

UNIVERSITY OF LYNCHBURG  
College of Arts & Sciences  
School of Humanities  
Department of Modern & Classical Languages  
**Sample Syllabus**

LATN 205A (WE)\*  
Intermediate Latin I -- Medical  
3 Credits

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MW 7-8:15 P.M.  
Online Synchronous

Office Hours: TBA

Need help with research papers?  
Try the Writing Center, Hopwood 4 (8279)

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## COURSE DESCRIPTION

**LATN 205 INTERMEDIATE LATIN I - MEDICAL [Writing Enriched]\* (3)**  
*Prerequisite: LATN 102 or placement test. Corequisite or prerequisite: ENGL 123W or equivalent.* This special section of Intermediate Latin focuses on medical and health-related terminology, contexts, and situations. The course offers practice of the same grammatical concepts and linguistic functions as in all other sections of Intermediate Latin, but the vocabulary and readings are taken from sources that an introduction to the history of medicine from which terms in present-day use developed. Readings include primary sources in Latin from anatomy and physiology, diseases and their treatments, and pharmacology. In this course, students planning for careers in health sciences should be better able to use and comprehend technical terms, many of which derive from Latin. This course will bring students to the novice high/intermediate low reading comprehension level ([ACTFL Proficiency Guidelines](#)). **Students can receive credit for LATN 201 or LATN 205, but not both.**

\*Substitution/Waiver required for WE designation this semester.

## PLACEMENT TESTS

All students entering the Intermediate I language level will be required to take a placement test. The results of this test will determine the highest level of the language in which a student may enroll. Class level placement is also based upon the successful completion of the prerequisite language course at the college level, earned AP credit or consent of the instructor. The Latin Placement test is available on Moodle under [Self-Enroll courses](#).

**Grade Scale:**

**80 - 100: Latin 201** Intermediate Latin, or **Latin 205** Intermediate Latin - Medical

**50 - 79: Latin 102** Elementary Latin II

**below 50: Latin 101** Elementary Latin I

To receive a waiver from Latin 205 and place into Latin 202, a student must score at least 90% on the placement test and earn at least 60% on a test comparable to the final examination in Latin 205, Intermediate Latin I, which includes translation of unadapted Latin by medical writers, reading comprehension and grammar, composition, and culture. The examination is proctored at the University of Lynchburg and scored by the Latin instructor. Students who wish to take an examination to see if they might place out of Latin 201 should contact Dr. Elza Tiner, Professor of Latin & English.

**Note:** the Latin placement test alone, which serves as a preliminary guide for initial enrollment in the Latin program, may not be used for waivers of Latin 205. Students who have not met the prerequisite must take the test by the first day of class or they will be dropped from this course.

## DELL CURRICULUM GOAL & CORE COMPETENCIES

The purpose of the DELL General Education Program is to prepare Lynchburg students for responsible engagement in a complex world. This course is in the **Language and Intercultural Competence Area of Study** within the DELL Program. Courses in this Area of Study prepare students to participate meaningfully in a globally connected society; students will encounter a culture other than their own through the study of a modern or classical language, and will become attentive to cultural diversity. This course assists students in meeting this DELL curriculum goal and Student Learning Outcomes:

### **Goal 3: Exploring Global Perspectives**

In Latin 205, students are introduced to texts in classical Latin, with emphasis on how these works have contributed to the development of the health sciences in today's world.

### **Student Learning Outcomes (SLOs)**

- 1) Demonstrate a basic proficiency in the skills of listening, speaking, reading and writing in a modern or classical language.
- 2) Demonstrate an understanding of the perspectives, practices and products of the foreign language culture(s) in an effort to understand how the students' own culture influences how they view and interact with the world.
- 3) Experience intercultural events and activities and reflect on them.

## SLO 1: Latin Language - *Lingua Latina*

### A) Speaking and Listening - *Ōrātio et Auditus*

- Students will make presentations clearly and persuasively to an audience.
- They will be able to read Latin orally according to a) pronunciation of classical Latin and b) common usage in present-day medical contexts.

### B) Reading - *Lectio*

- Students will read background materials in English and original Latin texts with comprehension of content, vocabulary, and structure.
- Students will be able to write a literal and grammatically accurate English translation of a Latin passage read in the course.
- Students will be able to explain the grammatical function of specific words or phrases in context, including recognition of the following constructions:
  - Subject and verb
  - Cases of nouns, pronouns, adjectives
  - Noun-pronoun and noun-adjective agreement
  - Adjectives and adverbs: comparative, superlative
  - Tense, voice, number, and mood of verbs
  - Subjunctives: Optative, Volitive (Jussive), Purpose, Result, Indirect Questions and Commands, Conditions
  - Ablative Absolutes
  - Indirect statement
  - Gerunds and Gerundives
- Students will be able to answer questions to explain the overall context and meaning of a Latin passage for translation.

### C) Writing - *Compositio*

Students will compose

- text in college-level English and
- grammatically correct Latin prose, including correct forms for
  - Verbs: (Conjugations I-IV), all tenses, active and passive, indicative and subjunctive moods

- Nouns (Declensions I-V), pronouns, adjectives
- Pronouns: personal, demonstrative, relative, and interrogative
- Subject-verb agreement
- Noun/pronoun-adjective agreement
- Ablative absolutes
- Indirect statement
- Subordinate clauses: Relative and Subjunctive

## **SLO 2: Culture - *Cultus***

For the language courses, the DELL curriculum includes the study of culture: “Students will demonstrate an understanding of the perspectives, practices, and products of the foreign language culture(s) in an effort to understand how the students’ own culture influences how they view and interact with the world.” Courses in Latin introduce students to the cultures influencing and influenced by the Romans, especially Greek civilization and the allies and provinces around the Mediterranean.

To meet this objective, students in the Latin 205 course complete a paper and presentation on the history of medicine and participate in two Intercultural Activities that provide opportunities to learn about ancient cultures and relate them to the understanding and development of the health sciences in today’s world. Additionally, a glossary project requires that they observe and describe how medical terminology from Greek and Latin words is used in present-day contexts.

**SLO 3: Intercultural Activities - *Exercitia de cultibus*** - See list below, p. 21.

[Assessment Plan](#): The Assessment Plan shows how student achievement in this course is measured in each of the above SLOs.

