

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE  
FACULTY SENATE

Senate Document Number 8314S  
Date of Senate Approval 4/03/14

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Statement of Faculty Senate Action:

**APC Document 71:**                      **Change descriptions for CLAS 101, 102, 103 and 104**

**Effective Date: Fall 2013**

**1. Delete:** On page 109, the entry for **CLAS 103 and 104, Greek I and II:**

**103, 104    Greek I, II (4, 4)**

Introductory study of ancient Greek as the vehicle of our Classical and Christian heritage. The courses cover grammar, vocabulary, and syntax which will prepare students to begin reading Greek literature by the end of the second course of this introductory sequence. Fall and Spring.

**Add:** On page 109, in place of deleted entry:

**103, 104    Greek I, II (4, 4)**

Introductory study of ancient Greek as the vehicle of the Classical and Christian heritage. The courses cover grammar, vocabulary, and syntax. Integrated laboratory study will prepare students to begin reading Greek literature by the end of the introductory sequence. Fall and Spring.

**2. Delete:** On page 110, the entry for **CLAS 101 and 102, Latin I and II:**

**101, 102    Latin I, II (4, 4)**

Introductory study of Latin as the vehicle of our Western heritage from Rome. The courses cover grammar, vocabulary, and syntax which will prepare students to begin reading Latin literature by the end of the second course of this introductory sequence. Fall and Spring.

**Add:** On page 110, in place of deleted entry:

**101, 102    Latin I, II (4, 4)**

Introductory study of Latin as the vehicle of the Western heritage from Rome. The courses cover grammar, vocabulary, and syntax. Integrated laboratory study will prepare students to begin reading Latin literature by the end of the introductory sequence. Fall and Spring.

**Impact:** The proposed changes will have no negative impact on staffing or other departmental resources.

**Rationale:** The adoption of a four-hour model for our beginning Greek and Latin courses this year has prompted us to consider some pedagogical changes to enhance student learning. Making the Friday class a Lab day will enable us to give our students more practice with reading; this will help to ease the transition to reading literature in our upper division courses since we no longer offer intermediate courses on a regular basis. This change is a product of our ongoing curriculum review process and departmental discussions over the past year and a half, and is intended to help both students and faculty.