

Latin 3b Course Syllabus 2026

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Quia class page: <https://www.quia.com/pages/sfisher370/2026latin3b>

Adobe classroom: <https://lukeionproject.adobeconnect.com/sflat3b/>



3rd year Latin continues

For your first semester of 3rd Year Latin, you may have felt like you were swimming in the deep end without any inflatable-arm-safety-floaties to help you. Congratulations! Not only did you keep your head up, you made your translation muscles much stronger for your great effort:

Fortune favors the brave.

We will continue the process this spring with still more Latin samples written by the finest Latin authors. The most important assumptions that you must make about the Latin at hand is that it is correct, it will eventually make perfect sense, and that it can be translated into clear English if you are determined and diligent. The puzzle is yours to solve. Be tenacious. Re-evaluate your study skills, re-organize your schedule, roll up your sleeves all over again, and commit to 1 to 1 ½ hours each day for Latin. Be serious about the amount of work that Latin 3 requires, and you will be happy with the results.



Course expectations and requirements

Students who successfully undertake this program must:

1. Unfailingly translate the weekly translation (50-90 lines of Latin) and turn it in on time.
2. Come to class with a prepared translation and participate using the microphone and classroom chat. Failing to have a working microphone is the same as failing to volunteer and participate. “My microphone isn’t working” or “I’m sitting in a noisy place” is an excuse ONCE per semester.
3. Be prepared to be examined on the context, content, vocabulary, and grammar of these passages in exams and quizzes by completely reviewing everything you already translated in preparation for doing it once again during an exam.
4. Write your word studies with careful attention to detail and then take care when critiquing the work of your classmates.

Course expectations & requirements in detail

1. **Class meets Wednesday, 4:45 pm ET**
Arrive on time (before I've taken attendance). Being late or absent **will** impact your grade.
2. Complete **weekly translation** assignments and submit them online, on time, each week:
Translations are due by 7 PM ET on the Tuesdays.
Your 1st assignment is due Jan. 20.
 - I do not accept late work unless you have been seriously ill or had a serious family emergency.
 - If you are planning to be out of town, work ahead. and give me at least 48 hours warning so that I can prepare a place for you to submit your work on *Quia* early. Submitting work AFTER a planned absence will never be an option.
 - **Always check to ensure that *Quia* has recorded your work after you submit it each week!** If you fail to do so and *Quia* eats your translation, you earn a 0 for the assignment. Prevent this tragedy. Discover the error prior to the deadline lapse.
 - New to Lukeion students must read “**The Care and Feeding of Quia**” handout.
 - Unlike Latin 1 & 2, **your translations in Latin 3 & 4 are graded. I primarily take into consideration completion** but, if your translation is true to the Latin, and if your translation is good (literal, well-formed, not ‘Yoda-speak’) you *may* even take home 93-100%. NOTE: **A high or perfect translation score does NOT mean you can forgo comparing your work to the sample answers!** A high score = high percentage of accuracy, *not* perfection!
 - Complete your translation and save it on your own device. Once you are done, spend only a few minutes copying and pasting your safely saved work into *Quia*.
 - Do not hit the ‘submit’ button until you have your assignment in place. I discard second (etc.) submissions.
 - **Do NOT recite the Quia sample answer in class!** (Yes, I do notice such things and make a note for your grade records—such a thing is **a deduction**). Your translation must reflect YOUR effort and word choice, even if you catch your own errors and correct them upon consideration of the sample answer prior to class recitation. Creating an exact copy of the sample answer without having copied it is statistically impossible. Reciting it for the class puts you on radar for cheating.
3. Proficiently complete your **online exams** (allow at least 60 minutes)
 - **Exams will usually open Fridays and close 7 PM ET Tuesdays.**
 - If you are not available during this window (scheduled trip, competition, etc.), make arrangements to take the exam **earlier**.
 - Check to ensure that *Quia* has recorded your work after you submit it each time:
 - Go to the *Quia* student zone as soon as you hit submit to see all went well.
 - Return to the exam once I announce I've graded it to find your real score as well as my comments and feedback.
4. **Complete the final comprehensive exam** on time.
5. **Complete the 2 word-study assignments.**
6. **Complete your word study peer evaluations.**

LISTEN to your classmates' translations in class CAREFULLY. **Any passage** assigned to you may appear on your exams. To prepare for exams, GO BACK and retranslate the assignment so that you can translate passages in exams from your recall of vocabulary and grammar **alone!** If you make notes during your first pass, the review process will be easier. **Get clarifications on passages that give you trouble. Be bold, ask for help on Latin that troubles you!**

Tip: Your syllabus tells you your assignment. No need to click into *Quia* to look



Required Textbooks, Web Resources, etc.:

1. Functioning computer headset with mic. *and mute* button (laptop microphones pick up ALL ambient household noises. **Unless you live in a silent abode, purchase a headset**). If yours breaks, you have 1 week to get it replaced. “My headset is broken” is not an excuse more than once. Attending class in a busy spot? MOVE to a quiet spot and use that headset.