## **Writing Enriched Courses (WE)**

In this Writing Enriched (WE) course, students engage in the writing process and develop their writing skills by using writing as a mode of learning. They address academic and professional audiences and purposes, they receive feedback on their writing, and they are encouraged to rethink, revise, and improve their work.

Student learning outcomes for WE courses are:

1. Students use writing process skills.
2. Students use writing to summarize, analyze, and evaluate.
3. Students develop a thesis (main idea) and provide sound reasons/evidence to support it.
4. Students organize their writing cohesively.

5. Students produce writing that addresses audience, purpose, and presentation requirements.

Students have the opportunity to practice writing regularly in responses to discussion questions with each unit and in a research paper about authors who wrote in Latin and made contributions to a present-day profession or area of study in the health sciences. Each student receives feedback on drafts both in writing and in individual conferences with the instructor, followed by opportunities to revise their research papers.

Proficiency Measures: Research Paper on History of Medicine (10-15 pages); Glossary Project

In Latin 205, students have the opportunity to practice writing regularly in preparation for their research paper and in their weekly journal for the Glossary Project. Each student receives feedback on drafts both in writing and in individual conferences with the instructor, followed by opportunities to revise their essays.

## TEXTBOOKS & SUPPLIES

### Required

- *Connect Online Access for Anatomy and Physiology Revealed* V. 3.2, McGraw-Hill. [Anatomy & Physiology Revealed | McGraw Hill Higher Education](#). Visual Resource for anatomical terminology. Note: Also available free online at the University of Lynchburg library.
- *Oxford or Cassell's Latin-English Dictionary*, or the free online [Lewis & Short Latin Dictionary](#), on the Perseus Project website at Tufts University. You will use it for all of your Latin classes. Please use a dictionary that supplies grammatical information (genitive case and gender for nouns; infinitive for verbs). Some dictionaries give the translation only. Make sure that you understand the abbreviations in your dictionary.
- Wheelock, Frederic A., and Richard A. LaFleur. *Wheelock's Latin*. 7<sup>th</sup> ed. New York: HarperCollins, 2011. [Note: This textbook may be replaced with *Latin for the New Millennium Level 2*, published by Bolchazy-Carducci and also used in LATN 201.]
- [Readings for LATN 205](#). Selections from the list of primary sources below with notes and glossary.
- **Bring to Class:** Textbook, laptop, tablet, or folder with notes and homework. You will need online access for the course site and readings.

## Supplementary Resources

- [Dictionary of Medieval Latin from British Sources](#), British Academy, University of Oxford, 2012-2018. This dictionary is useful for searching Later Latin words, and contains links to several other online Latin dictionaries, including Lewis and Short.
- Lewis and Short. [Latin Dictionary](#). Perseus Digital Library, Tufts University. Online. This is the best dictionary for classical Latin. It gives word etymologies, grammatical classifications, and examples linked to online texts in the Perseus Digital Library.
- [Online Etymology Dictionary](#). Useful for etymologies of English words, including medical terms in current use.
- [Oxford English Dictionary](#). Oxford UP, 2020. Online through our library. Gives the etymology of English words with examples going back to the earliest possible variants.
- [Taber's Cyclopedic Medical Dictionary](#). Edited by Donald Venes. Philadelphia: F. A. Davis, 2017. Online through our library. A major source for medical terminology. It includes Greek and Latin roots of medical terms with definitions and illustrations.
- [Whitaker's Words](#), edited by William Whitaker. University of Notre Dame, 1993-2007. This online dictionary allows English to Latin or Latin to English word searches.

## Primary Sources (Texts Provided):

These authors are included in this course. For [assigned readings](#), see above under Required Textbooks. You may add other authors to this list for your research papers. Authors writing in Greek may be included, but papers must also include discussion of related Latin texts.

- **Celsus**: Aulus Cornelius Celsus (c. 25 BCE – c. 50 CE), [De Medicina \(On Medicine\)](#); encyclopedist; the section on medicine is the only surviving section from his larger compilation. From Celsus. *De Medicina*, edited by W. G. Spencer. Cambridge, Massachusetts. Harvard UP, 1971 (Republication of the 1935 edition), available online at the Perseus Digital Library.
- **Galen**: Galen of Pergamum (2nd c. CE), court physician to emperor Marcus Aurelius, was one of the most prolific and influential medical writers of the Roman imperial era. Originally written in Greek, his works were later translated into Latin, Arabic, Syriac, and Hebrew.

See "[Galen of Pergamum: The Transmission, Interpretation and Completion of](#)

[Ancient Medicine](#),” a project coordinated by the The Union of the German Academies of Sciences and Humanities. For a list of his works that are available online, many with Latin translations of the Greek, see the [Corpus Medicorum Graecorum/Latinorum](#), Brandenburgische Akademie der Wissenschaften. Editions of his works in Greek with a Latin translation are also in [Galenus Opera Omnia](#), edited by Karl Kühn. C. Cnobloch, 1821-1833, Hathi Trust Digital Library.

- **Harvey:** William Harvey (1 Apr. 1578-3 Jun 1657), *De motu cordis (On the Movement of the Heart)*; first accurate description of the means by which blood circulates. Biographical background: See “[Book of the Month: De motu cordis](#),” June 2007, at the Glasgow University Library, Special Collections Department website, for background on Harvey, illustrated explanation of the significance of the text, and bibliography. Online edition of Latin text: [Exercitatio anatomica de motu cordis et sanguinis in animalibus](#), 1628, 2 parts, edited and translated by Chauncey D. Leake, Springfield and Baltimore, Charles C. Thomas, 1928, Biodiversity Heritage Library.
- **Isidore of Seville** (c. 560-4 Apr. 636 CE), *Etymologiae (Etymologies)*; encyclopedist; his *Etymologies*, including a section on medicine, Book IV, circulated widely during the Middle Ages. Online edition of Latin text: Isidore of Seville. [The Etymologies \(or Origins\)](#), edited by W. M. Lindsay, Oxford UP, 1911, LacusCurtius, edited by Bill Thayer, last updated 20 May 2018.
- **Linnaeus:** [Carolus Linnaeus](#) (23 May 1707-10 Jan. 1778), *Systema Naturae (Systems of Nature)*; Linnaeus developed a classification system, binomial nomenclature, that formed the basis of present-day names for species. For his biography, see “[Carl Linnaeus \(1707-1778\)](#),” University of California Museum of Paleontology, Berkeley, last updated July 7, 2000. Online edition of Latin text: Caroli Linnaei. [Systema Naturae](#). 10th ed. 1757, digitized at the Biodiversity Heritage Library.
- **Pliny the Elder:** Gaius Plinius Secundus (1<sup>st</sup> c. CE) *Historia Naturalis (Natural History)*; encyclopedist of the natural world; his work includes detailed descriptions of plants used in medical recipes, along with metals and mining. Online edition in Latin: Pliny the Elder. [The Natural History](#). LacusCurtius, edited by Bill Thayer, last updated 15 February 2018.
- **Scribonius:** Scribonius Largus (1st c. CE) *Compositiones (Medical Recipes)*; a large compendium of medical recipes. As a court physician, Scribonius developed medications for Roman emperor Claudius and his wife Messalina, and accompanied Claudius to Britain. Online edition of Latin text: [Compositiones \(Medical Recipes\)](#) at Packard Humanities Institute ([latin@packhum.org](mailto:latin@packhum.org)).

