

ACADEMIC STANDARD

FOR THE ACADEMIC DISCIPLINE

“LATIN LANGUAGE”

*for trainees in the Preparatory Course at
the Department of Languages and Specialised Training, MU of Plovdiv*

1. Objective of the training in the discipline

The discipline “Latin Language”, included in the curriculum of trainees in the Preparatory Course at the Department of Languages and Specialised Training (DLST) at the Medical University of Plovdiv, has a general educational and preparatory character. It does not represent the study of a classical language in the traditional philological sense but aims to introduce students to the foundations of medical and pharmaceutical terminology. This logic is also clearly reflected in the standard for the specialty Medicine, where Latin is defined as a means of entering the complex body of specialized terminology and of acquiring the grammatical and lexical minimum necessary for subsequent training.

The objective of the discipline is for trainees to acquire basic knowledge in Latin phonetics, grammar, and terminology that will enable them to:

- recognize, understand, and correctly use basic Latin and Latinized medical terms.
- acquire the grammatical minimum necessary for decoding anatomical, clinical, and general medical word combinations.
- develop initial skills for analysing term-forming elements of Latin and Greek origin.
- prepare for subsequent studies in medicine, dental medicine, pharmacy, and other specialties within the professional field of Health Care.

The discipline has a preparatory function and supports the mastery of the specialised language of medicine even before students enter actual university studies, which corresponds to the general framework of the academic standard of MU of Plovdiv, according to which the objective of the discipline must be aligned with its place in the curriculum and must serve the subsequent educational process.

2. Course content of the discipline

The course content of the discipline is presented in Appendix No. 1 – Lecture and Seminar Program. It is consistent with a workload of 45 lecture hours and 15 seminar hours, i.e. a total of 60 academic hours, as laid down in the attached syllabus.

The content is organized chronologically and includes:

- introduction to the Latin language and its role in medicine.
- Latin alphabet, pronunciation, quantity, and stress.
- grammatical categories of nouns.
- declensions of nouns.
- adjectives and agreement.
- fundamentals of the Latin verb.
- numerals and their use in terminology.
- Latin and Greek term-forming elements.
- word formation in medical terminology.
- anatomical, clinical, and pharmaceutical terminology.
- Latin abbreviations and set expressions.
- introduction to pharmaceutical terminology.
- the structure of the prescription.
- systematization and preparation for the final examination.

The thematic logic is consistent with the model Latin language standard for the specialty Medicine, which emphasizes phonetics, declensions, the syntactic structure of the phrase, term formation, diagnoses, and prescription patterns; here, however, it is adapted to a preparatory course of a more introductory and fundamental nature.

3. Prerequisites

No previous study of Latin is required. The training is intended for trainees in a preparatory course and presupposes an entry level at which basic knowledge and skills are built. A general language culture, readiness for the systematic acquisition of terminology, and an interest in medical vocabulary are required. This also corresponds to the developed syllabus.

4. Academic resources

The discipline should be taught by lecturers with higher education in Classical Philology, Applied Linguistics, or another relevant humanities field, who have training in Latin and experience in teaching terminology-oriented disciplines.

It is desirable that lecturers have:

- experience in teaching Latin for specialized purposes.
- basic knowledge of Ancient Greek.
- competence in medical terminology.
- skills for working in a multicultural educational environment.
- experience in using electronic educational platforms and interactive teaching methods.

5. Material resources

The material resources necessary for conducting the training include:

- an equipped classroom.
- a multimedia projector or interactive board/screen.
- internet connectivity.
- the possibility of using electronic educational resources.
- an online platform for providing materials, assignments, and feedback.

6. Lecture-based instruction

Lecture-based instruction amounts to 45 academic hours and is intended to provide the theoretical foundation of the discipline. It includes the history of the development of the Latin language and terminology, the main authors, an introduction to Latin phonetics, grammar, and medical terminology, as well as a systematic presentation of the principal models for the formation and analysis of terms.