2. [Wheelock’s Latin Reader, 2nd edition](#)

3. [Cassell’s Latin Dictionary](#)

- Whitaker’s Words (below) is an online dictionary but you MUST have a paper version for times when WW goes down (regularly).
- Online Latin dictionary: <http://www.nd.edu/~archives/latin.htm>

- i. Click on the “William Whitaker’s Words” link

4. *Optional but helpful resource:* [501 Latin Verbs](#) (Prior and Wohlberg)

5. *Optional but helpful resource:* [Wheelock’s Latin, 7th edition](#)

- Great for quick review sessions which may arise this semester. Most of you own a copy. Students coming from another curriculum should obtain a copy. I strongly recommend that you take time to review foggy points of grammar as you prepare your translations. I ask about grammar from assigned passages on exams.

6. Your class page is listed on page one of this syllabus

- Go to the Quia student zone **to see all your graded results:** <http://www.quia.com/web/studentZoneBegin.html>

7. Perseus Digital Library: <http://www.perseus.tufts.edu/hopper/> (Commentaries, and some translations. **Useful resource for word studies.**)

FAQ #1: “You gave me 93% on a translation, does that mean my translation is good-to-go?”

Answer: NO! I am giving you MUCH credit for having made a concerted effort on a passage! The *sample* answers are provided to help you find where YOU went wrong in detail. Class time is provided so YOU can ASK what is going on in the Latin.

What translation scores mean:

95%+ translation is good-check *sample answers*

90-95% translation is fair-check *sample answers*

85-90% translation is complete but rough-check *sample answers*

80-85% translation is complete but quite rough-check *sample answers*

75-80% translation is partly incomplete-check *sample answers*

75% or much less: the translation is incomplete and/or incomprehensible. Start over. The sample answers won’t help you.

FAQ #2: “why do you make us recite our translations in class anyway?”

Answer: I’m (a) getting you ready for AP Latin 4 in which recitation is required by the College Board, I’m (b) helping you improve your Latin pronunciation, and I’m (c) giving students who struggled with the passage time and opportunity to understand the passage better.

TAKE the opportunity to ask questions in class. There is simply not enough time to mark each homework translation individually in detail so use class time wisely.

Skills for Success

1. Develop and maintain a regular study and translation schedule.
2. Plan specific times to study, translate, submit homework and take quizzes.

Unlike your first two years of Latin, 3rd year Latin will be more challenging to predict. Some authors will be more difficult and take much longer to translate. Other authors will feel like a piece of cake. Do not wait until the last minute to start your work each week or this fact will doom you.

3. Take personal responsibility for the quality and intensity of your study and translation.
4. Complete your assignments with **honesty and integrity**:

Plagiarism or dishonesty will result in removal from this course without credit or refund. I do not discuss the issue with you. If I have enough evidence that you cheated, I simply remove you from the course.



plagiarize:

v. tr. – 1. To use and pass off as one’s own (the ideas or writings of another).

2. To appropriate for use as one’s own passages or ideas from (another).

v. intr. 1. To put forth as original to oneself the ideas or words of another.

(from the American Heritage Dictionary)

What is considered dishonesty or plagiarism in Latin 3?

- *Presenting another person’s translation in whole or in part (as one might be found in print, digital media, or via verbal transmission) as your own in your weekly assignments.*
- *Providing answers of any kind on exams/quizzes that you sought elsewhere (besides your brain) in print, digital media, or via verbal transmission*

AI Policy

The use of AI (Artificial Intelligence) on any writing assignment is prohibited at The Lukeion Project. All writing assignments will be examined using 2 AI-detector programs. ***Any assignment where the use of AI is detected will be considered cheating.*** The assignment will receive a zero grade and the student may be subject to expulsion from the class.

There is a ZERO TOLERANCE policy on plagiarism and dishonesty in this course. If you are enrolled in this course, you agree with this policy and understand that the consequences of dishonesty are immediate removal from the course without credit or refund.