- Journal Article with biographical background: Baldwin, Barry. “[The Career and Work of Scribonius Largus](#).” *Rheinisches Museum für Philologie*, Vol. 135, no. 1 (1992), pp. 74-82. Study of the *Compositiones*: Jocks, Ianto Thorvald (2013) [The Compositiones Medicamentorum of Scribonius Largus](#). MRes thesis, University of Glasgow.
- **Trota:** Trota of Salerno (11<sup>th</sup> c. CE) *Passionibus Mulierum Curandorum (The Diseases of Women)* {or} *Trotula: A Medieval Compendium of Women’s Medicine*; physician and professor at the University of Salerno, Italy, famous for her work on gynecology, childbirth, and female hygiene. Biographical background: Green, Monica H. “[Who/What is Trotula?](#)” pdf file online. See also [Trotula](#) at the Elizabeth A. Sackler Center for Feminist Art, Brooklyn Museum website, for biography and references. Pdf file edition in Latin: [The Trotula: A Medieval Compendium of Women’s Medicine](#), edited and translated by Monica H. Green. UP of Pennsylvania, 2001. In this trio of texts, only the *De curis mulierum* is the work of Trota.
  - **Vegetius:** Publius Flavius Vegetius Renatus (4th c. CE), *Epitoma rei militaris (On Military Training)*, Online edition of Latin text: Flavius Vegetius Renatus. [Epitoma rei militaris](#), edited by Carolus Lang, Teubner, 1885; digitized by Michael D. Reeve. OpenLibrary, 2004. Vegetius’ descriptions of training for military recruits provide insight into Roman methods of exercise, useful for exploring parallels between present-day athletic training and physical therapy.
  - **Vesalius:** Andreas Vesalius (31 Dec. 1514-15 Oct. 1564), *De Humani Corporis Fabrica Libri Septem (On the Fabric of the Human Body)*; Flemish anatomist and physician, Vesalius revolutionized the study of anatomy through his detailed descriptions based on observation and dissection of human bodies, rather than animals. The *Fabrica*, first published in 1543, became the *Gray’s Anatomy* of his time. Vesalius lectured at the University of Padua in Italy and subsequently became court physician to emperor Charles V of Spain and later his son, Philip II.
  - For biographical information and background on the text, with sample chapters, see [Transforming Vesalius](#), Basel: S. Karger AG, 2016. Online early printed edition of Latin text, Andreas Vesalius. [De Humani corporis fabrica Libri septem](#), Universitätsbibliothek Basel, 1543.

## Secondary Sources

This is a [preliminary bibliography](#) of sources on the history of medicine, to be supplemented.



## GRADE SCALE

A	90-100	A+	99-100
		A	93-98
		A-	90-92
B	80-89	B+	87-89
		B	83-86
		B-	80-82
C	70-79	C+	77-79
		C	73-76
		C-	70-72
D	60-69	D+	67-69
		D	63-66
		D-	60-62
F	0-59		

## COURSE REQUIREMENTS

For more information about each of these, see below.

1) 5 Weekly Tutorials at MLRC or with Instructor (1% each)	5%
2) Quizzes	10%
3) 2 Tests (5% each)	10%
4) Midterm and Final Exams (10% each)	20%
5) Homework Average + Class Participation (Goal 500 points)	10%
6) Presentation on History of Medicine	10%
7) Research Paper on History of Medicine	20%
8) Glossary of Medical Latin Terms (weekly terms lists below may be used)	10%
Terminology Tables imported from LATN 103/105, for example:	

- [Anatomical Position](#)
- [Anatomical Directions](#)
- [Planes of the Body](#)
- [Axial & Appendicular Skeleton](#)
- [Body Cavities](#)
- [Bone Classifications](#)
- [Articulations & Muscular System](#)
- [Skeletal Muscle Tissue](#)

- [Muscles of the Head & Face](#)
- [Heart & Cardiovascular Function](#)

9) Intercultural Activities: Up to 2 Classics Activities (2.5% each) 5%

### 1) Tutorials (*Loquentiae*)

Tutorials can be completed at my office, the MLRC, at the library, or at the Writing Center for research papers. For the library or the Writing Center, verification of an appointment with a librarian or tutor is required for credit.

**Please note:** You may not double up tutorial times (such as several in one week to make up missed tutorials). **Why:** To ensure regular practice with Latin throughout the term. Feeling unsure of what to do? Team up with another person and go over Latin assignments at the MLRC! Speaking, reading, and writing Latin to each other helps you to reinforce what you are learning in class.

**Grading:** Tutorials are graded on the basis of completion. Each one completed is worth 1% of your course grade (entered as 100 in Moodle). Plan your schedule to allow for regular attendance for five weeks through the term.

### Modern Language Resource Center (MLRC)

Visit the MLRC in Schewel 366 once per week ½ hr. each visit for 5 weeks for Latin tutorials, to go over your homework, prepare vocabulary and translations, study for quizzes and tests, and retake quizzes with Latin tutor Brianna Fann. If tutorial hours do not fit your schedule, you can schedule tutorials with Dr. Tiner.

Remember to sign in. The MLRC sends instructors a list of their students who attend tutorials each week, along with the assignment covered and the time spent working on Latin.

### Dr. Tiner's Office Hours

Meet with me online or in person to go over assignments, ask questions, retake quizzes. However, to avoid email, text, and phone tag, you must use the online signup calendar linked to Moodle. I will not make appointments for you, unless my office hours do not fit your schedule and you need an appointment at another time.

