

The Yale Certamen Invitational Syllabus

Introduction

I would first like to sincerely thank the venerable Adam Williams and Howard Chang of Flint Hill School in Alexandria, VA, as well as my good friend Ben VanGelder, Yale College c/o 2013, for their hard work in creating this syllabus.

This syllabus was created by them for the following reasons: 1. to align the difficulty of questions asked at the Yale Certamen Invitational with the knowledge of the Classics expected from students at the time when the tournament is hosted; 2. to serve as a study guide for all students entering the tournament; and 3. to serve as an aid and guideline for question writers.

The topics and concepts covered by the questions at the Yale Certamen Invitational should directly correlate with the knowledge that competitors have acquired both in the classroom and in their independent preparation for similar tournaments. However, it is nearly impossible to write questions that account for every student's preparation and program of study. Therefore, we highly recommend that each player review this syllabus in preparation for the tournament. It is important to note that, while we have urged all of our writers to create questions according to this syllabus, it is always possible that one or two questions will fall outside of its defined parameters. It is also important to note that, especially in the semifinal and final rounds, the questions at this tournament are meant to truly challenge students' knowledge of the classics. Nevertheless, we hope that this syllabus will aid in our goal of giving every school a fair shot at victory.

If you have any questions about the syllabus or tournament, please do not hesitate to contact me at chia.lee@yale.edu. We are constantly working to improve this Yale Certamen Invitational syllabus, so I would deeply appreciate any constructive feedback you may have.

On behalf of the Yale Classics Department and its students, I sincerely wish you the best of luck in preparing and studying for the tournament. We look forward to seeing you in November!

E corde,
Sherry Lee
Yale Certamen Chair

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GENERAL QUESTION BREAKDOWN

N.B. Every round at the Yale Certamen Invitational will consist of 20 questions. The question breakdown here is based upon that of the National Junior Classical League tournament, information about which can be found here: <http://www.njcl.org/pages/njcl-certamen-about>. Although this is intended as a guide to students, it is not meant to serve as an absolute list. In other words, it is possible that the types of question found in a particular round may deviate, though not often if at all, from this predetermined model.

NOVICE AND INTERMEDIATE LEVELS

- 50% from category I (Language)
 - 10% from this, or two questions every round, will be questions involving sentence translation (Latin to English or vice versa).
 - 15% from this, or three questions every round, will be verb flip questions, noun-adjective agreement questions, case use questions, and the like. This could include questions about spoken/oral Latin, as well as command questions.
 - 10% from this, or two questions every round, will be vocabulary ID questions.
 - 5% from this, or one question every round, will be a question on English words derived from Latin.
 - 5% from this, or one question every round, will be a phrases, mottoes, abbreviations and quotations question (PMAQ)
 - 5% from this, or one question every round, will be a question quizzing the students' comprehension of a brief Latin passage
- 25% from category II (Greek and Roman Mythology)
- 25% from category III (Roman History/Life)
 - 20% Roman History
 - 5% Roman Life

ADVANCED LEVEL (FOR STUDENTS IN LATIN III, IV, OR V+/AP)

- 40% from category I (Language)
 - 15% from this, or three questions every round, will be verb flip questions, noun-adjective agreement questions, case use questions, and the like. This could include questions about spoken/oral Latin, as well as command questions.
 - 10%, or two questions every round, will be questions involving sentence translation (Latin to English or vice versa) or comprehension of a couple Latin sentences.
 - 5%, or one question every round, will be a question on English words derived from Latin
 - 5%, or one question every round, will be a vocabulary identification question.
 - 5%, or one question every round, will be a question quizzing the students' comprehension of a brief Latin passage.
- 20% from category II (Greek and Roman Mythology)
- 20% from category III (Roman History/Life)
 - 15% Roman History
 - 5% Roman Life

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- 20% from category IV (Literature)

CATEGORY I: GRAMMAR/LANGUAGE

FOR ALL LEVELS: GRAMMAR QUESTION TYPES

- Latin to English translation (word in context, phrase, or entire sentence)
- English to Latin translation (word in context, phrase, or entire sentence)
- Spoken/Oral Latin, Pronunciation, Conversational Latin, Classroom Directions, etc.
- Forms (verb, noun, possibly adjectives)
- Syntax (cases and uses, basic grammatical constructions)
- Derivatives (ask for root word, ask for meaning of root word, ask for English derivative from Latin word, distinguish derivative that does or does NOT come from some word)
- Vocabulary (**Quid Anglicē significat**, give the _____ of the noun/verb, of the following vocabulary words, which is described in this Latin sentence, etc.)
- Latin mottoes and abbreviations (vid. AMSCO Lessons 79, 80, and 84)
- Passage questions – involves listening to a passage in Latin and then answering, in English or Latin (designated before the toss-up), questions about that passage.
- “Fun” Latin (e.g. commands – “When recognized by the spotter, perform the following command...)

