

THE UNIVERSITY OF IOWA
COLLEGE OF LIBERAL ARTS AND SCIENCES
Department of Classics
SYLLABUS
Teaching in the Classics (CLSA:3980:0001)
Spring Semester 2015
1, 3 s.h., MWF 12:30–1:20 pm, 220 Jefferson Building

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Classics Department Home page: <http://clas.uiowa.edu/classics/>

Classics Department on Facebook: <http://www.facebook.com/pages/Classics-Department-at-The-University-of-Iowa/152503401452311>

Course Web Site: Available through ICON, <https://icon.uiowa.edu/>

Please check regularly for news, events, content, links, and grades.

Prerequisite: One year of Latin or Classical/New Testament Greek, or permission of instructor.

Required Texts: All required texts are available at [Iowa Book](#).

- John Gruber-Miller, ed., *When Dead Tongues Speak: Teaching Beginning Greek and Latin*, 2006 (ISBN 978-0195174953)
- Richard LaFleur, ed., *Latin for the 21st Century: From Concept to Classroom*, 1998 (ISBN 978-0673576088)
- David Mulroy, *The War Against Grammar*, 2003 (ISBN 978-0867095517)
- Nicholas Ostler, *Ad Infinitum: A Biography of Latin*, 2007 (ISBN 978-0802716798)

Course Description and Objectives: This course examines the role of Classics in education and society today, the classical tradition and the liberal arts, and the influence of Latin and Greek from antiquity to the present day. We will assess the value of studying Classics by asking such basic questions as Why learn Latin or Greek? Why major in Classics? Why teach Classics? We also will take a realistic look at graduate school and prospects for employment, including non-teaching options. Pedagogical topics include methodologies and theories of language acquisition, current approaches to teaching Latin and Greek at the college and pre-collegiate levels, textbook evaluation, issues in classical language instruction (reading vs. decoding, speaking and listening, composition), national standards for teaching and learning, cognitive styles and individual differences, peer teaching and collaborative learning, characteristics of younger learners (elementary and middle school), resources for teachers of classical

languages, and opportunities for professional development. For each topic, a list of optional, further readings will be posted on ICON. While most of the content is predetermined, there is room in the schedule to add topics that are of particular interest to you. By the end of the semester, you will have thoroughly reexamined your assumptions and preconceptions about language learning and the field of Classics. You also will have acquired a broad intellectual foundation as well as a set of specific tools to help you adapt to any program or position in Classics.

One-semester-hour Option: This option is recommended for students at any level who have full schedules but are interested in the course content. Students who register for one semester hour will not need to complete the projects or the exams. They will, however, be expected to do the required readings, attend class, and actively engage in group discussions.

Class Attendance and Punctuality: Regular attendance is required in this course. Since you may occasionally need to miss class for illness or other reasons, your first four absences automatically are considered excused. These excused absences allow for classes missed due to routine illness and other situations that arise during the semester, such as job interviews, out-of-town events, and the like. As in every class you take, you are responsible for the work missed, whatever the reason. If you miss more than four classes, your final course grade will be lowered according to the following scale: 5-7 absences, final class grade lowered one percentage point for each absence; 8 or more absences, final class grade lowered two percentage points for each absence. A chart illustrating this scheme is posted on ICON.

For absences beyond the first four that you believe should be excused, you must contact me within three days of the absence and present documentation that the absence was due to illness, mandatory religious obligations, certain University activities, or unavoidable circumstances. (See also “Make-ups” below.) Absence from class forms may be downloaded from the Registrar’s [website](#). In cases of serious or extended illness or major crisis, I will consider exceptions to this and other course policies.

I ask that you make every effort to arrive on time for class. Arriving late is disruptive as well as disrespectful, and you’ll miss important announcements and course material. Early departures are not permitted unless you have a legitimate reason and have cleared it with me first. Missing more than 20 minutes of any one class is considered an absence. Please keep me informed of any circumstances that may affect your class performance or your ability to attend class or arrive on time.

