

SYLLABUS – AP 545 Latin (APSI Online)

Instructor Jill Crooker

Course Number AP 545.100

Term and Dates.....Week 1, Summer 2022

E-mailjmcrooker@aol.com

Telephone

Zoom Meeting Room (optional office hours)

Welcome to our Course!

APSI – Online Course Description

During this AP Latin – APSI Online course, participants will explore the course framework, the exam, and the new AP resources that will help them plan instruction of Vergil’s *Aeneid* and Caesar’s *De Bello Gallico*. We will select pieces of each author to integrate into lessons and talk about the spirals in Units 1-8 of the course description. All questions are worthy of discussion and sharing: Can I have them write short essays? If yes, how do we go over them (if we do) in zoom or blackboard? This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success...

Technology

- Zoom Pro Video Conferencing: With this technology, you will be able to see and interact with your consultant and fellow participants in real time - as well as engage in live demonstrations, screen sharing, and small group breakout rooms. * Please note that you do not need a Zoom account to participate in Zoom meetings. But if you want to host your own Zoom meetings with fellow classmates, colleagues, family, and friends, you do need a Zoom account. To get a *free* Zoom account through Goucher, go to <https://goucher.zoom.us/> => Click “Sign In” => enter your Goucher username and password.
- Canvas Learning Management System: You also will have full access to Goucher College’s learning management system, Canvas (documents, links, assignments, etc.). If you have not received your Goucher College credentials (Username and Password), please contact helpdesk@goucher.edu You will need this information to log into Canvas, Goucher email, myGoucher, and other college networks.
- Technology Requirements and Support: The Goucher College Help Desk (helpdesk@goucher.edu) maintains several technical support web pages, including [Minimum Technology Requirements](#). Once you log into Canvas, you will see direct links

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to 24/7 Zoom and Canvas technical supports and videos as well as online tutorials and resources provided by Goucher College.

Before the First Day of Class

- Gather the following resources:
 - AP textbook(s) currently in use in your classroom or online text material (Dickinson, etc.)
 - Your school's 2022-2023 school calendar
 - Supplementary reading about Caesar (Why he went to Britain; what happened crossing the English Channel, etc.)
 - Additional reading about Vergil (What other things did he write? Why did he write *Aeneid*?)
 - Be prepared to share maps and any of your materials with participants via zoom.
- Familiarize yourself with College Board website and materials, particularly Units of Study.
- Develop a list of the things you want to learn during the week that will help you teach the course: resources, quizzes, AP videos, YouTube resources.

College Board APSI Participant Objectives

During the APSI - Online, participants will:

- Explore each section of the course and exam description, including the unit guides, while making connections to the course curricular requirements
- Begin to develop a course plan by unit and topic that incorporates the full scope of your AP course into your school's academic calendar. We want to prepare at least the first unit of study.
- Examine formative and summative assessment items to identify content and skill pairings that are the targets of these assessments and create lesson plans to reinforce content and skill connections
- Practice applying the scoring guidelines from the most recent AP Exam to samples of student work
- Identify student strengths and weakness using data available through AP Classroom and Instructional Planning Reports
- Explore ready-to-use strategies, instructional materials, and pedagogical tools pertinent to the content and skills required for success in your AP course
- Develop meaningful connections within the AP community

Participants will explore these AP resources in-depth: Unit Guides, Topic Questions, Personal Progress Checks, the AP Question Bank, Instructional Planning Reports, Syllabus Development Guides, Sample Syllabi, and the AP Teacher Community.

APSI – Online Course Objectives

At the conclusion of this course, you will be able to do the following

1. Put together daily instruction for Book 1, chapters 1-7 *de Bello Gallico*.
2. Put together daily instruction for *Aeneid* Book 1, lines 1-209
3. Discuss the reality of 58-63 days for *Aeneid* instruction & 44-48 for *de Bello Gallico* (with virtual instruction)
4. Share instructional experiences with use of Course and Exam Description.
5. Tell experiences with the effectiveness (or not) of Personal Progress Checks.

Agenda

We will translate significant portions of the syllabus lines from both Vergil and Caesar and develop a chronology of passages that have some relationship to one another. In addition, 4-6 types of questions which require short answers will also be an important part of our week. Participants will leave the week with a wealth of resources. For further information, contact Jill Crooker, at jmccrooker@aol.com

Day 1:

This day begins with analysis of the 2021 Essay and short answer questions. A great deal of time will be spent determining how best to integrate the skills for answering these into daily instruction.

Each participant will be assigned a passage from Caesar to prepare during our asynchronous work time and the analysis of these passages will be the basis for the second day.

Day 2:

Teachers will be provided with a template and will see the pattern of how to check on comprehension using these syllabus-based passages and questions.

The second part of this day is sharing the essay questions each participant has prepared. Following that, if time allows, will be the introduction of the comparative essay (essays that include 2 passages) and how to teach students to analyze, seek themes, and write properly about both Vergil and Caesar.

Day 3:

This is a “workday” on which we will spend time together as a group AND work separately making decisions about passages. The decisions are based upon what individual participants feel they need. We will go through text of both Vergil and Caesar selecting passages with common themes, categorize them, then write sample essay prompts. We will try to generate a series of basic topic ideas that can be used as class discussion tools. The latter part of the day will be working with the essay planning grid. Each participant will select a passage to prepare

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and share on day 4. It is possible that the last hour of this day we will have a guest presenter sharing ideas for multiple choice or short answer questions.