NOVICE LEVEL GRAMMAR (FOR STUDENTS IN LATIN ½ OR I)

Verbs (Active Voice only)

- Present Tense
 - all conjugations + *sum, esse*
- Imperfect Tense
 - 1st and 2nd conjugations + *sum, esse*
 - NB: semifinals and finals may begin to introduce 3rd, 3rd-io, and 4th conjugation
- Future Tense
 - 1st and 2nd conjugations + *sum, esse*
- Perfect Tense
 - 1st and 2nd conjugations + *sum, esse*
 - NB: semifinals and finals may begin to introduce 3rd, 3rd-io, and 4th conjugation
- Imperative Mood
 - all conjugations in singular & plural, including abrupt imperatives
 - negative imperatives
- Identification and translation of all principal parts
- Interrogative sentences with *–ne, nōne, num, quis, quid, cur, ubi, & quandō*.

Nouns

- Nominative Case
 - 1st and 2nd declensions, singular & plural

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- NB: semifinals and finals may begin to introduce 3rd declension
- subject
- predicate
- Genitive Case
 - 1st and 2nd declensions, singular & plural
 - NB: semifinals and finals may begin to introduce 3rd declension
 - possessive
- Dative Case
 - 1st and 2nd declensions, singular & plural
 - NB: semifinals and finals may begin to introduce 3rd declension
 - indirect object
 - possession
- Accusative
 - 1st and 2nd declensions, singular & plural
 - NB: semifinals and finals may begin to introduce 3rd declension
 - direct object
 - place to which
 - prepositional phrases
- Ablative
 - 1st and 2nd declensions, singular & plural
 - NB: semifinals and finals may begin to introduce 3rd declension
 - place from which and place where
 - accompaniment, means, & manner
 - prepositional phrases
- Vocative
 - 1st and 2nd declensions, singular & plural

Adjectives and Adverbs

- 1st & 2nd declension adjectives
- Adverbs from 1st & 2nd declension adjectives

Pronouns

- **ego, tū, nōs, vōs** –all cases EXCEPT genitive
- **sē** (accusative form only)

Additional Grammatical Constructions

- Basic sentence construction (with transitive and intransitive verbs). E.g. **Puer puellam amat.**
- The semifinal and final rounds may or may not quiz basic indirect statement constructions with present tense verbs. E.g. **Puer putat se amare puellam.**

Phrases, Mottoes, Abbreviations and Quotations (PMAQ)

- AMSCO first year – lessons 79, 80, and 84 (mottoes and abbreviations)

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INTERMEDIATE LEVEL GRAMMAR (FOR STUDENTS IN LATIN II) - IN ADDITION TO THE POINTS LISTED ABOVE:

Verbs

- All tenses, active and passive indicative
 - all conjugations + irregular verbs and their compounds (*sum, eō, ferō, volō*)
- Imperative Mood
 - all conjugations in singular & plural, including abrupt imperatives
 - negative imperatives
- Participles and infinitives

Nouns

- 1st – 5th declensions (4th & 5th in semifinal and final rounds only)
- Genitive Case
 - partitive
 - objective
 - material
 - measure
- Dative Case
 - with special verbs and adjectives
 - purpose
 - reference
- Accusative
 - duration of time and extent of space
- Ablative
 - time expressions
 - agent
 - comparison
- Vocative
 - 1st, 2nd, & 3rd declensions, singular & plural
- Locative

Adjectives and Adverbs

- All declensions
- Formation of adverbs from adjectives
- Comparative and superlative (including use of *quam* with each)

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Pronouns

- complete paradigms and usage of
 - personal pronouns
 - demonstrative pronouns *hic, ille, & is*
 - relative pronoun

Phrases, Mottoes, Abbreviations and Quotations (PMAQ)

- AMSCO first year – lessons 79, 80, and 84 (mottoes and abbreviations)