Final Class Grade:	Class preparation/participation	20%
	Textbook evaluation	20%
	Project	20%
	Midterm	20%
	Final exam	20%

Class Preparation and Participation (20%): Since this course will be conducted in a seminar format, comparable to a graduate class, it is essential that you complete the assigned reading before coming to class. Students will be expected to take an active role in class discussions as both participants and discussion leaders. The instructor will not be the primary speaker during these discussions. Discussion leaders, in addition to facilitating conversation, will be responsible for determining the

important factual information to be gleaned from the assigned reading (e.g., the author's thesis, key terms and their definitions, etc.) as well as topics worthy of analytical discussion (e.g., how the author's thesis relates to other readings, weaknesses in the arguments, etc.). You will know ahead of time when you will be responsible for leading the day's discussion.

Your preparation/participation grade will be based on (1) completing the assignment beforehand, (2) bringing the relevant materials to class, (3) making thoughtful contributions to the discussion, (4) asking relevant questions, (5) listening attentively to others, and (7) successfully facilitating class discussion whenever you are the leader. Your participation grade, along with a more detailed grading rubric, will be posted on ICON.

According to University guidelines, each semester hour of credit normally entails two hours of outside preparation for the average student (for a total of six hours each week), but only you can determine how much study time is needed for this class.

Classroom Observation (Latin or Greek language): Students registered for three semester hours will be required to complete two hours of classroom observation at The University of Iowa, Cornell College in Mount Vernon, or Valley West High School in West Des Moines. A classroom observation form may be downloaded from ICON. Completion of this requirement will be noted in your preparation/participation grade.

Textbook evaluation: Each member of the class will evaluate a beginning Latin or Greek language textbook and its ancillary materials (teacher's manual, workbooks, CDs, websites, etc.), write a report on her/his findings, and present a concise summary of that report to the class. The written reports will be published on ICON. You will be able to choose your textbook, but we will need to have a variety of methodologies represented. Detailed information about this project will be given in a separate handout on ICON.

Project: Each member of the class will plan a project that has as its goal to inform an audience about some aspect of classical studies and to generate interest in the field. Additionally, the presentation will correct popular misconceptions and will demonstrate the validity and continuing importance of the classics in our daily lives. Some examples: a proposal to a school board to introduce a Latin program to the high schools; an interactive presentation on conversational Latin, graffiti, or inscriptions; an illustrated presentation on the influence of Greek and Roman culture in our daily lives (architecture, logos, etc.); a lecture on the influence of Latin and Greek on the English language. The project may be directed to a general or a specific audience (e.g., elementary school children, senior citizens, first-year college students). For example, most UI students are unaware of the range of courses offered by the Department of Classics, nor do they recognize the value in taking these courses or in pursuing a major or minor. Creative alternatives to the presentation also will be considered, such as the production of an original video or an innovative website. Detailed information about this project will be given in a separate handout on ICON. Project proposals are due no later than Friday, March 13.

Exams: A midterm and a final exam covering the assigned reading will include short-answer questions as well as essay topics taken from a set of possible items determined by the class in advance. The

midterm is scheduled for Friday, March 6, during class and the final exam will be given during exam week (date and time to be announced).

A Note on Collaboration: Although the bulk of the written work for this class (midterm, final exam, and textbook evaluation) is not collaborative, I will consider collaborative proposals for the project. Detailed information will be given in the project handout.

Make-ups: Students are permitted to make up assignments and exams missed because of illness, mandatory religious obligations, certain University activities, or unavoidable circumstances, provided they present acceptable documentation. Absence from class forms may be downloaded from the Registrar's [website](#). You must notify me beforehand if you know you will need to miss an exam, or, in cases of illness or emergency, you must e-mail me within 24 hours of your absence. Make-up exams must be taken within three class days of your return.

Percentage/Grade Equivalents:

99%+ = A+	87-89 = B+	77-79 = C+	67-69 = D+	59 and below = F
94-97 = A	84-86 = B	74-76 = C	64-66 = D	
90-93 = A-	80-83 = B-	70-73 = C-	60-63 = D-	

Eta Sigma Phi: Eta Sigma Phi (HΣΦ) is both an informal, open-membership classics club and Iowa's chapter of the national undergraduate honors society. All students are welcome to attend meetings and participate in events. For up-to-date information, go to <http://uietasigmaphi.wordpress.com/>.

Classics-Info List: If you would like to receive e-mail messages about classics-related news, events, and opportunities, contact classics@uiowa.edu and ask to be added to the Classics-info list.

