1. Consider the difference in the following exercises:
   a. After the Trojans had been conquered by the army of the Greeks (use ablative absolute), Aeneas traveled to Italy in order to found a new city.
   b. Write a sentence about your favorite character from the *Aeneid*. Use an ablative absolute.

2. Thesis: Actual composition in Latin or Greek not only helps students master the grammar and vocabulary of the target language, but also gives them the opportunity to express their own ideas, feelings and values in a way unique to each student, thus helping students make the language their own. In short, composition, in place of translation, permits communication, which should be one of the primary goals in language learning.

   - The 5 C’s – Communication, Cultures, Connections, Comparisons, and Communities.
     Three Types of Communication
     - Interpretive – Understanding a text
     - Interpersonal – Using written or verbal language to communicate
     - Presentational – Using language to convey information and ideas

   “Too often what passes for writing is really another way to say translation.” - p190
   “Writing connected prose shows students how discourse is structured and how to read Greek and Latin with greater understanding. Writing also offers the possibility of exploring our own ideas, feelings, thoughts, and values, and making comparisons with the ancient world.” - p190
   “Our students, as 'composers' of textbook sentences have been deprived of opportunities to choose topics to write about and to select an audience to read their writing. In addition, since we have focused on accuracy, writers have spent time on grammar and vocabulary, at least at some elementary level, but they have not learned how to make use of invention, arrangement, or diction to develop their writing . . . In short, our students have been denied the opportunity to use Greek and Latin to communicate.” - p191

   "This paper argues the value of integrating composition into the learning of Latin. It offers an alternative model of composition that focuses on creative writing assignments in which the students maintain full authorial independence; they are not translating predetermined sentences from English to Latin, but are creating their own compositions directly in the target language. Creative writing assignments promote active engagement with Latin by allowing students to invest of themselves (their humor, interests, emotions, ideas, creative imagination, and writing skills) as they learn a new language.” pp1-2

   Concept: Students choose a character from the mythological world of the *Aeneid* (or add their own)
   - 5 Units focused on 5 compositions, each containing
     - prewriting (inventio) – read and discuss passages in Latin
     - draft (dispositio) – peer and instructor review
     - final draft (elocutio) – graded with rubric, minimum 5 footnotes referencing classical uses of words and constructions
   - Topics: Character sketch, ekphrasis, ethnography, villain description, battle sequence, obituary (final exam)
7. Sample Prewriting Prompts:

### Unit 3 Prewriting – Ethnography

**Readings in Latin**

Read in Latin the following passages:

- **Caesar Gallic Wars 6.13-14** (Ethnographic discursus on Gauls and Druids)
- **Tacitus, Agricola 10-13** (Ethnographic discursus on Britain)
- **Sallust, Jugurtha 17-19** (Ethnographic discursus on North Africa)

Take note of the constructions and vocabulary that Roman authors use to describe other groups of people whom they see as different. Be prepared to share your list with the class.

**Prewriting in English**

Choose a group of people that your character will encounter in the story. It could be a group mentioned in the *Aeneid* or a group that you wish to add (e.g. what would Aeneas think were he to travel through Provo?). The group should be different in some way from your character.

- Make a list of similarities and differences between your character and the group you have chosen.
- Which differences or similarities are important for how your character interacts with this group?
- Which details about the interaction are meaningful for your character’s role in the story?

### Unit 5 Prewriting – Battle Sequence/Dialog

**Battle Sequence**

**Readings in Latin**

Read in Latin the following passages:

- **Livy 1.24.1-2, 1.25** (Battle of the Horiatii and Curiatii)
- **Livy 2.10** (Horatius defends the bridge)
- **Lucan 6.138-262** (Scaeva holds off Pompey’s army)

Battles in Roman literature are exciting in and of themselves, but there is usually more to a battle description than just providing an account of the action. Battle narratives make ideological statements about the values of Roman culture. In addition to noting the vocabulary and constructions in the assigned passages, consider the deeper ideological issues addressed in each of the narratives.

**Prewriting in English**

Come up with a battle that your character will participate in or witness. It can be a battle that is already described in the *Aeneid* (in which case, tell it from your character’s point of view) or it can be a battle that you add to the storyline.

- What ideological statement(s) do you wish to make with your battle description? How will you do this?
- What language and imagery will you employ to emphasize the ideological statement?
- Which details from the battle are necessary for your reader to both understand what is happening and to sense the ideological undertone? Which details can you leave out?
8. Peer Review Form

Latin Prose Composition – Peer Review Form

Author’s name: _______________________  Reviewer’s name: _____________________________

Assignment: _________________________ Date: _______________________________________

Instructions for peer review: 1) exchange papers, read and comment for 10 min. 2) provide feedback and ask questions based on comments, 5 min. each.

Comments:

**Grammar** – Check for common grammatical mistakes (subject verb agreement, case constructions, etc. Note any anomalies. Comment on the level of grammatical complexity. Are there any constructions you would recommend?

**Style** – Does the style of the piece seem properly Roman? Are there any footnotes that show authors and constructions imitated? Are there any you could suggest?

**Creativity** – How creative is the content of the piece? Is there more information that you want from the narrative? Do you have suggestions on how to add it? How creative/complex are the constructions used? Do you have advice for making the Latin more interesting?
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Composition Rubric

Final Draft: 70/70

10/10 Complete Draft

20/20 Peer Review

10/10 Participation in Peer Review

10/10 Preparation for Peer Review

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CAMWS 2018

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Latin Prose Composition as Fan Fiction

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