**Checklist:** You may use this opportunity to do any of the following:

- Practice weekly vocabulary and terminology
- Prepare translations, grammar exercises
- Ask questions of the Latin tutor

- Study/prepare assignments with Latin tutor, group
- Meet with instructor during office hours for assistance

**Don't need help?** Practice your Latin with others! By explaining the Latin to each other, you learn it!

**Have a work schedule that conflicts with Dr. Tiner's and MLRC hours?** Use other hours at the MLRC, but be sure to sign in, or make an appointment at another time with Dr. Tiner.

### Writing Center

See [here](#) or below under History of Medicine Presentation.

### 2) Quizzes

Weekly Quizzes may include vocabulary, medical terminology, grammar and sentences from translations.

Quiz Retakes: Quizzes may be retaken once for an average of grades on first and second attempts, by a deadline set by the instructor, usually one week from return of the first try, to facilitate practice and retention of Latin.

### 3) Tests (*Probātiōnes*)

Tests are given at the first and fourth quarter. Material is taken from texts covered in class and on homework assignments. They include the following parts:

1. **Translation:** Brief passages for translation we have covered in the course. Please prepare all passages covered in the designated units for each test.
2. **Reading comprehension:** Summary of content in passages covered in the course;
3. **Grammar recognition:** Identification of grammatical constructions in passages covered in the course;
4. **Sentence composition:** Composition of sentences representing grammar topics covered in the course;
5. **Culture:** Biography, historical context, and influence of authors of the passages for translation.
6. **Pronunciation** (on Final Examination only): Oral reading from a Latin passage covered in the course, plus current pronunciation of a short list of medical terms.

Tests may not be retaken.

### 4) Midterm and Final Examinations (*Probātiōnes*)

Midterm and Final Examinations are set up to measure how well students meet the Core Competencies as explained above. They include sections as on tests.

Midterm and Final exams may not be retaken.

### **5) Class Participation (*Particeps scholae*) + Homework (*Pensa Domestica*)**

It is important to practice actively in class, to internalize the Latin vocabulary and grammar so that you can both read and compose in the language. Participation Goal: 500 points. All homework is first corrected in class, so that you have an opportunity to ask questions and clarify areas of confusion. Points can be earned for

- Contributing to translations in class (10 points per sentence)
- Contributing to grammar exercises in class (5 points per line)
- Reviews: Writing out assigned declensions, conjugations, and translations (20 points each)

To count, answers must be posted on the shared document or on the chalkboard and designated for points. Raise your hand or respond when it is your turn. Answering without being recognized, interrupting others, or attempting to dominate the floor will not result in points.

We will cover texts for translation in this course, using the following procedure:

- 1) The instructor will go over the text with a preliminary explanation of vocabulary, sentence structure, and grammar.
- 2) Working in groups, using a shared Google document, the class will then translate the assigned selection.
- 3) Review and Questions: By the assigned class period, students are asked to make a list of at least three questions, printed out, about the text or grammar in the text for translation. The instructor will then project the text, collect and answer the questions, adding annotations to the text. Questions count toward the homework grade.
- 4) Weekly quiz: Sentences from the texts for translation will be distributed randomly (using numbers drawn out of an envelope) as part of the Friday vocabulary and grammar quiz.

This procedure is designed to encourage and facilitate comprehension of the texts, with attention to vocabulary and grammar, resulting in an accurate translation

**Homework (Up to +10 CP points each assignment)**

Weekly homework includes 1) preparation of questions and translations for reviews, 2) grammar exercises, and 3) exercises with terms related to the unit topic and from passages for translation.

### **Homework Deadlines**

- Homework is due uploaded in Moodle by 7 p.m. on the scheduled due date.

### **Homework Preparation**

- **Grammar Practice Assignments and Medical Terminology Exercises** may be corrected as we go over them in class or as you ask questions about them in tutorials ahead of the due date, but they are to be prepared individually.
- **Translations** may be corrected as you ask questions in class or in tutorials, but they are to be prepared individually.

## **6) History of Medicine Presentation (*Oratio de Historia Medicinae*)**

This project provides an opportunity to do preliminary research for your research papers. You may use authors covered in the weekly translation units. The objectives of the project are to provide students with

- Identification of authors who contributed to the foundations of the health sciences
- An introduction to their biographies
- An introduction to one of their principal works, with practice in reading, writing, and oral delivery of Latin.
- An opportunity for comparison between an earlier and later author: A later author for whom the earlier author served as one or more of these: 1) a source, 2) model for imitation, or 3) a parallel in content or style.

### **Instructions for Groups**

The class will be divided into groups of two or three. You may also work individually. Presentations are given group grades. Time limit: 10 minutes maximum.

1) Find an online or print history of a branch of medicine. Identify a classical author and a later author who contributed to it and who wrote in Latin. **[20 points]**

2) Get a copy of both texts in Latin. Identify passages in Latin from the original (not the textbook) that relate to your main point. Make sure that the passages are on the same or a

related topic, such as the description of a disease and treatment for it, or anatomical description and disorder related to it. Meet with me at least one week in advance of your presentation for assistance. [20 points]

3) In PowerPoint with video report on the lives of the authors, their contributions, and read to the class a paragraph in Latin of interest to you from each work. You may use a translation to help you. In the presentation, each group member should be prepared to translate and explain the construction of at least one sentence each of the two excerpts, without looking at the translations. Provide a list of works cited for all sources consulted. [50 points]

4) Be sure to divide up responsibility for the work. Each student in the group should contribute information to the presentation and share in its preparation. Provide a “Qui hoc fecerunt?” (Who made this?) sheet, with an explanation of what you each contributed. Upload both your presentation and this sheet to Moodle. [10 points]

## **7) Research Paper about Authors (*Compositio de Auctoribus*) (8-10 pages)**

This essay, in English, provides you with an opportunity to explore connections between an earlier and later author writing in Latin and to explain their overall influence on the history of medicine. If possible, explain how the later author developed ideas from the earlier one, or at least show a similarity between the two authors. An avenue of exploration for students includes identifying ancient medical practices and remedies still in use today.

