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)

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Capitulum I

Imperium Romanum / Litterae et Numeri (6 tasks)

Task 1.1 - Read and re-read this capitolium
Task 1.2 - Reading Journal, capitolium I
Task 1.3 - Podcasts, capitolium I
Task 1.4 - Concept check, capitolium I
Task 1.5 - Culture in Context, capitolium I
Task 1.6 - Synthesis, capitolium I

Your progress

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

![Graph showing effect of tasks on end of term bottlenecks](image)

- **End of Term Bottleneck with and without Tasks**
  - **Elementary Latin 1**
    - Latin 121 - No Tasks
    - Latin 121 - Tasks
    - % Challenges Incomplete
  - **Elementary Latin 2**
    - Latin 122 - No Tasks
    - Latin 122 - Tasks
    - % Challenges Incomplete

*Y-axis: Percentage of challenges remaining 2 weeks before end of term. Diamond - Semester mean. Bands - 95% CI. Hollow circles - Individual Students*
6. Related Works and Resources


Bergmann, Jonathan and Aaron Sams. 2012. *Flip Your Classroom: Reach Every Student in Every Class Every Day*. International Society for Technology in Education.


——— 2017. Collaborative Humanities Redesign Project Portfolio.


SCALE-UP. North Carolina State University, 2011.

Marcus interroga: “Quot sunt òva in nido?”
Quinnus: “Nulla òva, sed quatuor pulli.”

Nidus est in parvo râmus. Râmus qui nîdum suscinet non crassus, sed tenuis est. Râmus tenuis Quintum sustinère nîn potest, is enim puér crassus est. Ecce râtus cum puér ò et nîdî et pulli æd terram cadit!

Marcus Quintum ad terram cadere videt. Ridet


Quid facit Marcus? Marcus perterritus ad villam currit et magna voce clamat: “Age! Veni, pater!”
Julius puërum vocâre audit et exit in hortum. Pater filium perterritum ad se accurrere videt eamque interroga: “Quid est, Marcus?”

Marcus: “Quintus…est…mortuus!”
Julius: “Quid? mortuus? Ó det bonî!”
Pater, ipse perterritus, cum Marcus ad Quintum currit. Iîlìius quoque accurrît cum cane suâ. Quintus oculîs aperit. Iulius eum oculis aperiére videt.

Iulius: “Ecce oculîs aperié: ergô vivus est.”
Marcus et Iulius Quintum vivum esse vident. Puér autem ambulâtère non potest, neque eum pedës eum sustinère possunt; ergô necesse est eum portâre.