

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	[BLAT611]
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Richard Wright
2	Course Teacher	Richard Wright
3	Course Title	Elementary Ecclesiastical Latin
4	Course Abbreviation (if title is over 30 characters)	
5	College	College of Biblical Studies
6	Department	Graduate School of Theology
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	45
8b.	Number of contact hours – lab/activity	NA
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	15
17	Catalog Description (50 words or less)	Introduction to the vocabulary, grammar and syntax of Classical and Ecclesiastical Latin literature with an aim towards the acquisition of elementary reading skills.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	Not cross listed
21	Does this course have any special student costs?	☒ No ☐ Yes (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	Odd years
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	NA
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	NA
23	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2021
24	List course/s that should be deleted, (Also, include the last semester for course/s being deleted) <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☒ _No ☐ _Yes
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☒ _No ☐ _Yes Explanation:
27	Has this course been offered as a Special Topics course?	☐ _No ☒ _X_Yes <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i> Fall 2017 BIBD640 (5 students)
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	The course can satisfy three hours of the six hour language requirement for the MA in Theology. It can also serve as an elective in other degree programs offered by the GST.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	Students pursuing the MA in Theology, who work with authors who wrote in Latin need courses that will give them the tools to read these authors in the original language. Students in the MA in New Testament, the MA in Old Testament, and the MA in Ancient and Oriental Christianity have also found the language of use for their research interests.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The course is designed primarily for graduate students pursuing one of the tracks in the MA degree. It assumes no previous background in Latin.
2	State the overarching course goal(s) in performance terms.	The goal of the course is to establish a foundation for reading theological texts written in Latin. Students will begin to accumulate the vocabulary necessary to read Latin texts; they will develop facility with grammar and syntax required to read Latin; they will read texts that initially are adapted from Latin authors but become less adapted as the semester goes on.

2. Competencies and Measurements

	Competency	Measurement
1	Vocabulary	Weekly vocabulary quizzes
2	Grammar and syntax	Weekly practice exercises; reading exams
3	Reading ability	Weekly practice exercises; reading exams
4		
5		
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
 - Jones, Peter V. and Keith C. Sidwell. *Reading Latin: Text and Vocabulary*. Cambridge University Press, 2016.
 - Jones, Peter V. and Keith C. Sidwell. *Reading Latin: Grammar and Exercises*. Cambridge University Press, 2016.

- Kennedy, Benjamin Hall. *The Revised Latin Primer*. Edited and Further Revised by Sir James Mountford. Longman, 1962.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

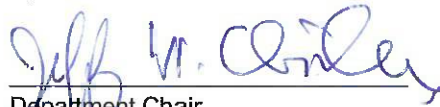
1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name BLAT 611

Primary Department



Department Chair
Dean of the College

4-14-21

Date



4-15-21

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

07/01/2016

VI. Actions *Place all actions on one page.*

Course ID: BSLAT 611

Course Title: Elementary Ecclesiastical Latin

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Christopher R. Hunter 4-19-21
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: 17:10
TO: Dr. Richard Wright
CC:
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application – BIBD 6XX - Elementary Ecclesiastical Latin

After reviewing the course application the library is able to support the proposed course. Please contact Craig Churchill (churchillc@acu.edu), Theological Librarian, if additional library resources are needed to support the proposed course. Thank you for the opportunity to evaluate the syllabus and course proposal.

Dr. Richard Wright
BSB 321
richard.wright@acu.edu
(325)674 3708

April 6, 2021

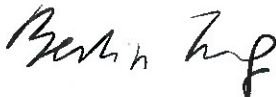
Re: Review of BIBD XXX

Dear Dr. Wright,

Thank you for submitting the application for course *BIBD XXX: Elementary Ecclesiastical Latin (Fall 2021)*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all requirements. Thank you for taking my suggestions and clarifying about the course topics section, which makes great sense. Please add the course number once it is confirmed.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design, Adams Center

BLAT610: Elementary Ecclesiastical Latin

Graduate School of Theology

Abilene Christian University

Fall 2021

Course

3 Credit Hours

Monday 8:00-10:50

BSB, 128

Instructor

Richard Wright, PhD

Professor of New Testament

BSB, 321

Office Phone: (325) 674-3708

richard.wright@acu.edu

Office Hours:

By appointment

Mission Statements

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Biblical Studies is to provide leadership, preparation, and resources for effective worldwide ministry in the cause of Christ.