For example, Cato the Elder’s *De agricultura*, [Capitulum CLVI](#), on the uses of cabbage and vinegar to address stomach remedies, offers parallels with recent discoveries of the value of probiotics for digestive health, including sauerkraut (pickled cabbage). See for comparison, “The Benefits of Probiotics: Using Good Bacteria for Better Health,” from Harvard Health Publications, Harvard Medical School, available at <https://www.health.harvard.edu> and from *Harvard Women’s Health Watch*, in an article about the research of David S. Ludwig, a professor of nutrition at the Harvard T.H. Chan School of Public Health, “[Fermented foods can add depth to your diet](#),” “Fermented foods are preserved using an age-old process that not only boosts the food’s shelf life and nutritional value but can give your body a dose of healthful probiotics — live micro-organisms crucial to good digestion.” In this article, a recipe for pickled vegetables submerged under a cabbage leaf is “reminiscent of...Mediterranean” culinary practices.

In your paper, provide at least three quotations from each of the two texts in Latin, followed by a clear translation and explanation of how each quotation makes a point related to your thesis. Use MLA style for citations following quotations and for

references. Submit your paper 1) in a preliminary draft and 2) in final, polished form, in both Turnitin and Moodle.

- Draft Version (10%)
- Final Version (10%)

Drafts are graded on an average of rubric lines 1-3; final versions are graded on an average of rubric lines 1-5.

**Required:** Make appointments with the instructor to discuss drafts. These appointments count as tutorials.

### **Research: Knight-Capron Library**

**Note:** Jeff Harbin Outreach and Public Services Librarian at our library, has a background in classics and has studied medical terminology. Please feel free to request research assistance from him.

Need to do research but don't know where to start? Searching for a book, article, or data to support your argument? Not sure how to set up or use RefWorks? Ask a librarian! Research help is available:

- Reference Desk
- Phone: 434-544-8575
- Text/Chat: 434-264-5513
- Email: [refdesk@lynchburg.edu](mailto:refdesk@lynchburg.edu)
- Research Guides ([http://libraryguides.lynchburg.edu/?group\\_id=2033](http://libraryguides.lynchburg.edu/?group_id=2033))
- Research Appointment (<http://libraryguides.lynchburg.edu/researchappt>)
- Research appointments also count as tutorials (if done in person, in the library)

### **Drafts: Wilmer Writing Center - Hopwood 4 (*Scriptorium*)**

You may also use the Writing Center for assistance with your research paper on Latin authors. A Writing Center visit counts as a tutorial.

All writers can benefit from discussing their work with another interested writer; hence, the individual attention provided by Wilmer Writing Center tutors is a helpful resource for all students. Our peer tutors come from a variety of academic disciplines and can work with students of all disciplines, helping with essays, research papers, literature reviews, lab reports, reference pages, and much more. We help with every stage of the writing process: prewriting, getting started, defining a thesis, organizing ideas, using evidence, revising, and learning proofreading skills.

### **Where is Wilmer Writing Center located?**

Hopwood 4, in the middle of the ground floor of Hopwood.

**When is Wilmer Writing Center open?**

Mon. - Thurs.: 10:00 am - 5:00 pm; Fri.: 10:00 am - 4:00 pm.

Evenings: Mon. - Thurs.: 7:00 pm - 10:00 pm and Sun.: 7:00 pm – 10:00 pm.

**How do students make appointments?**

Simply go to myLynchburg, click “Online Forms,” and select “Writing Center Appointments.”

You may also call 434-544-8279.

**What about online tutoring?**

Students enrolled in online classes may request online tutoring. It is important to remember that Wilmer Writing Center is not an editing service. During online writing tutoring, tutors ask guiding questions and usually point out two or three grammar issues (while also providing an explanation of relevant grammar rules). The tutors of Wilmer Writing Center empower students to become better writers. They encourage student writers to develop their own writing and editing skills.

Directions for requesting online tutoring are located on Wilmer Writing Center’s website: <https://www.lynchburg.edu/academics/writing-center/request-for-tutoring-for-online-courses/>

**Grading Rubric for Presentations & Research Papers**

This rubric is designed to be used with an oral or written communication assignment that requires the student to make and support an argument/opinion. The focus is on how effectively the student conveys his/her argument.

1) The communication has a main idea (thesis) that it intends to convey.

100	90	80	70	60	0
Excellent	Very Good	Good	Fair	Poor	Not Present

2) The main point is supported by credible evidence, cited as appropriate. Quotations are included and explained. Parenthetical notes and works cited references are provided for all information from sources, using Modern Language Association format [or the format used in your major]. All parts required by the assignment instructions are included.

100	90	80	70	60	0
Excellent	Very Good	Good	Fair	Poor	Not Present

3) The communication is orderly and easy to follow. It contains an introduction with the main point, significance, and subareas to be discussed, a main section with each subarea developed with supporting evidence, and a closing statement.



100	90	80	70	60	0
Excellent	Very Good	Good	Fair	Poor	Not Present

4) The communication is conveyed well without distractions. Correct vocabulary, grammar, and spelling are used in English and in Latin. Latin quotations are translated correctly in papers and in presentations.

100	90	80	70	60	0
Excellent	Very Good	Good	Fair	Poor	Not Present

5) Overall the communication was effective in presenting the argument.

100	90	80	70	60	0
Excellent	Very Good	Good	Fair	Poor	Not Present

**Plagiarism Check:** Papers must be submitted in Turnitin and Moodle for credit. Turnitin allows you to check for places where you may have quoted from sources but need quotation marks, parenthetical citations, and works cited references. There are no exceptions. Save your file on a flash drive. If your computer is not working, use another computer on campus. If you do not know how to use Turnitin, get help ahead of the paper deadline.

- Text copied from sources without parenthetical citations and full references at the end of the paper will result in a paper grade = 0 and plus notification sent to Carole Furter, Associate Dean of Students, for Honor Code infraction and potential Judicial Board hearing.
- Papers not submitted in Turnitin and Moodle will earn the grade of 0.
- Need help with sources? See the Writing Center! Writing Center visits count as tutorials.
- Extensions for Late Papers: Must be requested ahead of the deadline. Failure to meet extended deadline = 0 on the paper.

For the statement on what constitutes plagiarism, please see [\*The University of Lynchburg Statement on Plagiarism\*](#).

## 8) Glossary of Medical Terms

This project requires that students compile a unit journal of medical terms that they have observed, heard, or used in this or other courses, internships, and professional settings in the health sciences. The journal provides regular practice in writing, and the observation of medical terms in a present-day context aids memory as well as connection to their Latin origins.

