

### 1. Features of the two-course sequence

- ✦ self-paced (each student progresses at their own pace)
- ✦ competency-based (students must hit a specific mark on assessments to proceed)
- ✦ collaborative (students work together to understand the content)
  
- ✦ peer mentor (an advanced student supports and coaches elementary-level students)
- ✦ metacognitive moments (consistent daily, weekly, and chapter-based reflection)
  
- ✦ inductive text (*Lingua Latina*)
  
- ✦ composition project (a multi-part Latin composition project due in lieu of final)


### 2. Question: *how can we prevent “bottlenecking” and craft a balance of structure and independence?*







- ✦ flipped (students complete a series of “tasks” before a chapter workshop)

### 3. Chapter Tasks (Moodle Screenshot)

## Capitulum I

**Imperium Romanum / Litterae et Numeri (6 tasks)**

Your progress 

 Task I.1 - Read and re-read this capitulum	<input type="checkbox"/>
 Task I.2 - Reading Journal, capitulum I	<input type="checkbox"/>
 Task I.3 - Podcasts, capitulum I	<input checked="" type="checkbox"/>
 Task I.4 - Concept check, capitulum I	<input type="checkbox"/>
 Task I.5 - Culture in Context, capitulum I	<input checked="" type="checkbox"/>
 Task I.6 - Synthesis, capitulum I	<input type="checkbox"/>

## Congratulations!

You've just completed this capitulum! Be prepared to ask questions and continue working through it with your peers and the instructor in our next class meeting.

#### 4. Task Six Overview and Prompts

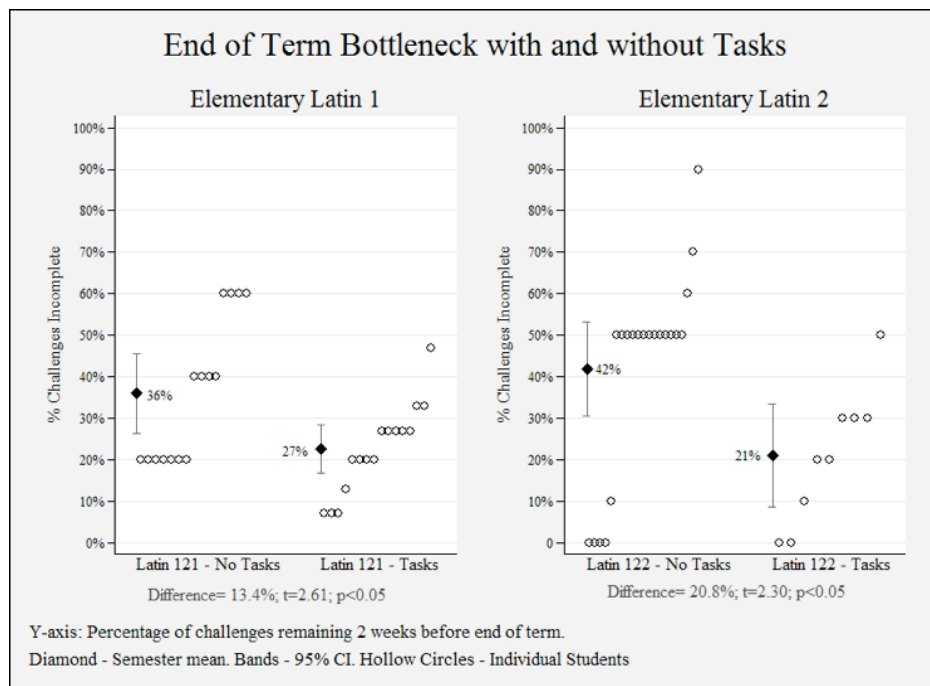
Overview:

You have now approached this chapter and its content from multiple perspectives: you have read the Latin, responded to your reading, listened to the podcasts, and engaged with relevant cultural content. This is by no means the end of the learning process, but it's a good time to pause and take stock of where you are. With that in mind, please respond to the prompts below. You're free to provide any other information or reflections that you'd like to share, and here too (as in the reading journal portion), any format is acceptable and your work will be assessed for its thoroughness.

Prompts:

- What effect have the podcasts had on your understanding of this chapter's grammatical content?
- List two items that you learned from the Culture in Context page.
- How did these two items (and/or others) enhance your understanding of this chapter's cultural content?
- What questions have arisen for you as you've worked through this chapter and all of the supplementary material?
- How can the instructor help to improve your comprehension of this chapter's material?
- What steps can you take to improve your comprehension of this chapter's material?