If your instructor discovers evidence of plagiarism or dishonesty, your parent/guardian will be informed of the evidence and notified that you have been removed from the course. I have removed students for cheating in the last week of the semester.

Parents: *if your learner’s integrity is important to you, you will assist him or her in maintaining his or her honest reputation. Please remove temptation by asking the student to complete his or her work in a public family room and/or completing quizzes/exams while sitting in a public space (not behind closed doors). If you have enrolled your student in this course, you are in agreement with my zero-tolerance policy and understand that plagiarism will result in removal from the course with no refund or credit.* There is no excuse for plagiarism.

How to translate Latin responsibly and without peril:

While you may need to view a translation of the passage—thanks to the complexity of the Latin—you must be extremely judicious. As you begin a section of your own translation, view another authors translation ONLY to gain a sense of the passage and then be certain to set it aside—out of reach—once you begin the process of translating your Latin.

The process requires maturity and integrity on your part. I'm convinced you can do this well and with care. Only view the sample translation briefly and only at the start of each paragraph. Once you turn to your Latin, rely on your own translation skills to accurately reflect what the passage says as literally as possible.

Beware:

If you walk the edge too closely, I may or may not be kind enough to offer you a warning but do not count on one. Cross that line with dire results:

When I grade your translations, I am looking for specific evidence that you are translating **the Latin** at hand. Your translation should never read like a paraphrase of the Latin or **your grade WILL drop below the 80% mark...** perhaps MUCH lower.

What **is** permissible...specifically?

- During translation preparation (aka translation “**homework**”), dictionaries (print and online), vocabulary glosses or aids, grammar aids (*501 Verbs, Wheelock’s Latin*), and commentaries are expected and encouraged. These will be the tools you will use each week.
 - An English translation (often but not always available online, See ‘Perseus Digital Library’ website) can only be read *prior* to the preparation of a passage (aka. a paragraph at a time) and once again when one gets *entirely lost* for meaning (aka. in case of emergency). See below for examples.

What is **not** permissible?

- During an exam or quiz: ANY KIND of **dictionary, grammatical aid, notes, or a translation is not permitted in a student’s vicinity**. A student should take quizzes and exams armed ONLY with the data available in her / his brain.
- While translating for homework: Work through the passage without having a translation **in front of you**.

An English translation must **not** be kept in hand *during translation preparation* or you’ll find your progress in this language stunted then halted. Worse still, as you fall into the trap of using plagiarism as a crutch, you will either be removed (if caught) or fail due to a complete and utter lack of familiarity with the Latin language.

Do not submit menu translations in which you give me 3 or 4 options separated by a slash (ex. “*Aeneas threw/tossed/hurled his spear/sword/weapon*”). Choose your best translation with confidence and make translation into real English.

A method for best and most honest effect: Read 5-10 lines at a time in translation. Set the translation aside—completely aside. Translate those lines in Latin to the very best of your ability. Look up ALL unknown words (don’t make deductions based on the English translation). Come to a full understanding of ALL the grammar. Make informed word choices based on your own analysis.

Always set that translation aside and do not refer to it at all once you begin your translation—one large piece at a time. Those who fail at this technique will NOT make many improvements in grades nor knowledge this semester.

The wise use of English translations will improve your Latin skill while unwise use will cripple you.

As a beginner at real undiluted Latin, you will sometimes need a little help navigating the Latin, choosing vocabulary, and decoding strange syntax. Some passages may seem so foreign that you will need help with basic meaning. You may be tempted to rely too much on an English translation as a crutch while you are translating. This might result in work that is not quite your own (or worse). **This is not a good idea.** Train yourself to reason through the Latin, look for help second, and always keep a healthy distance from translations during your actual work time. **Create a literal translation based on what the Latin says.** Points, if not all credit, may be lost for turning in paraphrases. Show me you know the Latin.

Define “Literal,” Please

Translations in this course must be literal.

- **When I read your translation, I should see every indication that you are working directly from the Latin assigned.**
- A literal translation means that you must stay reasonably close to the Latin in every way: **carefully observe tense, mood, voice, case, and proper uses of constructions.**
- If there is a participle, translate it as such and in the correct tense (apply sequence of tenses and the relative nature of infinitives in indirect statement, for example).
- Is there a passive verb? Maintain that voice in your translation regardless of how fashionable passives are in English. Be TRUE to what the Latin is doing.
- Is there an historical present? Be true to the tense in the Latin.