Entries must include Latin words, etymology, and meanings, together with a brief statement of how the word was used when they heard or read it. Additionally, many medical terms come from Greek. For these, students should identify any Latin equivalents: was the Greek term imported into Latin, modified, or is there another term used in Latin?

Students will upload their journals at regular intervals for feedback during the semester and for a final grade at the end of the term. From these the class will assemble a shared glossary of terms for reference.

<b>Grade Scale</b>	<b>100</b>	<b>90</b>	<b>80</b>	<b>70</b>	<b>60</b>
<b>Completion:</b> Provides at least 30 Latin medical terms					
<b>Etymology:</b> Provides Greek/Latin origins					
<b>Definitions:</b> Provides definitions of terms used today, and for Greek words, provides the Latin equivalent					
<b>Observations:</b> Explains how each term is used in a real-world, observed context					
Grade = Total/4					
Example: 400/4 = 100%					

### **LATN 205 Intercultural Activities (2.5% each, up to two “dots” below)**

**Note:** some of these activities will require a bit of research. Please see me for starting points and guidance.

- **Attendance at Ellen deLuca Nursing Research Day** (if virtual) and write-up of how at least one presentation relates to medical practice or procedure in the ancient world. Title and author of the presentation is required, along with a reference to a source for the related practice or procedure from ancient Greece or Rome. From your observation, also provide a reference to a primary text in Latin that provides evidence of this practice or procedure. Length: 1 page. References should be in MLA format.
- **Virtual Lectures on Classical/Medical Themes:** Attend the lecture, and in a short (1-page) essay, explain what was in the lecture, make a connection to

Roman history or culture, or medicine, and share your observations with the class. Provide a reference with the speaker, title, and date of the lecture.

- **“Then and Now - No Extra Time” Activities:** If you are working or volunteering in the health sciences, choose something that you already do outside of class and write a paragraph describing the activity: when you went, what happened/happens. Then, research a parallel to the activity from the ancient world (any region of the Roman Empire), describe it, and provide a reference in MLA format to the source for the information. Length: 1 page. And by the way, if an activity interests you, develop the idea in more detail for your essay on Roman Culture.
- **Online Lectures on Classics.** Write a paragraph in English about your experience: what you learned about Greek or Roman culture. Share this in the next class day after the event. Provide a reference with the speaker, title, location, and date of the lecture.
- **Virtual Tours:** Take a virtual tour of a city from the Roman Empire with artifacts relating to medicine and share the link and write a short account of your visit: what did you see, what did you learn? Use Google Earth to tour Roman Italy now as well!
- **Local Performances and Games:** Attend an online musical performance, sports event, or play, and relate it in some way to the art of medicine from the ancient world. Paths to consider: how was theatre incorporated into centers of healing such as Epidaurus and Cos in Greece? How were doctors used in gladiatorial schools and at games?
- **Art Gallery or Virtual Museum:** At the Daura Gallery or another museum, see if you can find artifacts or images that relate to medicine in some way, including the use of medical imaging ([Example](#)). Take a photo and record the location, artist (if known), name and date of the object or image. Provide a reference to the museum, date, medium, and subject matter, with an explanation of the connection to medical practices in the ancient world.
- **Films:** Watch a film about the ancient world that includes one or more scenes of disease, injury, treatment or healing. Write an explanation of a scene, plus background on the medical practice, with reference to the film in MLA format, plus a source that explains the connection to the ancient world.
- ***Histriōnēs* (Actors)!** Find a poem or scene from a play in Latin that relates to some aspect of health or healing (or lack thereof) and read 10 to 15 lines (ending at a complete sentence) for presentation on the last day of class. Create a video/recording of you reading the original Latin lines with translation projected and credit to the translator provided. This should be different from text in your paper.

- **Compositiōnēs (medical compounds):** Identify and explain a medical compound used by the Romans for treatment, with a “then and now” component, using information from a presentation in the health sciences on campus. Does the compound have similarities to a medicine or product used today? Are any ingredients from the ancient recipe still used? Share with Dr. Tiner the recipe in Latin, translation, and your explanation. Please provide a reference to the Latin text and English translations.

## COMPUTER/PRINTER PROBLEMS

Help is available in Lower Carnegie 2, Information Technology and Resources (Ext. 8350). Resolving technology problems is your responsibility and does not constitute a reason for submitting late assignments. Note: The instructor will not print out your assignments. There are plenty of computers on campus. If your computer is not working properly, be sure to use one in another area.

## ABSENCE POLICY

Because mastery of a language requires intensive daily practice, it is important that you attend class regularly so that you can participate, assimilate new material, and get feedback on the required reading and homework.

Statement from Health Services:

*University of Lynchburg Health Services does not provide medical excuses for class absences or tardiness. However, as a courtesy during the last two weeks of the fall and spring semesters, Health Services will, with the student’s written permission, notify instructors via email of the dates that the student was seen by a health professional at the Health Center.*

Unexcused Absences will cause you to miss important material and in-class practice. If you are unable to attend class due to illness or emergency, you are required to

- Notify me in person or by phone or email before the class period.
- Provide documentation of medical or other emergency.
- Submit homework no later than the date of your return to class, class meeting time.

## Absence Policies & Classwork

Excused Absences:

- **Presentations:** Presentation group members will be required to give their parts of the group presentation when they return to class.
- **HW:** Submit your HW on Moodle and make an appointment for corrections when you return to class.
- **Tests and Quizzes:** See the instructor to arrange a make-up date.
- **Class Participation:** Points are only awarded for in-class participation; i.e., you need to be there on the day of the translation, exercise, or review to earn them.

#### Unexcused Absences:

- The penalties for **unexcused** absences are as follows: 0 on Exams, Tests, Quizzes, and Presentations given that day; no make-up. Late HW = 50 points maximum.

## RESPECT FOR OTHERS

This class includes many open discussions, both in class and online, where you can express your own ideas. However, you are expected to respect your fellow students and the instructor in discussions: when someone else is talking, wait until he or she is finished. You are expected to

- Log in on time
- Remain attentive throughout the period
- Turn your camera on, if possible
- Avoid interrupting others who are speaking; raise your hand or use the chat to indicate that you have a question or a response
- Students should expect all aspects of the teaching environment to be supportive of their learning and that everyone will conduct himself or herself with appropriate professionalism.

