1. **Title of the module**

CLAS7580 (CL758) – Advanced Latin Prose

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

Prerequisite: Completion of CLAS7610 (Intermediate Latin 2) or equivalent ability must be demonstrated.

1. **The course(s) of study to which the module contributes**

BA Classical Studies (Single Honours); BA Classical & Archaeological Studies (Single and Joint Honours); MA Ancient History (Single Honours); MA Greek History & Archaeology; MA Archaeology.

Also available as an elective module choice.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate systematic understanding of Latin Prose through coherent and appropriate (1) use of scholarly tools and materials, (2) a detailed reading and (3) translation, all of which require the use appropriate problem-solving skills, ideas and techniques;

8.2 Demonstrate accurate deployment of textual, thematic, and cultural analysis in relation to the text(s) and genre;

8.3 Demonstrate the ability to devise and sustain an argument that takes into account current research related to stylistic features specific to Latin literature, appreciation of thematic points of interest in the text(s) studied, and/or knowledge of genre conventions employed in the work;

8.4 Demonstrate an understanding of the way translation acts as interpretation, which reveals the importance of keeping an open mind about ambiguity and meaning.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Apply the methods and techniques that they have learned to review, and apply their knowledge and understanding;

9.2 Perform sustained critical evaluation of source material and scholarship;

9.3 Frame appropriate questions, identify solutions to problems and form judgements about the material studied;

9.4 Communicate information, ideas, problems and solutions to both specialists and non-specialists.

1. **A synopsis of the curriculum**

The module provides students with an advanced understanding of Latin Prose through the reading, translation and interpretation of ancient text(s). Students will gain a systematic understanding of Latin by reading texts in the original with special attention to stylistics, textual criticism and/or thematic development through the use of author- and theme-specific scholarly tools and publications. The emphasis in this module will be on the development of critical skills that aid in the analysis of the text(s) as literature within a broader literary and cultural context.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Gildersleeve, B.L. & Lodge, G. (1998). *Latin Grammar*. London: Bloomsbury Press.

Glare, P.G.W. (1982). *Oxford Latin Dictionary*. Oxford: Clarendon Press.

Hurley, D.W. (2001). *Suetonius Diuus Claudius*. (Cambridge Greek and Latin Classics) Cambridge: Cambridge University Press.

White, P. (2019). *Augustine: Confessions Books 5-9*. (Cambridge Greek and Latin Classics.). Cambridge: Cambridge University Press.

Whitton, C. (2013). *Pliny the Younger Epistles Book 2*. (Cambridge Greek and Latin Classics) Cambridge: Cambridge University Press.

*Thesaurus Linguae Latinae* (TLL) Online. (2009). Berlin, Boston: De Gruyter.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay (2,500 words) – 60%
* Grammar and Translation Exercises (5-7 in total) – 20%
* In-Course Test (40 minutes) – 20%

13.2 Reassessment methods

* 100% Grammar, Translation, and Commentary Exercise
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Grammar and Translation Exercises | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| In-Course Test | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The study of Latin is inherently engaged in internationalisation since it has influenced the development of other Indo-European languages, discourse, and communication. Since all the texts are from Roman culture, the entire module engages with, and provides the tools to examine this society and its culture. Thus, the content of this particular module encourages students to think beyond the boundaries of their UK experience and invites further reflection in this regard.

Study of highly-inflected languages like Latin aid acquisition of other inflected languages ancient and modern (for example, Polish, Czech or Navajo) by presenting similar grammatical features and syntactical concepts. Furthermore, study of a foreign language gives students a broader sense of how language and expression can influence thought and category distinctions.

This module also enables students to develop their existing abilities in Latin and helps foster practical expertise required for on-site study of ancient monuments and texts relating to the ancient world. In doing so, student will also develop their knowledge and understanding of the literature and history of the ancient world to a degree that can assist them with other disciplines such as Philosophy, modern literary studies and history.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01/21 | Minor | September 2021 | 13-14 | No |
|  |  |  |  |  |