The GST aims to equip men and women for effective missional leadership for ministry in all its forms, and to provide strong academic foundations for theological inquiry. By equipping students with the requisite skills, knowledge, and experience, the GST aspires to produce graduates with trained minds and transformed hearts.

Course Description

Designed for graduate students with no prior knowledge of Latin, this class contributes to the GST's mission to provide strong academic foundations by introducing students to Latin with the aims of their becoming acquainted with the basic features of its grammar, vocabulary, and syntax building toward the skills required to read a variety of authors from different periods in the history of the church. The course will employ lecture, grammar and vocabulary drills in class, daily translation assignments, and discussion of secondary reading material. This class is available for audit, with the approval of the instructor.

Student Learning Outcomes and Course Competencies

In keeping with the stated mission of the Graduate School of Theology at ACU ("to equip men and women for effective missional leadership for ministry in all its forms and to provide strong academic foundations for theological inquiry"), this course fulfills the following GST student learning outcomes:

SLOs	Indicators	Measures
Program 1: Christian Scriptures Graduates will have knowledge of the content and theological shape of the Christian Scriptures	Students will be able to translate from both the Old and New Testaments in Latin	Students will translate passages of Scripture each week

Program 3: Languages Graduates will demonstrate competency in languages appropriate for their degree	Students will demonstrate knowledge of Latin grammar, syntax, and vocabulary. They will be able to translate short, modified, Latin paragraphs drawn from Classical and Christian Latin literature	- Weekly quizzes on grammar, syntax, principle parts, and vocabulary - Exams
MA 1: Research Resources Graduates will have critical facility with the most important primary sources and issues of scholarly discussion		- Weekly quizzes on grammar, syntax, principle parts, and vocabulary - Exams
MATS 2: Focus Students will demonstrate competence in a particular concentrated area of study		- Weekly quizzes on grammar, syntax, principle parts, and vocabulary - Exams

Textbooks

- Jones, Peter V. and Keith C. Sidwell. *Reading Latin: Text and Vocabulary*. Cambridge University Press, 2016. (RLT)
- Jones, Peter V. and Keith C. Sidwell. *Reading Latin: Grammar and Exercises*. Cambridge University Press, 2016. (RLG)
- Kennedy, Benjamin Hall. *The Revised Latin Primer*. Edited and Further Revised by Sir James Mountford. Longman, 1962.

Course Assignments and Grading

The course assignments include:

Class readings and participation in weekly discussion.

Each week you will have portions of a Latin text to translate and specific exercises to prepare and turn in.

Vocabulary Quizzes

These quizzes are available electronically on Canvas and must be completed prior to the class period on which they are listed on the syllabus. *[Each quiz may be taken two times. Your highest score will be counted. Your lowest two vocabulary, grammar, and morphology quiz scores (averaged) will be dropped. No makeup quizzes. Missed quizzes will be counted against your drop total.]*

Three Translation Exams

Exams will be drawn from the text(s) translated for each section. You will be asked to translate and identify grammatical forms.

Grades are distributed as follows:

Vocabulary Quizzes	20%
Class Preparation and Assignments	40%
Translation Exams	40%

Grading Scale

A = 90-100	Shows superior command of the primary literature and the ability to employ relevant theory to great effect in the interpretation of the primary literature. The A paper or essay can raise new questions in the context of previous scholarship. An A essay or paper also shows flawless English grammar and rhetoric.
B = 80-89	Shows strong command of the primary and secondary literature and some ability to form independent interpretive judgment. A B paper also shows near flawless English grammar and rhetoric.
C = 70-79	A C essay or paper has some grasp of both primary and secondary literature and a general awareness of the central theoretical issues covered by the course but shows little ability to form independent scholarly judgment. Serious English compositional flaws may lower an otherwise A or B paper to a C.
D = 60-69	A D essay or paper lacks coherence or significant awareness of the issues raised in the course about the texts studied in it.
F = <60	Don't ask!