Student Classroom Behavior: Inappropriate classroom behavior by students is a violation of the [Code of Student Life](#). Instructors may take immediate disciplinary action against a student who is physically or verbally disruptive in class or may refer the matter to the [Dean of Students](#). An instructor who takes immediate action reports in writing to the Dean of Students the disciplinary action that was taken. Inappropriate classroom behavior also includes napping, doing work for another class, using a hand-held electronic device for non-class purposes, having a conversation with another student, and the like. If you use a lap-top during class, be sure that you are using it for this class.

Making a Suggestion or Complaint: Students with a suggestion or complaint should visit first with the instructor, then with the department chair. Complaints must be made within six months of the incident. If at any time you have concerns about this class or your performance in it, please do not hesitate to see me. If you do not feel that your concern has been resolved satisfactorily or you feel uncomfortable speaking to me, you may go to the department chair, Professor John Finamore (210 JB, 319.335.2323, john-finamore@uiowa.edu). Any complaints unresolved in the department will be referred to the College of Liberal Arts and Sciences, Academic Programs and Student Development, 120 Schaeffer Hall. The complaint procedures can be found in the [Academic Policies Handbook](#).

Academic Honesty: All students in the College of Liberal Arts and Sciences have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled.

Accommodations for Disabilities: Students seeking academic accommodations should register with Student Disability Services first and then meet privately with the course instructor to make specific arrangements. For further information, see <http://www.uiowa.edu/~sds/>.

Administrative Home: The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related matters. Different colleges may have different policies. Questions should be addressed to CLAS Academic Programs and Student Development, 120 Schaeffer Hall, or see the [Academic Policies Handbook](#).

Electronic Communication: University policy specifies that students are responsible for all official correspondence sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for all correspondence. (*Operations Manual*, [III.15.2](#). Scroll down to k.11.)

Final Examination Policies: Final exams are offered only during the official final examination period. **No exams of any kind are allowed during the last week of classes.** All students should plan on being at the UI through the final examination period. The final examination schedule for each class is announced by the Registrar generally by the tenth day of classes. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. I will announce the date and time for the final examination in class and on ICON. It is your responsibility to know the date, time, and place of the final exam.

Severe Weather: During severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, go to <http://police.uiowa.edu/stay-informed/emergency-communication/>.

Sexual Harassment: Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

The information contained in this syllabus is subject to change throughout the semester. Revisions will be announced in class and posted on ICON.

TOPICS, ASSIGNMENTS, & DUE DATES
Teaching in the Classics (CLSA:3980:0001)
Spring Semester 2015

21st Cent	=	<i>Latin for the 21st Century: From Concept to Classroom</i> (LaFleur)
DT	=	<i>When Dead Tongues Speak: Teaching Beginning Greek and Latin</i> (Gruber-Miller)
Mulroy	=	<i>The War Against Grammar</i>
Ostler	=	<i>Ad Infinitum: A Biography of Latin</i>

WEEK 1

- W Jan 21 Course overview. What is "Classics"?
- F Jan 23 Methodologies and theories of language acquisition in historical context:
- o **21st Cent**, Ch 1 (Kitchell, "The Great Latin Debate: the Futility of Utility?"), 1-14
 - o **21st Cent**, Ch 2 (Sebesta, "*Aliquid semper novi*: New Challenges, New Approaches"), 15-24
 - o **21st Cent**, Ch 3 (Knudsvig & Ross, "The Linguistic Perspective"), 25-35

WEEK 2

- M Jan 26 National standards for language learning (the "5 Cs"):
- o National Standards for Foreign Language Learning (ACTFL, 1996):
https://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLEXecsumm_rev.pdf
 - o National Standards for Classical Language Learning (ACL/APA, 1997), 1-17:
https://www.aclclassics.org/uploads/assets/files/Standards_Classical_Learning.pdf
 - o **DT**, Ch 1 (Gruber-Miller, "Communication, Context, and Community"), 9-23
 - o Update: New World-Readiness Standards for Learning Languages (ACTFL, 2014):
<http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>
- W Jan 28 Textbook evaluation: Gareth Morgan, "Textbook Analysis: A Refresher Course" (see study guide on ICON): <http://www.txclassics.org/old/exrpts2.htm>. Members of the class will select a beginning Greek or Latin textbook to review.
- F Jan 30 Why study classics?
- o Peter Dodington, "Knowing Ourselves: How the Classics Strengthen Schools and Society," *American Educator* (Summer 2012):
<http://www.aft.org/sites/default/files/periodicals/dodington.pdf>
 - o Princeton University's web page on the Classics major:
<http://www.princeton.edu/majorchoices/departments/classics/>

