

**Reformed Theological Seminary  
Spring 2026**

**HT 6101-J1 Latin 2      2 Hrs.  
Monday 1:00 – 3:55 P.M.**

**Dr. Guy Prentiss Waters  
James M. Baird, Jr. Professor of New Testament  
Reformed Theological Seminary  
[gwaters@rts.edu](mailto:gwaters@rts.edu)  
Office Phone: (601) 923-1697  
Course TA: Wyatt Lieberman  
[wlieberman@rts.edu](mailto:wlieberman@rts.edu)**

**Course Description**

This course is a continuation of an introductory study of the Latin language, particularly Ecclesiastical Latin. This introduction will cover morphology, syntax, vocabulary, and reading comprehension. Ecclesiastical Latin 2 is a two (2) hour course. ST 501 or its equivalent is its prerequisite.

**Course Objectives**

- (1) To gain facility in reading Latin at an introductory level – by recognizing and analyzing vocabulary, forms, and sentences.
- (2) To gain exposure to Latin translations of the Bible, especially the Vulgate; and to the Latin writings of Christian writers.

**Course Texts – Required (see below for page assts.)**

John F. Collins, *A Primer of Ecclesiastical Latin* (Washington, D.C.: Catholic U., 1985)

**Course Texts – Recommended**

- 1) *Latin Grammar Laminate Reference Chart* (QuickStudy 2004).
- 2) *Latin Vocabulary Cards: Academic Study Card Set* (Vis-Ed)
- 3) Norma Goldman and Ladislas Szymanski, *English Grammar for Students of Latin* (3d ed; Ann Arbor: Olivia and Hill, 2004).
- 4) Leo F. Stelten, *Dictionary of Ecclesiastical Latin* (Peabody, Mass.: Hendrickson, 1995).
- 5) Richard Muller, *A Dictionary of Theological Latin and Greek* (Grand Rapids: Baker, 1996).
- 6) *Biblia Sacra Vulgata*
- 7) Floyd L. Moreland and Rita M. Fleischer, *Latin: An Intensive Course* (Berkeley: U. of California, 1977).

## **Course Format**

Each meeting, our class meeting will more or less follow this format:

- *Subito! (Exercitia)* – Go over homework
- *Examen* – Take Quiz
- *Notatio* – Grade Quiz
- *Lectio* – Introduce new material

## **Course Assignments**

Your final course grade will be calculated on the basis of your performance concerning the following assignments:

### **1. Quizzes (30%)**

You will have quizzes each class meeting, except days on which you are having an exam. Quizzes will typically cover vocabulary, paradigms, parsing, and translation. While the focus of each quiz is the material covered the previous day, every quiz is cumulative.

Quizzes may not be taken early. There are also no make-up quizzes. You may drop your lowest quiz. A missed quiz will be counted as one of your drop quizzes.

### **2. Exams (30%)**

You will have three exams *per* the schedule below. Each exam is cumulative. Each exam is worth 10% of your final grade.

### **3. Attendance and Participation (40%)**

Punctual and regular attendance is a requirement. Regular absence or habitual tardiness will be factored into your final grade.

Each week, you will complete and submit the exercises assigned in class the previous week. Exercises will be graded for completeness not accuracy.

## **Course Protocol & Expectations**

### **1. Grading Scale**

The grading scale for this course is the seminary's grading scale. You may find it listed in the *RTS Catalog*.

### **2. Plagiarism**

Please review the seminary's policy on plagiarism. Plagiarized work will subject the student to failure in the course and possible disciplinary action.

### **3. Use of Electronic Devices**

No devices are permitted. Cell phones must be set to "silent."

### **4. The Fine Print**

The instructor reserves the right to modify any part of this syllabus at any time for any reason.

## 5. How To Succeed in Latin

Some avuncular wisdom from a colleague ...

“Before you can read Latin you must first memorize the vocabulary and forms. Then you must come to understand how those forms relate to each other in sentence form (grammar).

Thus, in order to learn Latin you must first memorize. You cannot learn the relations of words and forms if they are unfamiliar. To memorize you need a large set of flash cards (or the Mac Genius program). You must write out the vocabulary and forms and quiz yourself repeatedly until you have mastered the assigned vocabulary and forms. Quiz yourself over the vocabulary until you can work through the assignment without error. Leave it and come back to it later. Isolate the vocabulary you've not yet memorized and focus on it. When you've mastered these words, go back and review all the vocabulary together. Leave it and come back to it tomorrow. When you pass the flash card quiz repeatedly without error you are ready for the vocabulary portion of the quiz.