Day 4:

This day begins with the contextualization of the historical, political, and cultural aspects of Roman history and how to integrate these threads into daily translations and instruction. We will develop a list of online resources as well as determine how to make maps and art a part of both Aeneas' voyage and Caesar's trek through Gaul into Britain. We will break into groups to select Caesar and Vergil passages for comparison and determine the class discussion questions as well as the potential for essay questions. At different times during this day participants will share the passages they have prepared and show the group how to use them for class instruction.

Required Readings

These readings are suggested, not required:

The Aeneid of Virgil, C. Day Lewis

The Art of the Aeneid, William S. Anderson

Vergil Aeneid 1, Randall T. Ganiban (introduction)

Caesar, The Gallic War, H.J. Edwards, Loeb Classical Library

Caesar's Gallic War, Joseph Pearl

Selections from Caesar's De Bello Gallico, A Longman Reader

Course Format

- At least 2 synchronous Zoom sessions per day (one to start the morning, one mid-afternoon)
- Asynchronous discussion sessions with specific assigned work through all days
- 1 online reading/search assignment for art that depicts the text of the Latin
- 1-3 group exercises
- 3 short assignments that prepare for participant presentations
- Assigned readings
- Online links to videos and reading resources

Grading

APSI = pass, fail

Course Policies

ACADEMIC INTEGRITY:

All final work products are to be the independent work of each student original to this course. Suspected violations of the [Academic Honor Code](#) will be referred to the Academic Honor Board.

ACCESSIBILITY SERVICES:

Please inform your instructor about any accommodations you need to participate fully in the course. Goucher College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Accessibility Services (OAS). Because classes change every semester, eligible students must obtain a new accommodation letter from the Disabilities Specialist every semester and review this letter with their professors so the accommodations can be implemented. The Director of OAS is available by appointment to answer questions and discuss any implementation issues you may have. For more information, please visit Goucher College's [Academic Accommodations](#) site.

COMMUNICATION:

- Faculty will be available at their Goucher email address and will respond to queries within 24 hours.
- Course participants are responsible for maintaining continuous involvement with faculty, fellow students, and student groups. In particular, participation in all online discussions is required. Ongoing communication allows you to gain deeper insights into the content, activities, and assignments in the course. Please give notice of any obstacle that prevents this.
- You are encouraged to ask questions whenever information needs clarifying.
- For questions pertaining to your assignments: send an email directly to the instructor (please do not post personal questions in a discussion forum).
- For questions about assignments that may be interesting and helpful to other class members: please use a discussion forum.
- For problems with technical aspects of the Canvas course website: chat with [Canvas Support](#).

E2CAMPUS EMERGENCY NOTIFICATION SYSTEM:

In an ongoing effort to better disseminate information during emergencies and campus closings, Goucher has implemented the e2Campus Notification System. The notification system will only send information regarding emergencies and campus closings as text messages to your mobile phone. To receive these messages, you must be registered in the system. Click the following link for information about how to create your [E2Campus account](#).

INCLEMENT WEATHER:

Online courses will not be cancelled for inclement weather when the college campus is closed. Students and faculty are expected to access their courses just as they would if the campus were

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open. Each faculty member and student are expected to have a contingency plan for attending online courses in case their primary computer is unavailable or out of service.

LATE POLICY:

For proper graduate student learning to occur, pacing of content mastery is critical. Therefore, assignments are to be completed on time. If extreme circumstances prevent an assignment to be completed in a timely fashion, please notify me before the assignment is due so a new date can be negotiated. Only follow-ups completed by the due date can be redone. Late assignments without such notification will be docked one point per day.

MISSED WORK:

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed.

NONDISCRIMINATION POLICY:

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, religion, sex, age, disability, marital status or genetic information in its programs and activities. The college has adopted a [Nondiscrimination Policy](#). Further details and contact information for the college's Title IX coordinator can be found on [Goucher's Nondiscrimination Notice and Policy page](#).

RELIGIOUS OBSERVATION POLICY:

If you need to request accommodation for religious observance, fill out the [Religious Observation Form](#) and submit it to your instructor as soon as possible and at least two weeks before the observance. If you communicate in a timely manner and complete any mutually agreed upon make-up work, any such absences or schedule changes will be excused and will not adversely affect your grade.

GRADE AND TRANSCRIPT INFORMATION:

Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the myGoucher website (myGoucher) and following the prompts to receive your grade. If you have misplaced your password, please contact the help desk (helpdesk@goucher.edu) and they will help you through this procedure. If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax your request to 410-337-6504 or mail to:

Goucher College
Registrar's Office
1021 Dulaney Valley Road
Baltimore, MD 21204

There is no charge for this request. Please allow 3-5 working days to process. To access the transcript request form, please go to [Transcript-Request.pdf \(goucher.edu\)](#). Questions? Please call the Welch Center Office at 410-337-6200.

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RESOURCES:

Students in Goucher College's graduate programs are provided with and encouraged to use the following resources:

- [Academic Accommodations](#)
- [Financial Aid Office](#)
- [Career Education](#)
- [Student Support and Outreach](#)
- [Library](#)
- [Writing Center](#)
- [myGoucher](#)
- [Distance Learning Resources](#)

SCHEDULE

Opening Dates	Description	Due Dates
DAY 1 – June 21 Tuesday		
	2021 Essay	
	Prepare Caesar passage for instruction & analysis	
DAY 2 – June 22 Wednesday		
	Comprehension question template	
	Essay question assignment for each participant	
DAY 3 – June 23 Thursday		
	Group work: what themes exist in both authors?	
	Select a Caesar & Vergil passage with common theme.	
	Essay planning	
	Maybe guest presenter: multiple choice/short answer	
DAY 4 – June 24 Friday		
	Look at historical & cultural components of these literary texts	
	Participant presentations of class lessons based upon the week's work.	