A Universal Pedagogy Course

In 2009 the Department of Classics added a new course called "Teaching in the Classics." It was developed initially to supplement the teacher preparation programs in the College of Education that focus on modern language instruction. However, if we were to attract enough students to justify the addition of a new course, we would have to broaden its scope considerably. The result was a multipurpose course, a comprehensive introduction to the field of classical studies with an emphasis on the teaching aspects of the profession.

The course meets three hours per week, and students complete regular reading assignments, two projects, and two essay exams. One of the projects involves promoting classical studies in the community, the other reviewing a beginning Greek or Latin textbook or textbook series. Students also complete two hours of classroom observation (Latin or Greek language) at area high schools or colleges. A one-semester-hour option is offered for students at any level who have full schedules but are interested in the course content. These students are not required to complete the projects, exams, or classroom observations; they are expected, however, to do the required readings, attend class, and participate actively in group discussions. The course is offered every other spring semester, with optional (but encouraged) attendance at the annual CAMWS meeting built into the syllabus.

Teaching in the Classics serves BA and MA/MAT students seeking teacher licensure in Latin; undergraduates considering graduate study in classics or a related field; post-baccalaureate students prepping for graduate school in classics or an allied field; and graduate students in classics and related fields, especially those about to enter the job market. Serving so many masters has turned out to be a good thing. The inclusive nature of the class emphasizes the continuity and interdependence of those of us who teach classics at all levels. Cross pollination

readily occurs among students who have different goals and backgrounds and who are at different stages in their careers. Not only do they learn from each other, but they are exposed to diverse points of view.

While most of the course content is predetermined, there is room in the schedule for topics that are of special interest to the particular students who have enrolled in the class. Before tackling classroom concerns, we begin with a number of broad-ranging topics, such as the role of classics and the humanities in today's academy, the classical tradition and the liberal arts, and the history and influence of Latin and Greek from antiquity to the present day. We also assess the value of studying classics by asking such basic questions as Why learn Latin or Greek? Why major in classics? Why teach? We talk realistically about the demands of graduate study, the likelihood of finding a job, and the necessity of back-up plans.

Pedagogical topics include methodologies and theories of language acquisition in historical context, current approaches to teaching Latin and Greek at all levels of instruction, controversial issues in classical language instruction (reading vs. decoding, speaking and listening, writing and composition, grammar vs. content), national standards for teaching and learning, cognitive styles and individual differences (including learning disabilities), peer teaching and collaborative learning, characteristics of younger learners (elementary and middle school), resources for teachers of classical languages, making the most of classroom technology, and opportunities for professional development.

The principal textbooks are John Gruber-Miller's *When Dead Tongues Speak: Teaching Beginning Greek and Latin* (2006), Richard LaFleur's *Latin for the 21st Century: From Concept to Classroom* (1998), and Nicholas Ostler's *Ad Infinitum: A Biography of Latin* (2007). These

are supplemented by required and optional readings. Conference attendees will be given access to an extensive topical bibliography.