It will be helpful to write out the forms repeatedly on a black/white board (or on paper) until you can reproduce the forms without error and without consulting any helps. Leave it and come back later or even the next day and try to reproduce the forms. When you can reproduce the entire form the next day without error you are ready for that portion of the quiz.

When translation sentences are assigned you must work on 5-6 sentences daily in order to complete the assignment successfully before the quiz. As a rule, if your translation makes no sense then you have most probably made a mistake. Do not assume that the text has erred. It hasn't. When you can sight read all the assigned Latin to English sentences you are ready for the weekly quiz.

Here's the method for translation: Find the verb (translate it), find the subject of the verb (translate it), then find the qualifiers and translate them.

If you follow this procedure each week, you should have learned the material well enough, with a little review, to perform well on the mid-term and final.

Keep up. We move on each week and each chapter builds on the next and assumes that you have mastered the material from the previous chapter.”

### Translating the “Waters Way”

Here are some guidelines regarding in-class translations:

1. You must translate from a clean text. In other words, your text must be clear of annotations on your part (i.e. parsings, vocabulary words, grammatical hints).
2. Interlinears are strictly forbidden – whether in the classroom or outside it.
3. When you are called to recite in class, you may not consult a prepared translation (whether your own or a published translation), a vocabulary list, or any other such aid.
4. In short, with a clean text before you, you should be able to do the following:
  - Give a smooth translation of the text
  - Define all words in the text. Provide their lexical form
  - Parse all verbs and verbals
  - Answer any grammatical or syntactical questions put to you from the text.

## **Approximate Course Schedule**

Please note that this schedule is approximate and subject to change at any time. The instructor's announced changes in class will be the final word on the nature and date of the assignments. They are the student's sole responsibility to note and to implement.

[PEL = Collins, *Primer of Ecclesiastical Latin*]

### **Week 1 – January 26**

Review; PEL Units 20-21

### **Week 2 – February 02**

PEL Units 22-23

**Quiz 1**

### **Week 3 – February 09**

PEL Units 24-25

**Quiz 2**

**February 16, February 23 – No Class**

### **Week 4 – March 02**

PEL Units 26-27

**Exam 1 – Units 20-25**

**SPRING BREAK – March 9 – No Class**

### **Week 5 – March 16**

PEL: Units 28-29

**Quiz 3**

### **Week 6 – March 23**

PEL Units 30-31

**Quiz 4**

### **Week 7 – March 30**

PEL Units 32-33

**Exam 2 – Units 26-30**

### **Week 8 – April 06**

PEL Units 34-35

**Quiz 5**

### **Week 9 – April 13**

Review

**Quiz 6**

**FINAL EXAM – April 20**

magnus es, domine, et laudabilis valde. magna virtus tua et sapientiae tuae non est numerus. et laudare te vult homo, aliqua portio creaturae tuae, et homo circumferens mortalitatem suam, circumferens testimonium peccati sui et testimonium quia superbis resistis; et tamen laudare te vult homo, aliqua portio creaturae tuae. tu excitas ut laudare te delectet, quia fecisti nos ad te et inquietum est cor nostrum donec requiescat in te. da mihi, domine, scire et intellegere utrum sit prius invocare te an laudare te, et scire te prius sit an invocare te. sed quis te invocat nesciens te? aliud enim pro alio potest invocare nesciens. an potius invocaris ut sciaris? quomodo autem invocabunt, in quem non crediderunt? aut quomodo credent sine praedicante? et laudabunt dominum qui requirunt eum: quaerentes enim inveniunt eum et invenientes laudabunt eum. quaeram te, domine, invocans te et invocem te credens in te: praedicatus enim es nobis. invocat te, domine, fides mea, quam dedisti mihi, quam inspirasti mihi per humanitatem filii tui, per ministerium praedicatoris tui.

*Confessiones de Augustino 1.1.1*

## Course Objectives Related to MDiv\* Student Learning Outcomes

Course: Latin 2  
 Campus: Jackson

Professor: Waters  
 Date: Spring 2026

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Minimal	Some articulation in recitation
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Minimal	Study of basic Latin grammar with goal of better understanding of various Bible translations like the Vulgate
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	Not likely to be a major issue in Latin
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	None	Not applicable in this beginning language class.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Minimal	Knowledge of Latin allows one the opportunity to read older Christian works written in Latin
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Minimal	Not likely to be a major issue in Latin.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	None	Focus on learning grammar and vocabulary rather than exposition of text to others.
<b>Worship</b>	Knowledgeable of historic and modern	None	Not applicable in this

	Christian-worship forms; and ability to construct and skill to lead a worship service.		beginning language class.
<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	None	Not applicable in this beginning language class.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	None	Not applicable in this beginning language class.