ADVANCED LEVEL GRAMMAR (FOR STUDENTS IN LATIN III, IV, AND V+/AP)

- Students in the advanced level are expected to be omniscient (within reason). The point of the questions will not be to stump students with obscure grammatical constructions, and all questions will be screened to make sure that the concepts covered are reasonable and fair for students at the high school level. However, grammarians should have a strong mastery of the basics of the Latin language. Concepts covered in the questions may include, but are not necessarily be confined to:
 - Verbs: All subjunctive forms, all uses of the subjunctive (both dependent and independent), all imperative forms (including future imperatives, both active and passive), conditional sentences, active and passive periphrastics, all indirect statement constructions, irregular verbs.
 - Nouns: all declensions, all noun cases and uses of those cases, including poetic uses
 - Adjectives and Adverbs: Everything listed above plus irregular comparatives and superlatives, numerals
 - Pronouns: personal, demonstrative, interrogative, and relative pronouns.

MAJOR SOURCES AND RECOMMENDATIONS FOR STUDY (FROM VJCL KICK-OFF SYLLABUS)

- N.B. The sources provided here and throughout the rest of the syllabus are only a list of **recommended** sources, which is not in any way meant to be comprehensive. The sources listed for Level II and up are, however, those specifically provided by the NJCL for academic contests and certamen, and the *OCD* is considered the *summa auctoritās* for history, culture, and literature.
- **Language**
 - Level I & IA: Any first year Latin textbook; AMSCO; Level I Vocab List and NJCL Core Novice Vocabulary List
 - Level II & up: Any Latin textbook series; AMSCO; Allen & Greenough's *New Latin Grammar*; Mountford's *Bradley's Arnold Latin Prose Composition*; any good Latin-English dictionary; any good English dictionary (for derivatives)

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CATEGORY II: MYTHOLOGY

WHAT MYTHOLOGY STUDENTS ARE RESPONSIBLE FOR

- Novice Level: questions will cover the relevant sections of Edith Hamilton's *Mythology* (up until Pomona and Vertumnus at p.423, no Norse mythology), with emphasis on the creation stories, myths of 14 major gods and goddesses, mythological couples (e.g., Pyramus & Thisbe, Baucis & Philemon, Deucalion & Pyrrha, etc.), the Trojan War and the adventures of Odysseus and Aeneas.
- Intermediate Level: everything above plus *Classical Mythology* by Morford and Lenardon (7th ed. or later), with heavy emphasis placed upon the larger stories (i.e. we will not primarily be quizzing obscure facts and stories)
- Advanced Level: Students are expected to be 'omniscient' and should be very familiar with all of the sources listed below. Although the questions will progress in difficulty in the semifinal and final rounds, all of the questions will be reasonable (as will be objectively determined by the Yale Certamen Committee).

MAJOR SOURCES FOR STUDY

- **Mythology**
 - Level I & IA: Any good introductory mythology text such as Edith Hamilton's *Mythology*; *Classical Mythology and More* by Colakis and Masello; Robert Graves' *Greek Myths*; *Bullfinches Mythology*, etc.
 - Level II and up: *Classical Mythology* by Morford and Lenardon (7th ed. or later); Ovid's *Metamorphoses*, Vergil's *Aeneid*, Homer's *Iliad & Odyssey*. Students on all levels may also wish to use any good dictionary of mythology, such as those by Edward Tripp, Pierre Grimal, Grant & Hazel, *et al.*

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CATEGORY III: HISTORY AND CULTURE

WHAT HISTORY AND CULTURE STUDENTS ARE RESPONSIBLE FOR

- Novice Level: Students should be very familiar with the list of basic people and places in Roman History, which has been provided below, using *A History of Rome* by Cary & Scullard as a reference (for the period 735-201 B.C.). For culture, see sources below.
- Intermediate Level: Using Cary & Scullard, students should be familiar with the period of 753 B.C.-180 A.D. For culture, see sources below.
- Advanced Level: Students are expected to be ‘omniscient’ and should be very familiar with all of the sources listed below. Although the questions will progress in difficulty in the semifinal and final rounds, all of the questions will be reasonable (as will be objectively determined by the Yale Certamen Committee). For culture, see sources below.