WEEK 3

- M Feb 2 Classics, the humanities, and the liberal arts. Choose one of the following pairs:
- Option 1: *When the going gets tough, the tough take accounting.*
- o David Brooks, "History for Dollars" (NYT, June 7, 2010):
<http://www.nytimes.com/2010/06/08/opinion/08brooks.html>
 - o Martha C. Nussbaum, Chapter 1 of *Not for Profit: Why Democracy Needs the Humanities* (Princeton University Press, 2010) (ICON)

Option 2: *Slow scholarship—like Slow Food—is deeper and richer and more nourishing.*

- Antony Grafton, “Britain: The Disgrace of the Universities” (NYRB blog, March 9, 2010): <http://www.nybooks.com/blogs/nyrblog/2010/mar/09/britain-the-disgrace-of-the-universities/>
- D. D. Guttenplan, “In Britain, a Return to the Idea of the Liberal Arts” (NYT, May 12, 2013): <http://www.nytimes.com/2013/05/13/world/europe/in-britain-a-return-to-the-idea-of-the-liberal-arts.html?ref=global-home&r=0>

W Feb 4 State of the profession—U.S.: Kenneth Kitchell, “Promotion of the Classics in the United States: New Initiatives for a New Millennium,” in Bob Lister, ed., *Meeting the Challenge: International Perspectives on the Teaching of Latin* (2008) (ICON)

F Feb 6 ***State of the profession—some international perspectives: John Bulwer, *Classics Teaching in Europe* (2006), Introduction, 1-18 (ICON) [Vanessa E.]

WEEK 4

M Feb 9 ***Historical contexts: **Mulroy**, Foreword, Preface, and 1-59 [Colin]

W Feb 11 ***Historical contexts: **Mulroy**, 60-119 [Aaron]

F Feb 13 ***Historical contexts: George Kennedy, “The History of Latin Education,” in M. Santirocco, ed., *Latinitas: The Tradition and Teaching of Latin*, *Helios* 14.2 (1987), 7-16 (ICON) [Andres]

WEEK 5

M Feb 16 ***Historical contexts: **Ostler**, Part I, “A Latin World” [Hannah Ch 1-4; Jeremiah Ch 5-6]

W Feb 18 ***Historical contexts: **Ostler**, Part II, “Latin Recruits” [Vanessa P.]

F Feb 20 ***Historical contexts: **Ostler**, Part III, “Worlds Built on Latin” [Will]

WEEK 6

M Feb 23 ***Historical contexts: **Ostler**, Part IV, “Latin in a Vernacular World” [Sami Ch 15-17; Terry Ch 18-20]

W Feb 25 Selection of midterm items: See ICON for specific assignment.

F Feb 27 Historical contexts: William Brockliss, “Latin and Power: Warnings and Opportunities from the Long History of the Language,” *TCL* 5.2 (2013): 123-140.
http://tcl.camws.org/sites/default/files/Brockliss_0.pdf

WEEK 7: National Latin Teacher Recruitment Week

M March 2 Textbook reports: Jeremiah, Colin, and Terry

W March 4 Textbook reports: Sami, Will, and Andres

F March 6 **MIDTERM EXAM**

WEEK 8

M March 9 Graduate school and careers: Kenneth F. Kitchell, *Careers for Classicists in Today's World*: http://apaclassics.org/index.php/education/careers_for_classicists; "Checklist for Applying to Graduate School" (ICON)

W March 11 Graduate school and careers: **21st Cent**, Ch 17 (Morford, "Graduate Education in Classics"), 194-206, and Ch 19 (Lawall, "Graduate Latin Teacher Preparation Programs"), 216-226

F March 13 **PROJECT PROPOSAL DUE**; in-class discussion of proposals

WEEK 9 March 16-20 **Spring Break; no classes**

WEEK 10

M March 23 Developing and teaching non-language classics courses

W March 25 CAMWS meeting in Boulder, CO—No class

F March 27 CAMWS meeting in Boulder, CO—No class

WEEK 11

M March 30 CAMWS reports: Be prepared to share something interesting from the meeting.