“**Literal**” here is **not** code for “Yoda-speak” translations. Be true to the intention of the Latin by being accurately expressive in English. Your translation should be well-crafted English, it should make good sense in English, and it should be in English word order. If the author uses a particularly clever bit of word order, see what you can do to mimic it in English. If there is a Latin construction, make sure you translate it skillfully. Subjects should remain subjects. Passives should remain passive. Direct objects should remain direct objects. Plurals should be plural (with the exception of well-known plurals-as-singulars like *litterae*) etc.

Example: *Sciebam te mihi fidelem esse.*

- **NOT** well crafted: I was knowing that you to me faithful were.
- Well crafted: I used to believe that you were faithful to me.

If the Latin requires a bit of *idiomatic English*, by all means: use idiomatic English:

Example: *Facillima saepe non sunt optima.*

- **NOT** well crafted: Easiest often are not best.
- Well crafted: The easiest choices are often not the best possible choices.

The purpose of viewing someone else’s translation before starting is to clue you in on the **general nature** of the passage. Be aware that few translations found on the internet are literal (which is why it is obvious to your

instructor when you are plagiarizing an internet translation). **After you get a general idea about a passage, put away the translation and create a clean, clear, literal translation based on your own understanding of the Latin.**

It is not permissible to create a free-form summary of somebody else's translation. I am looking for evidence that you comprehend the Latin vocabulary and grammar in your translation. I will not accept nonsense (or modern adapted) translations with much kindness.

How *is* your grade calculated?

Translations



As discussed above, in Latin 3a & 3b I give a numeric grade for translations based on accuracy and polish, but especially completion. At no time are you to suppose that your translations are flawless. You are always expected to compare your work to the sample answers. I will drop the lowest translation score. Notwithstanding, do not intentionally skip a translation.

Exams

All exams are closed book. They include “seen” passages plus questions about grammar, syntax, vocabulary, context and content plus anything we talk about in class. I will include essay question(s). I **do not drop** any exam score in Latin 3.

The Rest:

1. Word Studies, etc.

You will be given 2 word-study assignments this semester. You will also read, review, and “grade” your classmates’ word studies (by offering feedback) based on the assignment given. Word study assignments build your vocabulary and your analytical writing skills. Evaluating and being evaluated will give you practice for college level writing in which you will also be expected to do many peer evaluations.

2. Class attendance and participation

Every week students should arrive in class on time. Volunteers* will be asked to pronounce assigned Latin passages aloud and/or to provide a translation for the passage live in class. Students should also participate in class discussion, either through text or voice response. **Regardless of your shy nature, you should force yourself to volunteer repeatedly so you may enjoy a high participation grade.** The most active volunteer sets the highest score for the course. **If you volunteer rarely, you will be the one to set the lowest volunteer score.** A low volunteer score will reduce your semester grade as much as a poor exam score.

3. Your final exam

This exam receives extra weight in this course. It is comprehensive and will include a little of every author covered.

Have a Good Latin 3 Mindset

Third year Latin is a transitional year in which you move from remembering bits of Latin data to applying that information to produce something that sounds like well-crafted English. **Our focus in class will be dealing with Latin translation.** As you decode extended passages of real Latin, you will discover areas that require **your** personal and immediate attention. Take time and responsibility to review personal trouble spots. For example, if subjunctives have completely fallen off your radar, spend some time in the self-tutorials in Wheelock to improve your plight now.

Objectives and goals for the Latin 3 Student

Imagine you are taking an upper level algebra class but never mastered addition, multiplication or division. If you are clever, you can “fake” progress by keeping a handy set of charts and diagrams on your desk so that you repeatedly look up the answer for 12×6 , 9×7 , or $93 \div 3$, and all the other basic facts that you should actually know by heart. When it takes you twice as long to do “math” as your classmates, you will quickly tire and give up. ***In Latin you must know***

the basics or you will quickly grow frustrated and give up. If you find gaps in your Latin knowledge there's no better solution than forcing yourself to master the material.

Even if you are confident about your Latin knowledge, you will discover a fairly steep learning curve now that you are in *real Latin translation*. Stick with it and don't give up.

Your 3rd year of Latin is about increasing Latin accuracy, escalating translation speed, and developing eloquence in your English translation.