ADMINISTRATIVE INFORMATION

- 1) Contact Expectations: Dr. Wright can be contacted most effectively through email. I am in and out of my office during the week but even when I'm in I still might not be able to answer the phone. If you leave a voicemail for me, I will likely respond by email. Students should expect to receive timely responses to email or phone messages: within about 4 hours during normal business hours during the week (9am-5pm Central Time, Monday through Friday) and within 24 hours on the weekend.
- 2) Participation: The cumulative nature of an online, graduate-level course makes regular participation a must. Students are expected to login to the course site multiple times each week (early in the week, mid-week, and at the end of the week) to check on assignments and participate in group discussion. Students whose participation is limited due to illness or other unforeseen circumstances should notify the instructor as soon as possible to make arrangements to submit assignments after the deadline.
- 3) Inclusive Language: Every attempt will be made to use inclusive language, as this concern influences not only classroom assignments but also our interpretation of the Bible. Exceptions to this policy will be made for translation accuracy only. Students who persist in using non-inclusive language after the instructor's correction will receive a reduction in grade.
- 4) Course Deadlines: Quizzes and exams must be taken the week they are given to avoid falling behind. Exceptions to this policy may be made for serious unforeseen circumstances with *prior* permission of the instructor. Exceptions will not be made after the deadline has been missed. Weekly assignments turned in after the deadline will receive half credit.
- 5) GST Pathways: A Pathways assignment is not applicable for this language-based course.
- 6) Special Needs Policy: ACU complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have a documented disability and wish to discuss academic accommodation, please contact the ACU Student Disability Services Office (a part of the Alpha Scholars Program). In order to receive accommodation, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodation. Call (325) 674-2667 for an appointment with the Director of Disability Services.
- 7) Academic Integrity Policy: Definitions and consequences are posted at <http://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>
- 8) Anti-harassment policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in

classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

- 9) **Subject to Change Clause:** This syllabus, course calendar, and other attending documents are subject to change during the course. Every attempt will be made to notify students promptly when changes are made.
- 10) **GST Classroom Virtues:** The GST invites students to participate in a process of theological and spiritual formation. Knowing how to think theologically comes by habit and by imitation, not simply by acquiring isolated facts. The assumption here is that books alone are insufficient for addressing difficulties of life and forming people into the image and likeness of God. Ultimately, we strive to form communities of inquiry, inviting you to inhabit a shared world of learning. Within such an environment, the goal is to cultivate critical skills of reflection, spiritual disciplines, interact authentically with one another, and learn to function as a community of inquiry. A large part of this involves connecting areas of life rather than pitting them against one another. Prayer, study, and other dimensions of life are all integral to the process of formation. Consequently, we invite you to participate in a set of practices; nurtured within this context, you pursue “intellectual, moral, spiritual excellence” the result of which is the formation of the whole person.
 - a. **Desire for truth in the context of love**—the aptitude to discern whether belief-forming processes, practices, and people yield true beliefs over false ones. People motivated by this desire will be more likely to conduct thorough inquiries, scrutinize evidence carefully, investigate numerous fields of study, and consider alternative explanations while respecting and caring for others.
 - b. **Humility**—the capacity to recognize reliable sources of informed judgment while recognizing the limits of our knowledge and the fallibility of our judgments. This is not created in isolation but takes into account feedback and correction from other sources of informed judgment.
 - c. **Honesty**—the capacity to tackle difficult questions without seeking simple answers. Ignoring complex and difficult questions only solidifies vices such as intellectual dishonesty, close-mindedness, and rash judgments. These vices preclude the possibility of refining our thinking and of participating in conversations with others.
 - d. **Openness**—the desire to engage in an open-ended search for knowledge of God, including receptivity to different ideas, experiences, and people. Listening becomes a discipline that acknowledges the other and respects diversity. The art of being a student and a teacher is an ongoing process that necessitates hospitality, patience, and love.
 - e. **Courage**—the ability to articulate one’s position while considering other perspectives. The aptitude to express convictions involves risk yet fosters opportunities for meaningful dialog. Responding to objections entails tenacity but should not be confused with close-mindedness.
 - f. **Wisdom**—the capacity to offer a synthetic discernment of knowledge on behalf of the community. The aim is not merely the dissemination of information but a pastoral implementation of faith for the building up of the community. It solidifies various pieces of data, practices, and experiences and aptly applies knowledge and faith to particular situations.
 - g. **Stewardship**—the commitment to one’s accountability to the gifts and responsibilities that one brings to the classroom. Classroom engagement includes proactively participating in the course goals, seeking mastery of course competencies, and collaborating with faculty and fellow students in the development of a learning environment. Committing oneself to spiritual and intellectual well-being and growth is a faithful response to the opportunities graduate education affords.
 - h. **Hopefulness**—the receptivity to the future possibilities of God. The cultivation of thankfulness for our heritages and expectation for our future ministries engenders a guard against cynicism and a spirit of perseverance during times of stress and disorientation.

