?

LITERARY TRANSLATION: must be correct, grammatical English, properly capitalized and punctuated, but also idiomatic, more polished, less stilted/stiff/formal/Latinate than the literal version, and should convey spirit, tone, nuance of the original without adding ideas that are not present or at least implied in the Latin, and without omitting anything either; this version may be somewhat longer than the original and the literal version, but should not be overly expansive; must be double-spaced AND typed; e.g.:

Maecenas and Vergil have invited me over today (tense change ok, since invitation clearly came earlier). What should I think of this invitation? (interpretive expansion) How should I reply? ("how" ok for quid and good idiom for this context) When I make mistakes (much less stiff than "If I err"), they generally admonish and censure me (good, idiomatic synonyms); when I don't (avoids repetition but conveys same meaning), they praise me. What am I to expect on this occasion?

There are lots of acceptable, correct options; here are some from previous classes:

Today I got a call from M. and V.

M. and V. have invited me to meet with them today.

...are extending me an invitation today.

If I make a wrong move, they constantly throw it in my face and criticize me.

If I make mistakes, they often admonish and criticize me.

...they upbraid and censure me.

...they tell me I'm wrong and blame me.

...if I am correct, they praise me.

What am I to suppose today?

So, I wonder if they want to praise or lecture me today (a bit expansive, but a correct interpretation).