

# THE ONE-ROOM SCHOOLHOUSE:

## INCLUSIVE LEARNING IN THE INTERMEDIATE LATIN CLASSROOM

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# INITIAL CONCERNS

- Students arrive in the intermediate classroom from all different backgrounds and with differing aims
- How do we...
  - 1) integrate all students into a cohesive class at the beginning of term
  - 2) assess grammar gaps through assignments and assessment at the beginning and throughout the term
  - 3) adapt textbooks and readers in order to reach all students
  - 4) motivate students to continue with Latin past the intermediate stage

# GOALS OF THE SESSION

- 1. Discuss aims of an intermediate Latin course
- 2. Identify challenges facing the intermediate classroom
- 3. Present data gathered from a variety of intermediate classrooms addressing these challenges and aims
- 4. Suggest assignments and assessment strategies for integration in the intermediate classroom
- 5. Strategize for the adaptation of various activities into different schedules/ requirements of individual programs



# AIMS OF INTERMEDIATE LATIN

- Provide a bridge between introductory textbooks and unadapted readings
- Students should be able to “read” vocabulary sections, commentary notes, visual material, and other extras provided by a given textbook
- Students should gain familiarity with a proper grammar and dictionary and know how to use them!
- By the end of second year Latin, students should begin to read scholarship on ancient authors and think critically about a given perspective on a text/passage they have read in the original Latin
- Students should be excited to continue into a more advanced course!



# CHALLENGES

- Varying student backgrounds
- Varying student goals
- Time constraints
- Textbook constraints

# DATA!

- Information compiled from sample syllabi from Amherst College, College of Charleston, Harvard University, Oberlin College, Temple University, University of Iowa, University of Pennsylvania, Washington University in St. Louis, Western Washington University, and others.

# STATED LEARNING OUTCOMES

- Intermediate Latin provides an introduction to continuous readings of unadapted passages accompanied by grammar review and exercises
- Students gain: Better fluency in reading and translating Latin/ increase proficiency in reading Latin (sometimes prose/poetry specified)
  - Primarily a course in translation/ comprehension
- Students gain: Stronger language skills through grammar review and exercises and vocabulary-building/ providing students with tools necessary for advanced study in Latin
  - Grammar review
  - Core vocabulary knowledge
  - How to use dictionaries/ grammars, make translation notes, develop strategies for reading and translation
  - Fluency/accuracy in translation
  - Interpretive skills/ engage in discussion showing cultural awareness
- Students gain: Greater familiarity with Roman culture and literature through discussions of the readings (including authors' styles and genres) and their content
- Closing: Author/work receives brief introduction/justification



# TEXTBOOKS: SINGLE AUTHOR COURSES

- Cicero, *Pro Caelio*
- Sherwin-White, *Fifty Letters of Pliny*
- Usher, *Letters of Seneca*
- Ramsey, *Sallust's Bellum Catilinae*
- Gould and Whiteley, *Virgil: Aeneid 4*
- Catullus (various editions)
- Professor's edition/ combined commentary/ spoken Latin materials

# TEXTBOOKS: SINGLE AUTHOR COURSES

- Livy Book 1 (or combination of books/selections)
- Livy Syllabus 1: Lowe and Freeman, *Rome and Her Kings: Livy 1, Graded Selections*; Jaeger, *A Livy Reader: Selections from Ab Urbe Condita*; Ross, *Livy Book V*.

# TWO-AUTHOR COURSES

- Livy/Ovid Syllabus: Milena Minkova and Terence Tunberg (2005) *Reading Livy's Rome: Selections from books I-VI of Livy's Ab Urbe Condita*; second half of course used Dickinson College Commentaries *Ovid: Amores 1*.
- Livy/Caesar Syllabus: Musgrove's *The Student's Ovid: Selections from the Metamorphoses*; Laurén's *Caesar's Commentaries. The Complete Gallic Wars*.
- Livy/Vergil Syllabus: Whitely's *Livy Book I*; Williams' *Vergil: Eclogues and Georgics*



# THEME COURSES

- Nepos, *vita Attici*; paired with *Commentariolum petitionis* (handbook on electioneering) and letters of Cicero
- “World of Cicero” (Livy, paired with Eutropius and Frerichs, *Cicero’s First Catilinarian Oration*)
- Augustan poetry (Horace, *Odes*; Virgil, *Aeneid* 8; Ovid, *Metamorphoses*, selection)
- “Spectacle” (Suetonius; Martial; Ovid, *Fasti*)
- Maurice Balme & James Morwood. *Oxford Latin Reader*. (Cicero, Caesar, Catullus in 3<sup>rd</sup> semester, and Vergil, Livy, Ovid in 4<sup>th</sup> semester; OR Poetry one semester and Prose one semester)
- English and Irby, *A Little Latin Reader*
- Bolchazy-Carducci Intermediate Latin Readers (various)
- Dickinson College Commentaries (online; various)
- Worlds of Roman Women (textbook, with online materials)

# GRAMMARS USED

- None
- First year text used as a grammar (Wheelock, Keller and Russell most common)
- OR Bennett, Gildersleeve, Allen and Greenough, Woodcock, Barron (often recommended but rarely required)
- Morwood (required in one instance)
- Grammar packets (example: The Latin Library Review sheets: <http://www.thelatinlibrary.com/101/>)

# VOCABULARY

- Cassell's, Oxford, Collins, Lewis, Traupman, etc. (often recommended but rarely required)
- Online dictionaries: LOGEION, Dickinson key words
- \*How is vocabulary tested at the intermediate stage?
- Target Vocabulary
- Reading Vocabulary
- Top 500 (or 1000, etc.) from Dickinson College Commentaries



# ASSESSMENT STRATEGIES: OBSERVATIONS

- Syllabi prioritize reading, comprehension, and translation, with grammar review and core vocabulary as secondary concerns; concerns of authorial style, genre, etc. usually appear; cultural knowledge rarely appears as a stated goal on syllabi.
- One syllabus used only spoken Latin
- One school separated intermediate into two sub-levels
- Assessment:
  - Participation and In-Class work are universally emphasized, garnering up to 50% of a student's grade for the term.
  - Translation exercises compose the bulk of a student's homework
  - Grammar exercises (sometimes stated, sometimes as needed)
  - Quizzes (announced and not announced)
  - Midterms, finals, and other exams

# CULTURAL AWARENESS

- 1. Cultural presentations integrated and presented by professor
- 2. Cultural presentations tied to readings and presented by students
- 3. Scholarly critiques/ article analyses offered by students
- 4. Translation comparisons and critiques, with polished student translations as part of final project

# GRAMMAR INTEGRATION

- 0. None indicated by syllabus (or indicated on a “review as necessary” basis)
- 1. Beginning of course set aside to finish first year textbook
- 2. In beginning of course, weeks set aside for review
- 3. Integrated with initial readings in beginning of course
- 4. Spread throughout the course
- 5. Spread throughout the course, with students eventually taking the lead as presenters of grammar topics



# DISCUSSION

- What strategies assist in integrating students of all backgrounds at the beginning of an Intermediate Latin course?
- What different strategies for grammar review/ integration of grammar assist in the above goal?