MAJOR SOURCES AND RECOMMENDATIONS FOR STUDY

History

- Level I & IA: A list of basic people and places in Roman History has been provided as a starting point; sources include AMSCO* Review Text in Latin First Year; *Chronicles of the Roman Republic*; *Classical Mythology and More* and Grant & Hazel for information on Roman kings; any first year Latin textbook
- Level II and up: Students should begin by becoming thoroughly familiar with the list of basic people and places; sources for further study include AMSCO* Review Text in Latin Two Years and Three and Four Years; *A History of Rome* by Cary & Scullard; *The Romans: From Village to Empire* by Boatwright, Gargola, & Talbert; *A History of the Roman People* by Ward, Heichelheim, & Yeo; *Oxford Classical Dictionary* 3rd or 4th ed.;

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primary sources include Livy *Ab Urbe Condita* Bk I for levels III and up, and Caesar's *Commentarii De Bello Gallico* level IV+

Culture

Level I & IA: AMSCO first year; any first year Latin textbook
Level II and up: AMSCO second and third year; *The Private Life of the Romans* by Harold Johnston; *Handbook to Life in Ancient Rome* by Atkins & Atkins; *Oxford Classical Dictionary* 3rd or 4th ed.

Basic People, Places and Things in Roman History: 753 B.C. – 201 B.C. (courtesy of Adam Williams and Howard Chang)

The following list is provided as a starting point for the study of Roman History and is in no way inclusive. Students on the Novice Level can expect to do well if they learn the stories associated with the items on this list. Students on the Intermediate Level and above should ensure that they are well acquainted with the items on this list, but are strongly encouraged to fill in the gaps as thoroughly as possible using the sources provided in the syllabus:

7 Hills of Rome	Cincinnatus
Aegates Islands	Cloelia
Aequi	Collatinus
Alba Longa	Coriolanus
Amulius	Corsica
Ancus Marcius	Decius Mus
Appius Claudius Caecus/Censor	Drepanum
Appius Claudius Decemvir	Ebro River
Ausculum	Etruria/Etruscans
Beneventum	Fabricius
Brennus	Faustulus
C. Duilius	Gauls/Senones
C. Flaminius	Hamilcar Barca
Camillus	Hannibal
Cannae	Hasdrubal
Carthage	Heraclea
Caudine Forks	Horatii & Curiatii

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Horatius Cocles
L. Junius Brutus
Lake Regillus
Lake Trasimene
Lars Porsenna
Lex Licinia-Sextia
Lutatius Catulus
M. Claudius Marcellus
M. Furius Camillus
M. Junius Brutus
M. Manlius
Mamertines
Messana/Straits of Messina
Metaurus River
Mt. Algidus
Mucius Scaevola
Mylae
Numa Pompilius
Numitor
P. Claudius Pulcher
P. Cornelius Scipio Africanus
Pyrrhus
Q. Fabius Maximus Cunctator
Q. Hortensius (dictator)/ *Lex Hortensia*
Regulus
Remus
Rhea Silvia
Romulus
Saguntum
Samnites
Sardinia
Sentinum
Servius Tullius
Syphax
Syracuse
Tanaquil
Tarentum
Tarpeia
Tarquinius Priscus
Tarquinius Superbus
Teuta
Titus Tatius
Tullia
Tullus Hostilius
Veii
Verginia
Verginius
Volsci
Xanthippus
Zama

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CATEGORY IV: LITERATURE

WHAT LITERATURE STUDENTS ARE RESPONSIBLE FOR

- Advanced Level: Students are expected to be ‘omniscient’ and should be very familiar with all of the sources listed below. Although the questions will progress in difficulty in the semifinal and final rounds, all of the questions will be reasonable (as will be objectively determined by the Yale Certamen Committee). Students should focus most of their attention on the lives and works of major authors, including but not limited to: Livius Andronicus, Naevius, Ennius, Terence, Lucilius, Lucretius, Sallust, Caesar, Livy, Virgil, Horace, Ovid, Quintilian, Lucan, Seneca the Younger, Suetonius, Tacitus, Martial, Juvenal, Pliny the Younger, Juvenal, St. Augustine, St. Jerome, etc. Although quizzable, the later authors (after the period of Martial, Tacitus, and Juvenal) will not be heavily emphasized.

MAJOR SOURCES AND RECOMMENDATIONS FOR STUDY

Literature

Level III and up: AMSCO; *A History of Latin Literature* by Moses Hadas; *Latin Literature: A History* by Gian Biagio Conte; *Oxford Companion to Classical Literature*; *Oxford Classical Dictionary* 3rd or 4th ed.