1. Accuracy

It is time to move beyond subject/verb agreement or correct use of cases with a preposition. Now we will be developing a stronger sense for what the Latin is really *saying*. We will also be learning more about the context in terms of author and history. **I strongly encourage everyone in Latin 3 who has not already done so, to take our spring semester course on Roman history.**



2. Speed

You will do a little more Latin every week. By the end of 3rd year Latin you should spend about the same time translating, but you will complete far more lines of Latin each week. There's no way around this fact of Latin proficiency: *you must go THROUGH a lot of Latin before you get faster at it.*

3. Eloquence

As Latin 3 progresses, I want you to increase the amount of time you spend on **reworking** your translation after the "first pass." Try fine-tuning word choices, etc. Try it. You may really enjoy this aspect of Latin.

Course Schedule and other points of interest

- Translations, word studies, AND exams are always all due on Tuesdays at 7 PM ET (adjust for your time zone). If Tuesdays are a bad day for you, submit your work earlier in the week. Planned absence? Arrange with me to have links open early. All translation links are open early all semester long.
- **If you miss a class, view the recording.** Recordings are available by email request – due to unauthorized usage of recordings last year by non-enrolled students, recordings can no longer be kept on the class page. Also, please be advised that passwords will change frequently. While every class is recorded, recordings are not guaranteed. If no recording exists for some reason, borrow notes from classmates and complete assignments without delay. **A missing recording is never grounds for an extension.**
- The window for the final exam is **set in stone**. Absolutely no extensions are available for the final exam unless you have been eaten by a tiger. *Do not wait until the last minute to take it because bad things happen in the final hours of a final exam.*
- In the event of a powerful illness or an extreme emergency during the semester in which some deadline extension is granted by the instructor, all assignments must be turned in for the course by the final exam deadline. There are no exceptions. Grades are calculated based on what is turned in by that date.
- You will receive a digital transcript document (.pdf) with a grade for this course by email. Transcripts will be sent to the email address you used when registering for this course. This is your official transcript and the one you use to report your score when you apply to college. Let me know if your email changes this semester so you get important things like your class emails and your transcript.

Absences and Scheduling Conflicts

Instructors make every effort to be in class on time. We expect the same courtesy from our students. I will take attendance and track absences and tardiness. An excess of either will reduce your grade unless you let me know in advance you will miss class because of a scheduling conflict (doctor's appointment, standardized exam, college visit, performance, travel, etc.). An excused absence (or excused late arrival) will not impact your grade.

Emergency Situations: If an unforeseen circumstance or emergency prevents you from attending class, contact your instructor as soon as possible after the class meets.

Planned, extended absences: For planned extended absences (vacations, visits to family events, travel abroad, etc.), the student must submit all assignments by the published deadline. Work may not be submitted late. Contact your instructor in advance to arrange to submit assignments by the deadlines enforced for other students. *Assignments may always be submitted early but never late.*

Failure to complete the course: In the event of an extreme health or family emergency (long term hospitalization, house fire, etc.), students are nevertheless expected to submit all course work by the last day of the semester, when the instructor's obligation ends. If this is not possible, you may need to repeat the course the next time it is offered.

Instructor Absences:

Scheduling Conflicts: Scheduled absences by instructors are rare, but might occur because of speaking engagements, family events, etc. In the event of a scheduled absence, the class will be informed in advance, either during a prior class session, through the email distribution list, or both. Students will receive a recording of that week's material. Submission schedules for homework and quizzes will not change.

Instructor Absent at the Start of Class: If an emergency or technical difficulty prevents the instructor from arriving in class on time, students should continue to try to enter the online classroom for 15 minutes after the scheduled start time. If the instructor arrives before the 15-minute waiting period has expired and any students are not present, they will be counted absent for the day. If the instructor does not arrive before the 15-minute waiting period has expired, students are free to leave. The instructor will communicate with students by email as soon as possible.

Emergency Situations: In the event of an unexpected illness or emergency, the instructor will contact the class at the earliest possible opportunity, usually by email. A recording of the missed material will be distributed at the first possible opportunity. The class will be notified if submission schedules for homework and quizzes change.

Chat Box Etiquette

If conversations are polite and respectful, we allow students to chat with one another before and after class using the chat box in the online classroom. If these rules are not followed, use of the chat box will be restricted:

- Be polite and respectful; do not insult anyone or anything, even as a joke
- No profanity will be tolerated
- Avoid contentious topics like politics, religion, or sports smack-talk
- Do not fill the chat box with nonsense or anything that interrupts normal conversation
- Do not upload hyperlinks into the chat window unless you have gotten permission in advance from the instructor.