The lecture course covers:

- the history of the origin and development of the Latin language.
- the development of medical terminology.
- the Latin alphabet and the rules of pronunciation.
- the grammatical categories of nouns and adjectives.
- declensions and their application in medical terminology.
- concordant and non-concordant attributes.
- degrees of comparison.
- the fundamentals of the verbal system.
- Greek and Latin word-forming elements.
- anatomical, clinical, and pharmaceutical terminology.
- general information about the prescription.
- chemical and botanical nomenclature.

7. Laboratory classes

No laboratory classes are envisaged for this discipline. Practical work is carried out within the seminars through analysis, translation, and terminological tasks.

8. Seminar classes

Seminar classes amount to 15 academic hours and are intended to reinforce and apply in practice the material covered in the lecture course. In these classes, trainees:

- practice the correct reading and pronunciation of Latin terms.
- work on the declension of basic forms.
- master agreement between noun and adjective.
- analyse term-forming elements of Latin and Greek origin;
- translate anatomical and clinical terms.
- form and interpret complex clinical terms.

9. Information resources

The main information resources and bibliography for the discipline are listed in Appendix No. 2. They include textbooks and teaching aids in Latin and medical terminology, among them:

- Oprova, Y., Mirchev, D. Liber de medicis;
- Oprova, Y. Repetitorium Latinum;
- Milanov, R., Mirchev, D. Latin Language – a textbook for medical specialties;
- Ikonomova, I. Latin Language and Medical Terminology;
- additional teaching materials, dictionaries, and electronic resources.

10. Continuous assessment

Continuous assessment should be carried out through written tests, short terminological tasks, independent assignments, and evaluation of classroom participation in seminars.

It is recommended that at least two ongoing assessments be conducted within the course:

- the first – on the first and second declensions of nouns and adjectives; word formation;
- the second – on the third declension of nouns and adjectives; word formation;

11. Independent work and trainee engagement

Independent work is an important component of the training and includes:

- learning a minimum terminological vocabulary;
- completing exercises on declensions and agreement;
- analysis of term-forming elements;

- translation of basic anatomical and clinical terms;
- preparation for ongoing tests and the final examination;
- work with teaching materials and electronic resources.

12. Cooperation between trainees and the teaching staff

Cooperation between trainees and lecturers should be expressed through:

- consultations during office hours;
- individual feedback on current assignments;
- guidance toward resources for self-study;
- support for trainees experiencing difficulties in mastering the grammatical and terminological minimum;
- encouragement of teamwork within the seminars.

In the model seminar framework for Latin, priority is given to teamwork, discussion, and previously assigned homework tasks.

13. Examinations

The form of final assessment is a written examination. It should test:

- recognition and explanation of basic term-forming elements;
- skills in handling the declensions;
- agreement between noun and adjective;
- translation of basic anatomical terms from Latin into Bulgarian and vice versa;
- formation and/or translation of complex clinical terms;
- a brief morphological and word-formation analysis.

14. Assessment standards

Assessment is carried out according to the six-point grading scale and follows the general logic of the academic standard applied in other disciplines at the university. The assessment takes into account:

- the degree of mastery of the grammatical minimum;
- correct recognition and use of terminology;
- the ability to translate and perform terminological analysis;
- independence in solving the assigned tasks.

Indicative performance levels:

- Excellent (6) – very good command of the grammatical and terminological minimum, accurate analysis, and correct use of terms;

- Very Good (5) – good command of the core material with a small number of minor errors;
- Good (4) – core knowledge and skills acquired, but with hesitation in more complex tasks;
- Satisfactory (3) – minimally acceptable coverage of the requirements;
- Poor/Fail (2) – failure to meet the minimum requirements.

15. Formation of the final grade

The final grade is formed according to the model laid down in the prepared syllabus:

Final grade = $0.20 \times$ grade from continuous assessment + $0.80 \times$ grade from the final written examination.

Continuous assessment includes:

- results from ongoing tests;
- participation in seminars;
- independent assignments;
- current activity and progress.

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