

AP[®] Latin Literature

Syllabus 3

Texts (*) and References

Catullus

*Garrison, Daniel, ed. *The Student's Catullus (Oklahoma Series in Classical Culture)*.

Martin, Charles. *Catullus*. New Haven and London: Yale University Press, 1992.

Quinn, Kenneth. *The Catullan Revolution*. Wauconda, Ill.: Bolchazy-Carducci, 1999.

Wiseman, T. P. *Catullus and his World: A Reappraisal*. Cambridge: Cambridge University Press, 1985.

Horace

*Brucia, Margaret and Madeleine Henry. *Horace Satire 1.9: The Boor*. Wauconda, Ill.: Bolchazy-Carducci, 1998.

*Garrison, Daniel. *Horace: Epodes and Odes*. Norman, Okla.: University of Oklahoma Press, 1998.

Anderson, William S., ed. *Why Horace?: A Collection of Interpretations*. Wauconda, Ill.: Bolchazy-Carducci, 1999.

West, David. *The Complete Odes and Epodes*. Oxford: Oxford University Press, 2000.

Expectations and Assessment

- Students will prepare translation assignments in advance and will show evidence of preparation when called upon to translate in class.
- Students will participate actively in classroom discussions.
- Students will complete a minimum of four full-period tests (to include grammar, translation, analysis and interpretation, and essay-writing) each quarter.
- Quarter grades will consist of the average of test grades (90%) and classroom participation (10%).
- Students will take the AP[®] Latin Literature Exam in May.
- The final grade will be the average of four quarter grades.

Overview

Students will read the selections on the AP Latin Literature syllabus (Catullus-Horace). They will concentrate on the poetry of Catullus during the first and second quarter of the school year and on the poetry of Horace during the third quarter. The fourth quarter of the course will be devoted to review and test preparation. The topics and methods of teaching described below are designed to meet the requirements of the course listed in the *AP Latin Course Description*, also known as the “acorn book.” [C1]

C1—The teacher has read the most current *AP Latin Course Description*.

Topics to Address and Methods of Teaching Each Topic:

The topics listed below will be addressed in class through lecture and discussion. Those topics relating specifically to Catullus will be presented in the first quarter and developed through the second quarter. Those topics pertaining to Horace will be presented and developed in the third quarter. Skills such as the recognition of stylistic devices, scansion of poetic meters, the ability to analyze and interpret specific poems, the ability to render Latin into an accurate and literal English translation, the ability to write convincing essays, etc., will be developed through practice all year long.

1. Background of each poet's life

Assign the reading of introductory material in the textbook about each poet's life. Highlight important information (dates, place of birth and death, works, influential friends, etc.) in the classroom discussion. [C5] Test knowledge of these facts on the first exam for each author.

C5—The course examines the historical, cultural, and political context of the literature on the reading list.

2. The political, social, and literary environment of the late republic and early empire

Outline and discuss the major historical events that occurred during the years from the birth of Catullus to the death of Horace. [C5] During the reading of the syllabus, be sure to: (a) discuss underlying political motives, either stated or implied, in individual poems; (b) comment on social behavior and customs (e.g., attitudes toward people of different cultures and social status, friendship, love, marriage, dining, bereavement, religion, etc.); (c) explain the place, function, and dissemination of poetry during this period.

3. Development of the genres of lyric and elegiac poetry (Catullus and Horace) and satire (Horace)

Outline the origin, growth, and development of lyric and elegiac poetry from archaic Greece through the Alexandrian period to the time of Augustus. [C5] Be sure to discuss those poets whose names are mentioned or alluded to in the syllabus, either in the poetry itself or in the meter (e.g., Sappho, Alceus, Archilochus, Callimachus). Explain the various theories about the meaning of the Latin word *satira*, which gives us the word “satire,” and trace the development of satire in ancient Rome from Ennius and Lucilius through Persius and Juvenal, highlighting Horace's contributions to the development of the genre.

4. Scansion of the hendecasyllabic line, the elegiac couplet and dactylic hexameter (Catullus), and the Sapphic and Alcaic stanzas and dactylic hexameter (Horace)

Distribute rules of scansion to students. Explain how to scan the required meters the first time they are encountered. During the course of the year, have each student prepare a poem or a section of a poem in each of the required meters to be read aloud metrically. Read aloud in class throughout the year, as much as time permits. Discuss the ways in which a particular meter may enhance the meaning of a poem.

5. Figures of speech and stylistic devices

Distribute a list of figures of speech and their definitions to students. Review each definition and example with them. Encourage students to think of examples in English. Stress the fact that figures of speech produce an effect. Train students not only to identify figures of speech in a Latin passage, but also to be aware of how each figure enhances the meaning of the words.