## **Commitment to Diversity, Equity, Inclusion, & Respect for Others**

The University of Lynchburg is committed to ensuring that diversity, equity, and inclusion are apparent through a campus community climate where all students, faculty, and staff feel welcomed and are treated equitably and with respect. All campus community members are expected to conduct themselves in ways that exemplify respect for people of all groups and identities adhering to personal values without unduly

imposing them on others. Furthermore, campus community members should take responsibility to serve as leaders in promoting compassion for others and in challenging prejudices, biases, and discrimination against all individuals and groups whether due to national origin, gender identity, gender expression, age, marital status, religion, race, socioeconomic status, parental status, political beliefs, diversity of thought, sexual orientation identity, physical/mental ability, genetic information or any other self-identifiers. We must treat everyone with respect and at no time should they harass, assault, or violate the privacy of other persons. Victims of human rights-related incidents or witnesses to them are encouraged to report such incidents. Reports are secure, confidential, and only certain designated University officials have access to the information reported.

To report a bias incident [click here](#), or call the Campus Conduct Hotline toll-free at 866.943.5787, or contact Dr. Robert L. Canida, II, Vice President for Inclusive Excellence at [canida\\_rl@lynchburg.edu](mailto:canida_rl@lynchburg.edu). Revised 1/6/2022

#### Mandatory Reporting and Faculty Responsibility:

University of Lynchburg faculty members are committed to supporting students and upholding the University's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report to the college's Title IX Coordinator what you share. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may refer to the University's Interpersonal Misconduct policy available at [www.lynchburg.edu/im-policy](http://www.lynchburg.edu/im-policy) or reach out to the Title IX Coordinator directly at [titleix@lynchburg.edu](mailto:titleix@lynchburg.edu).

#### CENTER FOR ACCESSIBILITY AND DISABILITY RESOURCES

University of Lynchburg is committed to providing all students equal access to learning opportunities. The Center for Accessibility and Disability Services (CADR) works with eligible students with disabilities (medical, physical, mental health and cognitive) to make arrangements for appropriate, reasonable accommodations. Students registered with CADR who receive approved accommodations are ***required to provide letters of accommodation each semester to each professor if they wish to use their accommodations. A meeting to discuss accommodations the student wishes to implement in individual courses is strongly suggested.*** Accommodations are not retroactive and begin when the accommodation letter is provided to faculty. For information about requesting accommodations, please visit <https://www.lynchburg.edu/academics/disability-services/> (rev 7/1/19)

#### **Contact Information**

Julia Timmons, Director of the Center for Accessibility and Disability Resources 1501 Lakeside Drive Lynchburg, VA 24501 Email: <a href="mailto:timmons.j@lynchburg.edu">timmons.j@lynchburg.edu</a> Phone: 434-544-8339 Fax: 434-544-8808	Meg Dillon, Specialist Center for Accessibility and Disability Resources 1501 Lakeside Drive Lynchburg, VA 24501 Email: <a href="mailto:dillon_ma@lynchburg.edu">dillon_ma@lynchburg.edu</a> Phone: 434-544-8709 Fax: 434-544-8650
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### Medical Condition: Allergy

Please note that I suffer from allergic asthma caused by perfumed products. Please try to avoid using highly perfumed products when you come to class or my office. Many Thanks!

## **COURSE SCHEDULE**

Note that this schedule is subject to change to meet the needs of the class. If you miss a class, check Moodle, but also contact the instructor regarding material covered. For information about classes cancelled due to inclement weather, call 544-SNOW. Work due on a cancelled class date is to be submitted at the following class meeting.

**What to bring:** The course textbooks and homework. At the start of a week, read carefully the weekly chapters, memorize the vocabulary, do the translation, study the grammar sections, and prepare questions for any material that is confusing. For homework, be prepared to do about two hours per evening on it; if you find that you are having trouble, contact me with questions or requests for extensions (office phone: 544-8270; cell phone: 434-851-2853).

**About Translations:** While translations for classical texts are available and “Google Translate” includes Latin, you are expected to write your own translations of the assigned readings. You will need to be able to translate them on the tests and the final examination without vocabulary aids. Therefore, it is strongly recommended that you practice reading the Latin without looking at a translation and that you understand how the grammar works. Do not simply memorize the English; your goal is to read Latin at sight. Also, in the passages for translation you will be asked to identify constructions covered in the grammar lessons.

Therefore, for maximum success in Latin, you should set a weekly pattern:

- 1) READ carefully the assigned chapters

- 2) MEMORIZE vocabulary and charts in the chapters.
- 3) STUDY weekly notes posted in Moodle.
- 4) BRING completed and homework in hard copy to class on the due date
- 5) PRACTICE translating and composing material covered in reading passages.
- 6) LEARN culture material at unit ends and in presentations.
- 7) ASK questions before the deadline if you are confused.
- 8) ATTEND weekly tutorials.
- 9) ATTEND class regularly.
- 10) PARTICIPATE in class activities.

Estimate about 6 hours per week of outside preparation for Latin, two per class meeting. If you are having difficulty, you are expected to contact the instructor with questions, including requests for appointments, before the due date for an assignment. Brief annotated selections from primary authors listed below are to be assigned and linked to Moodle from the [Readings for LATN 205](#). Authors' names are linked to their biographies. Unless otherwise specified, biographies are from Britannica.com. See also terminology lists above, to be added to the weekly units.

## Week I

### Introduction to Course & Review

- Introduction to medicine in the ancient world
- Wheelock Chs. XXIII (Participles) and XXIV (Ablative Absolute, Passive Periphrastic and Dative of Agent)

## Weeks II-III

### Unit I. *Medicīna* (Medicine)

- Wheelock, Chs. XXVIII (Subjunctive Mood; Present Tense), Volitive (Jussive) and Optative Subjunctives
- [Aulus Cornelius Celsus](#) (c. 25 BCE – c. 50 CE), [De Medicina \(On Medicine\)](#), Book I.1, on a healthy lifestyle.
- [Galen of Pergamum](#) (2nd c. CE) [Quod optimus medicus sit quoque philosophus](#) (*That the best physician should also be a philosopher*). Biography from the Stanford Encyclopedia of Philosophy; Latin text from Vol. 1, pp. 53-63 of *Galenī Opera Omnia* edited by Karl Kühn at [Medic@ - Bibliothèque numérique Medic@](#) Paris, BIU Santé.  
[Gaius Plinius Secundus](#) (Pliny the Elder, 23-79 CE) [Historia Naturalis \(Natural History\)](#). Latin text at LacusCurtius.com. *Historia Naturalis* 2.4.10, on the elements.



