

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.

3. *Standards for Classical Language Learning*. 1997. Oxford, Ohio: American Classical League. (Draft of revised 2017 standards available at aclclassics.org)

- **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

4. Gruber-Miller, John. 2006. “Teaching Writing in Beginning Latin and Greek: *Logos, Ethos, and Pathos*” in John Gruber-Miller, ed., *When Dead Tongues Speak: Teaching Beginning Greek and Latin*. Oxford University Press, 190-219.

“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

5. Dugdale, Eric. 2011. “*Lingua Latina, Lingua Mea: Creative Composition in Beginning Latin*.” *Teaching Classical Languages 3, 1: 1-23*.

"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

6. Latin 401, Latin Prose Composition, Winter 2017 BYU. Prose Composition as Fan Fiction

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:

- a. [Caesar Gallic Wars 6.13-14](#) (Ethnographic discursus on Gauls and Druids)
- b. [Tacitus, *Agricola* 10-13](#) (Ethnographic discursus on Britain)
- c. [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:

- d. [Livy 1.24.1-2, 1.25](#) (Battle of the Horatii and Curiatii)
- e. [Livy 2.10](#) (Horatius defends the bridge)
- f. [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?

9. Grading Rubric

Latin 401 Composition Rubric		Name:	Total Score
Prewriting	10 / 10	Unit: Participation in Prewriting Preparation for Prewriting	5 / 5
Peer Review	20 / 20	Participation in Peer Review Complete Draft for Peer Review	5 / 5
Final Draft	70.0 / 70	Criteria	10 / 10
Grammar	35.0 / 35	<p>Correctness Does the student use grammatically correct Latin constructions? <u>25</u> / 25</p> <p>Complexity Does the student use a variety of appropriately complex grammatical constructions? <u>10</u> / 10</p>	<p>Excellent Verbs and subjects match. Cases used correctly. Subordinate clauses and other constructions are used appropriately with the correct moods. (25-22)</p> <p>Fair Response exhibits a mixture of grammatically correct phrases and grammatical errors. (21-13)</p> <p>Poor Grammatical errors abound to the extent that the composition becomes unrecognizable in places. (12-0)</p>
Style	20.0 / 20	<p>Overall Style Does the composition exhibit proper Latin prose style? <u>10</u> / 10</p> <p>Footnotes Has the student included documented examples of constructions used? <u>5</u> / 5</p> <p>Format Is the paper typed, between 100-150 words, with <u>gn</u> English trans.? <u>5</u> / 5</p>	<p>Excellent Composition exhibits a variety of complex grammatical constructions, such as, but not limited to: conditions, gerundives, ablative absolutes, relative clauses, etc. Participles and clause subordination are used over parataxis. (10-8)</p> <p>Fair Some complex constructions are used, but overall the composition is a series of simple sentences and phrases. (7-5)</p> <p>Poor Response lacks all complexity and grammatical accuracy. (4-0)</p>
Creativity	10 / 10	<p>Overall Style Does the composition exhibit proper Latin prose style? <u>10</u> / 10</p> <p>Footnotes Has the student included documented examples of constructions used? <u>5</u> / 5</p> <p>Format Is the paper typed, between 100-150 words, with <u>gn</u> English trans.? <u>5</u> / 5</p>	<p>Excellent Words and phrases are employed according to Latin idioms, not English ones. Word and clause order is appropriate and meaningful (10-9)</p> <p>Fair Response exhibits some aberrant word and phrase usages. Word or clause order is awkward in some places. (8-6)</p> <p>Poor Response reads as a word-for-word translation with little or no regard for Latin idiom and phrasing (5-0)</p>
Response to Feedback	5 / 5	<p>Footnotes Has the student included documented examples of constructions used? <u>5</u> / 5</p> <p>Format Is the paper typed, between 100-150 words, with <u>gn</u> English trans.? <u>5</u> / 5</p>	<p>Excellent Compositions includes a minimum of 5 footnotes from AG, OLD, or Latin authors that document that constructions are used correctly (5)</p> <p>Fair Paper contains fewer than 5 footnotes or the footnotes are of sub-par quality. (4-3)</p> <p>Poor Student largely ignores the footnote requirement. (2-0)</p>
		<p>Format Is the paper typed, between 100-150 words, with <u>gn</u> English trans.? <u>5</u> / 5</p>	<p>Excellent Formatting fits the assigned parameters completely. (5)</p> <p>Fair One or two formatting elements are aberrant. (4-3)</p> <p>Poor Clear disregard for formatting guidelines. (2-0)</p>
		<p>Format Is the paper typed, between 100-150 words, with <u>gn</u> English trans.? <u>5</u> / 5</p>	<p>Excellent Student clearly used the pre-writing and revision activities to devise an original and compelling way to tell their story. Language is interesting or appropriately unexpected (10-9)</p> <p>Fair There is some creativity in the composition but student could have done more to tell the story in an original fashion. (8-6)</p> <p>Poor Composition demonstrates little to no creativity. It repeats verbatim sentences from the pre-writing reading, vel sim. (5-0)</p>
		<p>Format Is the paper typed, between 100-150 words, with <u>gn</u> English trans.? <u>5</u> / 5</p>	<p>Excellent Student responded to feedback from peers and instructor in productive ways. (5)</p> <p>Fair Student responded to feedback but ignored other. (4-2)</p> <p>Poor Composition exhibits clear disregard for feedback (1-0)</p>