- i. **Prayerfulness**—the making of space to commune with God. The task of learning and teaching so that we are formed into the image of Christ through the Spirit involves our consistent reliance on God's sanctifying work.

Course Calendar

For each week, the student will be responsible for the texts covered. **Readings should be completed before the class period indicated.**

[Note: In some circumstances, the calendar is subject to change. Students will be given adequate notice of any changes. Assignments will be posted on Canvas.]

Week

1 **Aug. 23**
RLT IA-B

Additional readings from Vulgate (p. 284)

2 **Aug. 30**
Quizzes over vocab (Intro-1B)

RLT IC-D

Additional readings from Vulgate & the Ordinary of the Mass (p. 285)

3 **Sept. 6**
Quizzes over vocab (1C-D)

RLT IE-G

Additional readings from Vulgate & Ordinary of the Mass (p. 287, 288)

4 **Sept. 13**
Quizzes over vocab (1E-G)

RLT 2A-B

Additional Readings from Vulgate (p. 290, 291)

5 **Sept. 20**
Quizzes over vocab (2A-B)

RLT 2C-D

Additional Readings from Vulgate (p. 293, 294))

6 **Sept. 27**
Quizzes over vocab (2C-D)

RLT 2E
3A(i-ii)

Additional Readings from Vulgate (p. 293, 294)

- 7 **Oct. 4**
 Translation Exam over Plautus
 Including Quizzes over vocab (2E & 3A)

 RLT 3B(i-ii)
- 8 **Oct. 11**
 Quizzes over vocab (3B)

 RLT 3C(i-iii)-3D(i-v)

 Additional Readings from Vulgate (p. 295)
- 9 **Oct. 18**
 Quizzes over vocab (3C-D)

 RLT 4A(i-iv)-B

 Additional Readings from Vulgate (p. 297)
- 10 **Oct. 25**
 Quizzes over vocab (4A-B)

 RLT 4C-D

 Additional Readings from the Creed (p. 305)
- 11 **Nov. 1**
 Translation Exam over Roman Identity
 Including Quizzes over vocab (4C-D)

 RLT 4E

 Additional Readings from Ecclesiastical texts (TBD)
- 12 **Nov. 8**
 Quizzes over vocab (4E)

 RLT 4F

 Additional Readings from Ecclesiastical texts (TBD)
- 13 **Nov. 15**
 Quizzes over vocab (4F)

 RLT 4G

 Additional Readings from Ecclesiastical texts (TBD)
- Nov. 22 Thanksgiving Break**

14 Nov. 29
Final Exam
Including, quizzes over vocab (4G)