[Isidore of Seville](#) (c. 560-4 Apr. 636 CE), *Etymologiae (Etymologies)*, Book IV.5, “De quattuor humoribus corporis (On the four humors of the body).” English translation with biography and introduction: Barney, Stephen A., et al. *The Etymologies of Isidore of Seville*, Cambridge UP, 2006, pp. 109-115. Read the entire section on medicine and note the origins of medicine, branches, humors (the Greek and Roman concept of the elements), and distinctions between acute and chronic diseases.

- **Questions about Translations and Grammar** for Unit I
- **In-class Quiz, Unit I:** Includes 1) Definition and Identification of Deponent Verbs, Correlative Conjunctions, Impersonal Verbs; 2) Formation of the Present Subjunctive, all conjugations; 3) Selections from passages for translation.

## Week IV

- *Retractatio* (Review)
- Medical Terms Journal
- *Probatio I*

## Weeks V-VI 2/17-2/28

### Unit II. *Anatomia et Physiologia Hūmānī Corporis* (Human Anatomy and Physiology)

- Wheelock, Ch. XXIX (Subjunctive Mood; Imperfect Tense), *Sum* and *Possum* in Present and Imperfect Tenses). Subjunctive and sequence of tenses in Purpose Clauses.
- Terminology: Musculoskeletal System
- [Andreas Vesalius](#) (31 Dec. 1514-15 Oct. 1564), *De Humani Corporis Fabrica Libri Septem (On the Fabric of the Human Body)*. For biographical information and background on the text, with sample chapters, see [Transforming Vesalius](#), Basel: S. Karger AG, 2016. Online digitized Latin text, Andreas Vesalius. [De Humani corporis fabrica Libri septem](#), Universitätsbibliothek Basel, 1543. Table of Contents is [here](#).
- [William Harvey](#) (1 Apr. 1578-3 Jun 1657), *De motu cordis (On the Movement of the Heart)*. Biographical background: See also “[Book of the Month: De motu cordis](#),” June 2007, at the Glasgow University Library, Special Collections Department website, for background on Harvey, illustrated explanation of the significance of the text, and bibliography. Online edition of Latin text: [Exercitatio anatomica de motu cordis et sanguinis in animalibus](#), 1628, 2 parts, edited and translated by Chauncey D. Leake, Springfield and Baltimore, Charles C. Thomas,

41928, Biodiversity Heritage Library.

## Week VII

***Compositiōnēs dē Historiā Medicīnae* (Research Papers on the History of Medicine):**  
Make appointments to discuss topics this week.

- ***Ōrātiōnēs* (Presentations)** Groups I, II
- *Retractātio* (Review); **Medical Terms Journal**
- ***Probātio II* (Midterm Exam)**

## Weeks VIII-IX

- ***Feriae Vernālēs* (Spring Break)**
- Prepare drafts of Research Paper: branch of ancient/modern medicine, questions that you plan to research, possible thesis, primary authors, texts, and present-day parallels.

## Weeks X-XI

**Unit III. *Physiologia Exercitiī* (Exercise Physiology)**

***Compositiōnēs dē Historiā Medicīnae* (Research Papers on the History of Medicine):**  
Start making appointments to review **drafts**.

- Wheelock, Chs. XXVI-XXVII (Comparison of Adjectives); Ch. XXXIX (Gerund and Gerundive); See also Latin Library [Gerunds and Gerundives](#).
- [Aulus Cornelius Celsus](#) (c. 25 BCE – c. 50 CE), [De Medicina \(On Medicine\)](#), Book 1.2, section on exercise, beginning “Commodo vero exercent.”
- [Vegetius](#) (Publius Flavius Vegetius Renatus) (4th c. CE), [Epitoma rei militaris \(On Military Training\)](#); sections on exercises are in Book I.9-18.

## Week XII 4/6-4/10

#### Unit IV. *Nutrimētum et Parturitiō* (Nursing and Childbirth)

- Wheelock, Ch. XXXII (Comparison of Adverbs; Irregular Verbs *volō, nolō, malō*, Proviso Clauses)
- Celsus, *De medicina*, 7.29.
- **Galen**, *De naturalibus facultatibus* (On the Natural Faculties) 3.3. Latin text from *Claudii Galeni Pergameni De naturalibus facultatibus libri tres*. Trans. Thomas Linacre. Commentaries by Jacques Dubois. Paris: Christian Wechel, 1537. University of Virginia Health Sciences Library.  
<http://search.lib.virginia.edu/catalog/uva-lib:1002885#c=0&m=0&s=0&cv=9&xylwh=370%2C1871%2C1947%2C2405>
- Galen, *On the Natural Faculties*, translated by Arthur John Brock.  
<http://classics.mit.edu/Galen/natfac.3.three.html>

#### Week XIII 4/13-4/17

- *Ōrātiōnēs* (Presentations)
- **Medical Terms Journal**
- *Retractatiō* (Review)
- *Probātiō II* (Units III and IV)

#### Weeks XIV-XV 4/20-5/1; 5/4

#### Unit V. *Compositiōnēs* (Pharmacology [Compounds, Medications])

- Wheelock Chs. XXX (Perfect & Pluperfect Subjunctives); XXXI (Cum Clauses + Subjunctives)
- [Scribonius Largus](#) (1st c. CE) *Compositiōnes* (*Medical Recipes*). Biography: Baldwin, Barry. "The Career and Work of Scribonius Largus." *Rheinisches Museum für Philologie*, Vol. 135, no. 1 (1992), pp. 74-82. Latin text at Packard Humanities Institute ([latin@packhum.org](mailto:latin@packhum.org)).
- [Gaius Plinius Secundus](#) (Pliny the Elder, 23-79 CE) *Historia Naturalis* (*Natural History*). Latin text at [LacusCurtius.com](http://www.LacusCurtius.com). On plants that were used in medicinal compounds, see Books 23-32.
- **Final Research Papers**
- **Online Quiz on Unit V**
- **Medical Glossary Final Project**

- **Final Exam Review**

***Probātio Ultima: Online TBA***