6. Poetic usage and grammatical forms

Teach peculiarities of poetic expressions, e.g., alternate endings, archaisms, perfect active indicative (third person plural), syncopated forms, and ellipses.

7. Techniques for analyzing and interpreting poetry

For any given poem, teach students how to comment effectively on meaning, tone, mood, imagery, theme, structure, figurative language, stylistic modes of expression characteristic of Catullus and Horace, and meter. Students must learn not only to make observations, but to support them convincingly by quoting Latin appropriately. They should also be expected to compare and contrast poems by each author or two poems by the same author. [C4]

C4—Students have frequent opportunities to practice written analysis and critical interpretation of works by Catullus and either Cicero, Horace, or Ovid, including appropriate references to the authors' use of stylistic and metrical techniques.

8. Translating *Sermo cotidianus*

Discuss the use, appropriateness, and effect of formal versus informal language in the poetry of Catullus and in the odes and satire of Horace. Discuss the challenge of translating colloquial, slang and idiomatic expressions while adhering to the principle of “literal translation.” [C3] Work out a solution whereby the student learns to recognize the literal meaning of a word or phrase, such as *sodes*, from *si audes*, “if you dare” (Horace, Sat. 1.9. 41), but translates it as it is intended in common usage—“please.” Discourage students from becoming too free with their translations since the syllabus requires translations to be literal. Encourage them, when in doubt, to write both the literal meaning of a word or phrase and a freer translation that captures the sense and spirit of the Latin words.

C3—Students have frequent opportunities to practice reading and translating as literally as possible from Latin into English the required passages from the reading list.

9. Prepared Translation

Assign a comfortable amount of prepared translation daily. An entire poem or 8–12 lines of Catullus 62 or Horace, Sat. 1.9 can usually become a day's assignment. Prepared translations, whether written or oral, must be as literal as good English allows. [C3] Verbs in the passive voice are to be kept in the passive voice; tenses must be rendered accurately; correct use of case must be preserved. A student should be able to answer brief grammatical questions about a prepared translation, e.g., identify the case and reason for a noun, or the tense and mood of

a verb. Similarly, a student should be able to identify salient figures of speech in a prepared translation.

10. Sight translation

Read at sight at least once a week using prose and poetry from non-syllabus authors. If sight reading is done orally, help students with unfamiliar vocabulary. If it is done as a written exercise in class, allow them to use a dictionary. Working with a partner or in a small group often improves the quality of the sight translation. [C6]

C6—The course provides frequent practice in reading Latin at sight.

11. Hints for effective essay writing

Pattern test questions throughout the year on published free-response questions. Grade responses according to rubrics published in grading reports. Use recent free-response sections for review with students. Distribute grading reports and samples of student responses to students and discuss them. [C4]

C4—Students have frequent opportunities to practice written analysis and critical interpretation of works by Catullus and either Cicero, Horace, or Ovid, including appropriate references to the authors' use of stylistic and metrical techniques.

12. Strategies for answering multiple-choice questions

Review the format of the multiple-choice section of the AP Latin Literature Exam. Explain each item type and inform students of the frequency of its use on the exam. Discuss strategies to avoid common pitfalls. Encourage students to visit the AP Central multiple-choice item-writing tutorial (<http://apcentral.collegeboard.com/members/article/1,3046,151-165-0-34466,00.html>) to familiarize them with item types and to provide them with practice questions. Encourage students to take the National Latin Exam at Level 5 (poetry) in March.

Quarterly Schedule [C2]

First Quarter

In-class translation and discussion of the hendecasyllabic and non-elegiac short poems of Catullus (1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14, 22, 30, 31, 35, 36, 40, 43, 44, 45, 46, 49, 50, 51, 60)

C2—The course is structured to enable students to complete the entire required reading list, as delineated in the *AP Latin Course Description*.

Second Quarter

In-class translation and discussion of the long poems and elegiacs of Catullus [64, 65, 68 (lines 1–40), 69, 70, 72, 76, 77, 84, 85, 86, 87, 96, 101, 109, 116]

Third Quarter

In-class translation and discussion of the poetry of Horace (*Odes* 1.1, 5, 9, 11, 13, 22, 23, 24, 25, 37, 38; 2.3, 7, 10, 14; 3.1, 9, 13, 30; 4.7; *Sermones* 1.9)

Fourth Quarter

Review and AP Exam preparation
Review of AP Examination format
Practice answering sight passage-based, multiple-choice questions
Practice translating passages from the entire syllabus
Practice writing essay questions that demonstrate support for observations
Practice scanning
Practice translating passages at sight