

Center for Talent Development at Northwestern University

AP VERGIL SYLLABUS

2008-2009

**Course Description:**

Welcome to the Center For Talent Development's AP Vergil course! Over the next two semesters you will read selections from books I, II, IV, VI, and X of Vergil's epic masterpiece, the *Aeneid* in preparation for the AP exam in May.

**Outcomes:**

By the end of this course you should be able to do the following tasks as outlined by the *AP Vergil Course Description*: write a literal English translation of a Latin passage, explicate specific words or phrases in context, identify the context and significance of short excerpts, identify and analyze characteristic or noteworthy features of Vergil's modes of expression, discuss particular motifs or general themes not only suggested by passages but also relevant to other selections, analyze and discuss structure, scan meter, and read, understand, and answer questions about Latin sight passages. And of course, you should be ready to take the AP Vergil exam!

**Required Materials:**

For this course you will simply need a well-organized file on your computer to organize your notes, translations, homework assignments, and tests.

**Books:**

We will be using and reading three books in this course – two texts and one historical novel:

- Boyd, Barbara Weiden. *Vergil's Aeneid: Selections from Books 1, 2, 4, 6, 10, & 12*. Bolchazy-Carducci Publishers: Wauconda, Illinois, 2004.
- Bradley, Kathleen & Barbara Weiden Boyd. *A Vergil Workbook*. Bolchazy-Carducci Publishers: Mundelein, IL, 2006.
- Fagles, Robert. *The Aeneid*. Penguin Classics: New York, NY, 2008.

**Course Structure and Requirements:**

In order to fulfill the line requirements of the AP syllabus, we will move at a swift pace throughout the course. Each week we will work together to translate approximately 40-80 lines of Latin. Your role will be to prepare translations weekly on a consistent basis. My role will be to help correct your translations and to answer any questions you may have about the translations, particularly in

regards to outside references. Please note that literal translations will be provided for you after you finish your translations to help with corrections.

In addition to translation assignments, you will be asked to answer a series of content discussion questions in your workbook. These questions, among other things, could relate to the background of our poets, the political atmosphere surrounding our poets, the thoughts being conveyed by our poets, or the stylistic choices of our poets. You will need to type these questions up in a Word document along with your translation and email them both to me by the end of each week.

Furthermore, you will be reading the full twelve books of the English translation by Robert Fagles. After reading each chapter (every three weeks) you will have discussion questions to answer on our online discussion board.

Another requirement for the course will be for you to write a series of short responses to questions – mini-essays of no more than 1 double spaced typed page. You will write two per semester.

Finally, you will be taking a series of tests (two per semester) which mimic the actual free response section on the AP exam. You will be asked to translate one passage from current material and one passage from previous material. You will also be asked to write one long essay, which often asks you to compare and contrast, and one short essay. (Note: In order to practice scansion and to become familiar with rhetorical devices, you will be asked to scan lines of poetry from time to time and/or identify rhetorical devices in the translation passages.)

### **Grading:**

Here is how your final grade for each semester will be calculated:

- 20% 1 Test
- 30% 1 Midterm or Final Exam
- 20% 2 Short Essays (10% each)
- 10% Weekly Translations
- 10% Weekly Workbook Lessons
- 10% English Translation Discussion Board Questions

Here is the grading scale I will use:

<b>A+</b> 97-100	<b>B+</b> 87-89	<b>C+</b> 77-79	<b>D+</b> 67-69	<b>F</b> Below 60
<b>A</b> 93-96	<b>B</b> 83-86	<b>C</b> 73-76	<b>D</b> 63-66	
<b>A-</b> 90-92	<b>B-</b> 80-82	<b>C-</b> 70-72	<b>D-</b> 60-62	

### **Instructor Biography:**

Chris Wilcox is currently in his first year of teaching Upper School Latin (Levels I-IV) at the Bosque School in Albuquerque, New Mexico. Prior to teaching at

Bosque, he worked as a Middle and Upper School Latin teacher for six years at Springside School and Chestnut Hill Academy in Philadelphia, Pennsylvania. Chris completed his undergraduate work in public policy at the University of Chicago with a concentration of courses in Classics, and he recently completed his graduate work in education at Columbia University's Teachers College in New York City. Though this is Chris' first year at the Center For Talent Development, he has several years of experience working with gifted and talented children through his summer teaching at the Johns Hopkins' Center For Talented Youth program.

**Contact Information:**

Christopher Wilcox

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