W Apr 1 Digital humanities and public engagement: Guest speaker Cale Staley

F Apr 3 Reading: Dexter Hoyos, "Decoding or Sight-reading? Problems with Understanding Latin," *CO 70* (1993), 126-130 (ICON)

WEEK 12

M Apr 6 Reading: **DT**, Ch 6 (McCaffrey, "Reading Latin Efficiently and the Need for Cognitive Strategies"), 113-133

W Apr 8 Speaking and listening: **DT**, Ch 8 (Saffire, "Ancient Greek in Classroom Conversation"), 158-189; John Gruber-Miller, "Developing Speaking and Listening Skills: Practical Ways to Implement the Standards with the Oxford Latin Course," *CJ 101.1* (2005): 87-98
<http://www.jstor.org/stable/30038634>

F Apr 10 Speaking and listening: Neil Coffee, "Active Latin: quo tendimus?" *CW 105.2* (2012): 255-69 (ICON); Frances Stead Sellers, "Spoken Latin: A modern remedy for the nation's age-old reading problems?" *The Washington Post Magazine*, August 8, 2014:
<http://www.washingtonpost.com/lifestyle/magazine/spoken-latin-a-modern-remedy->

for-the-nations-age-old-reading-problems/2014/07/31/20269f54-0792-11e4-a0dd-f2b22a257353_story.html

WEEK 13

- M Apr 13 Writing: DT, Ch 9 (Gruber-Miller, "Teaching Writing in Beginning Latin and Greek"), 190-219
- W Apr 15 National Standards: "National Standards for Latin Teacher Preparation" (ACL/APA, 2010) <https://www.aclassics.org/uploads/assets/files/LatTeachPrep2010Stand.pdf>
- F Apr 17 National Standards: "Perspectives on the New *Standards for Latin Teacher Preparation*." Special Section of *Teaching Classical Languages* 1.2 (2010): 156-195
http://tcl.camws.org/sites/default/files/TCL_I_ii_156-195_Perspectives.pdf
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WEEK 14

- M Apr 20 Memorization: Anne Mahoney, "The Forms You Really Need to Know," CO 81 (2004): 101-105 (ICON); Wilfred E. Major, "It's Not the Size, It's the Frequency: The Value of Using a Core Vocabulary in Beginning and Intermediate Greek," *CPL Online* 4.1 (2008): <https://camws.org/cpl/cplonline/files/Majorcplonline.pdf>
Latin Core Vocabulary: <http://dcc.dickinson.edu/latin-vocabulary-list>
Greek Core Vocabulary: <http://dcc.dickinson.edu/greek-core-list>
- W Apr 22 Pre-collegiate methodologies and characteristics of younger learners.
21st Cent, Ch 6 (Polsky, "Latin in the Elementary Schools") and Ch 7 (Osburn, "Latin in the Middle Grades"), 59-89
21st Cent, Ch 8 (Singh, "Grammar-Translation and High-School Latin") and Ch 9 (Perry, "Using the Reading Approach in Secondary Schools"), 90-116
- F Apr 24 Individual differences—learning styles and personality types: DT, Ch 2 (Deagon, "Cognitive Style and Learning Strategies in Latin Instruction"), 27-49. Excerpts from Susan Cain's *Quiet: The Power of Introverts in a World That Can't Stop Talking* (2012) (ICON)
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WEEK 15

- M Apr 27 Individual differences: DT, Ch 3 (Hill, "Latin for Students with Severe Foreign Language Learning Difficulties"), 50-67; **21st Cent**, Ch 21 (Ashe, "Latin for Special Needs Students: Meeting the Challenge of Students with Learning Disabilities"), 237-250. We will also discuss how mental illnesses and autism spectrum disorders affect teaching and learning.
- W Apr 29 Peer teaching and collaborative learning: DT, Ch 4 (Argetsinger, "Peer Teaching and Cooperative Learning in the First Year of Latin"), 68-85. Principles of the TILE classroom (active, collaborative, student-centered learning): <http://tile.uiowa.edu/>
- F May 1 **PROJECT DUE**; presentation of projects to class

WEEK 16

M May 4 Resources for classicists

W May 6 Learning objectives and lesson plans: Guest speaker Mike Overholt

F May 8 Teaching philosophies and teaching portfolios

W May 13 **FINAL EXAM, 8:00-10:00 pm, 30 SH**

The assignments in this schedule are subject to change throughout the semester. Revisions will be announced in class and posted on ICON.

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rev 3/15/15