#### 5. Effect of Tasks on End of Term Bottlenecks



## 6. Related Works and Resources

- Ambrose, Susan, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman. 2010. *How Learning Works: 7 Research-Based Principles for Smart Teaching*. San Francisco: Jossey-Bass.
- Bergmann, Jonathan and Aaron Sams. 2012. *Flip Your Classroom: Reach Every Student in Every Class Every Day*. International Society for Technology in Education.
- Brown, Peter C., Henry L. Roedigger, and Mark A. McDaniel. 2014. *Making It Stick: The Science of Successful Learning*. Cambridge, MA and London: Belknap Press.
- Cahill, Ann, and Stephen Bloch-Schulman. 2012. "Argumentation Step by Step: Learning Critical Thinking through Deliberative Practice." *Teaching Philosophy* 35.1: 41-62.
- Herreid, Clyde Freeman and Nancy A. Schiller. 2013. "Case Studies and the Flipped Classroom." *Journal of College Science Teaching* 42.5: 62-66.
- Kim, ChanMin, Seung Won Park, Joe Cozart, and Hyewon Lee. 2015. "From Motivation to Engagement: The Role of Effort Regulation of Virtual High School Students in Mathematics Courses." *Journal of Educational Technology & Society* 18.4: 261-272.
- King, Alison. 1993. "From Sage on the Stage to Guide on the Side." *College Teaching* 41.1: 30-35.
- Kregenow, Julia Miller, Michael Rogers, and Matthew Price. 2011. "Is There a "Back" of the Room When the Teacher Is in the Middle?" *Journal of College Science Teaching* 40.6: 45-51.
- McGraw, James B. and Jennifer L. Chandler. 2015. "Flipping the Biostatistics Classroom, With a Twist." *Bulletin of the Ecological Society of America* 96.2: 375-384.
- Meinking, Kristina. 2017. "Competency and Collaboration: An Approach to the Second-Semester Latin Course." *Teaching Classical Languages* 8.1: 1-36.  
<http://tcl.camws.org/sites/default/files/TCL%208.1%20Meinking.pdf>
- . 2017. "Veni, Legi, Scripsi: On Writing in the Elementary Latin Sequence." *Classical World* 110.4: 545-565.
- . 2017. Collaborative Humanities Redesign Project [Portfolio](#).
- Meinking, Kristina and Megan Sweeney. 2016. "The Peer Mentor: A Pivotal Teaching and Learning Partner in Elementary Latin." *Teaching and Learning Together in Higher Education* 19.  
<https://repository.brynmawr.edu/cgi/viewcontent.cgi?article=1150&context=tlte>
- Moore, Amanda J., Matthew R. Gillett, and Michael D. Steele. 2014. "Fostering Student Engagement with the Flip." *The Mathematics Teacher* 107.6: 420-425.
- Sahin, Alpaslan, Baki Cavlazoglu, and Yunus E. Zeytuneu. 2015. "Flipping a College Calculus Course: A Case Study." *Journal of Educational Technology & Society* 18.3: 142-152.
- [SCALE-UP](#). North Carolina State University, 2011.
- Williams, Mark F. 1991. "Collaborative Learning in the College Latin Classroom." *Classical Journal* 86.3: 256-261.

Addendum: Sample Page from *Lingua Latina*

CAP. X

Mārcus interrogat: “Quot sunt ōva in nīdō?”  
Quīntus: “Nūlla ōva, sed quattuor pullī.”

100 Nīdus est in parvō rāmō. Rāmus quī nīdum sustinet  
nōn crassus, sed tenuis est. Rāmus tenuis Quīntum sus-  
tinēre nōn potest, is enim puer crassus est. Ecce rāmus  
cum puerō et nīdō et pullis ad terram cadit!

Mārcus Quīntum ad terram cadere videt. Rīdetne  
105 Mārcus? Nōn rīdet. Mārcus enim perterritus est. Iam  
Quīntus et pullī quattuor sub arbore iacent. Neque puer  
neque pullī sē movent. Pullī mortuī sunt. Quīntusne  
mortuus est? Nōn est. Quīntus enim spīrat. Quī spīrat  
mortuus esse nōn potest. Sed Mārcus eum spīrāre nōn  
110 videt, neque enim anima vidēri potest.

Quid facit Mārcus? Mārcus perterritus ad villam cur-  
rit et magnā vōce clāmat: “Age! Venī, pater!”


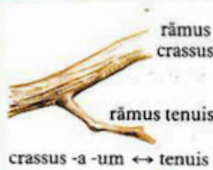
Iūlius puerum vocāre audit et exit in hortum. Pater  
fīlium perterritum ad sē accurrere videt eumque inter-  
115 rogat: “Quid est, Mārce?”

Mārcus: “Quīntus...est...mortuus!”  
Iūlius: “Quid? mortuus? Ō dei bonī!”

Pater, ipse perterritus, cum Mārcō ad Quīntum cur-  
rit. Iūlia quoque accurrit cum cane suā. Quīntus oculōs  
120 aperit. Iūlius eum oculōs aperire videt.


Iūlius: “Ecce oculōs aperit: ergō vīvus est.”

Mārcus et Iūlia Quīntum vīvum esse vident. Puer  
autem ambulāre nōn potest, neque enim pedēs eum  
sustinēre possunt; ergō necesse est eum portāre.



est sunt: esse  
neque enim = nōn enim

facere = agere



Mārcus perterritus est