Recordings & Class Materials Rules

Student reading lists, quiz study lists, class slides, recordings, homeworks, quizzes, exams and any other materials created by The Lukeion Project are copyrighted by the instructor and The Lukeion Project and are for the exclusive use of students who have registered for the class. Distribution of documents or recordings to non-enrolled individuals is expressly forbidden.

Downloading or “capturing” of recordings and storing them on personal computers is forbidden; recordings must be viewed in streaming mode only. Class documents, like syllabi and handouts, should be downloaded but only for use by the student enrolled. If a student abuses their access to class materials or recordings, either through unauthorized sharing or through excessive absences, we reserve the right to either remove the student from class or restrict their access to recordings.

Class Email Communications

Email communications sent by the instructor to the entire class will be sent from our registration database and will include both parent and student email addresses. Inform us when your email changes so that we can update our database. The student is responsible for all information contained in class emails, even if they fail to inform us of an address change and are not receiving those emails.

Fair Notice - students are responsible for information communicated by:

- announcements made immediately prior to class on self-serve announcement slides
- announcements made during normal class sessions and available on recordings
- announcements distributed to the class via email using your email address on file
- announcements posted on the class web page
- information included in the course syllabus

Dropping This Class

Rosters are finalized, and instructors may begin to communicate with parents and students 2 weeks before the first class-session. After the 2-week prior to class start cut-off date, no refunds will be issued. Prior to the 2-week cut-off date, a maximum 75% refund may be given. If a student drops the class, the instructor’s obligation to the student ends immediately. No additional grading or evaluation will be done, regardless of when the assignments were submitted.

Week #	Translate this Latin and turn in by this date (Tues. before class)	Find this passage here:	Also do this before class:	Next, finish this...	...by 7 PM ET on this date
1	Livy, "Battle of Cannae," lines 232-325	Jan 20	WR: pp. 187-193	Re-read intro to Livy, pp. 136-7		
2	Ovid, "Pyramus & Thisbe," lines 4.55-104	Jan 27	WR: pp. 205-211	Read intro to Ovid, pp. 194-199	Exam #1 on wks 1-2	Feb 3
3	Ovid, "Pyramus & Thisbe," lines 4.105-166	Feb 3	WR: pp. 211-219	Read "Scansion" pp 199-203 & meter handout		
4	Ovid, "Daedalus & Icarus," lines 8.183-235	Feb 10	WR: pp. 219-225	Scan lines 55-58 of Pyramus & Thisbe for class	Exam #2 on wks 3-4	Feb 17
5	Ovid, Midas & the Golden Touch, lines 11.85-145	Feb 17	WR: pp. 235-241	Scan lines 74-77 of Pyramus & Thisbe-for class	Word Study #1	Feb 24
6	Catullus 1, 2, 3, 5	Feb 24	Handout 1.1	Read Catullus' biography:	Exam #3 on wks 5-6	Mar 3
7	Catullus 7, 8, 14	Mar 3	Handout 1.2	Put in extra review time for the NLE this week	WS #1 Peer review	Mar 10
NLE March 9 ONLINE						
8	Catullus 45, 49, 51	Mar 10	Handout 1.3			
9	Catullus 65, 70, 72	Mar 17	Handout 1.4		Exam #4 on wks 7-9	Mar 24
10	Spring Break – No class, no translation but Exam 4 due Mar 24					
11	Catullus 85, 87, 101, 64 (excerpt)	Mar 31	Handout 1.5		Word Study #2	Apr 7
12	Cicero, <i>De Officiis</i> , lines 1-80	Apr 7	WR: pp. 85-89	Read intro, pp 82-83	Exam #5 on wks 11-12	Apr 14
13	Cicero, <i>De Officiis</i> , lines 81-136; 161-178	Apr 14	WR: pp. 89-95		WS #2 Peer review	Apr 21
14	Cicero, <i>Orations against Verres</i> , lines 1-61; 74-91	Apr 21	WR: pp. 7-11	Read intro, pp. 2-5	Exam #6 on wks 13-14	Apr 28
15	Cicero, <i>Orations v Verres</i> , lines 92-111; 133-199	Apr 28	WR: pp. 11-19	Read intro, pp 82-83		
16	Final Exam – May 1-5 at 7 PM ET (semester ends for all on May 5 at 7 PM ET)					

WR=Wheellock's Latin Reader