

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

The Department of Greek and Latin

Academic Unit
Latin

Book 3 Listing (e.g., Portuguese)
801 Latin Pedagogy

Number Title

Latin Pedagogy

G

02

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

WinterX

Spring

Year 2007

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): Methods, techniques and pedagogical theories for teaching Latin at

secondary and college level.

Quarter offered: AU, WI and SP

Distribution of class time/contact hours: 1-1hr. class & 1-1-hr observation

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Graduate level standing

Exclusion or limiting clause: N/A

Repeatable to a maximum of 12 credit hours.

Cross-listed with: N/A

Grade Option (Please check): Letter S/U Progress What course is last in the series? N/A

Honors Statement: Yes No

GEC: Yes No

Admission Condition

Off-Campus: Yes No

EM: Yes No

Course: Yes No

Embedded Honors Statement: Yes No

Other General Course Information: N/A

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code N/A Subsidy Level (V, G, T, B, M, D, or P) N/A

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

Teaching Assistants in the Department of Greek and Latin need some formal instruction in language pedagogy, both for their employment in the department and for their future as teachers of Latin.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

N/A

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

N/A

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: N/A

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: N/A

6. Expected section size: 10 Proposed number of sections per year: 3

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
Not Applicable

9. **Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.**

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair Printed Name Date

 Prof. Sarah Iles Johnston 2/28/2007

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

 Prof. Fritz Graf, Chair 2/28/2007

3. **ACADEMIC UNIT CHAIR/DIRECTOR** Printed Name Date

4. **After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.**

5. **COLLEGE CURRICULUM COMMITTEE** Printed Name Date

6. **ARTS AND SCIENCES EXECUTIVE DEAN** Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. **ACADEMIC AFFAIRS** Printed Name Date

LATIN 801: LATIN PEDAGOGY, part I, II, and III (2 credit hour)

Instructor: Will Batstone

Office: 414K University Hall

Phone (office): 292-2744

Phone (home, until 11:00 P.M.): 291-6126

E-mail: batstone.1@osu.edu

All Graduate Teaching Assistants in the elementary Latin sequence (Latin 101-104) are required to take this course in Latin Pedagogy simultaneously with teaching in the Latin sequence for the first two years (or six quarters) of their appointments. The class will meet one hour each week to discuss reading, assignments and make presentations.

Students will be expected to spend 4-5 hours per week outside of class on assignments which will include the following:

Readings about Latin pedagogy and language acquisition.

Visiting classrooms and writing up evaluations and discussions of teaching.

Preparing web pages for on-line practice and review.

Developing handouts, quizzes, and examination for classroom evaluation.

Course Overview: Teaching, we believe, is not a skill learned through the reading of books and essays and the writing of papers. It is an art, even an improvisation, that one learns with experience, one that can be improved by theory and a common language and nurtured by discussion and self-criticism. This course attempts to bring together these interactive aspects of teaching in an on-going discussion with Latin GTAs during their first two years of teaching elementary Latin. It offers each year a set of readings and assignments that are the core of the "intellectual" work of learning about Latin pedagogy. These readings and assignments will change as the focus of studies in Latin pedagogy change and as the needs of the Latin program here at OSU appear to change. In addition to the theoretical discussions and assignments of each term, the students will also be required to bring to the weekly discussion the problems and solutions of their classroom experience. They will also be asked to visit each other classrooms (two visits to the classes of two different GTAs), to discuss those classroom experiences with the classroom teacher, and together to present to the class in pedagogy a two page assessment of how the assignments in pedagogy may or may not improve the work of the particular classroom. This presentation will form the basis of our discussion every other week. A typical class will meet to discuss the readings and assignments every other week and to discuss the practical experience of the classroom in the intervening weeks. This arrangement will continually confront the theoretical discussion of Latin pedagogy with the practical experience of the GTAs and ask that they think of their practical day to day work in larger pedagogical terms. We believe that asking the GTAs to repeat the

sequence (which is not the same thing as repeating the exact reading or assignments since readings will change over time and visitations will necessarily be different with each different set of GTAs) will provide two benefits: 1. GTAs will be able to reflect more broadly on the usefulness of a prior year's pedagogical theory for the practical experience of teaching; and, 2. they will be better able to mentor others by providing the depth of their experience (and the variety of that experience) to the GTAs who are teaching for the first time, and so taking the class for the first time. This is consistent with our goal of trying to improve teaching through the application of theory, criticism, self-criticism, discussion and evaluation.

Course Objectives: The purpose of this course is to introduce GTAs to the literature about Latin pedagogy and language acquisition so that they may have resources that go well beyond the imitation of their own teachers and develop a theoretical understanding of this part of their profession. In addition to presentations and discussions of the readings, students will be asked to critique and comment on both their own classroom performance and experience and that of their peers. They will also be asked to put into practice the results of their reading and experience by developing materials for both the web and the classroom. These materials will be evaluated in terms of their effectiveness and the teaching and learning styles that they depend upon. A secondary goal of this course is to develop a continually changing and updated set of resources for all GTAs in the Latin sequence.

Class Meeting Times in UH 450: 12:30-1:30 Tuesdays

Readings:

Attendance: Attendance is mandatory!! This is a class in which students will learn as much, if not more, from interactions with the instructor, visitors, and each other as they will learn from assignments and readings.

Texts and Readings:

Richard A. LaFleur (ed.), *Latin for the 21st Century: From Concept to Classroom*.
Glenview, IL: Scott Foresman - Addison Wesley, 1998. Pp. xvi, 320. ISBN 0-673-
57608-6. confirmation # 2004134395

Autumn Quarter:

Alfred North Whitehead, "The Place of Classics in Education" in *The Aims of Education and Other Essays* (New York: The Free Press, 1957, originally 1929), p. 70.

George Ganss, S.J. , "A Historical Sketch of the Teaching of Latin," Appendix 1 in *St. Ignatius's Idea of a Jesuit University* (Milwaukee, Wisconsin: The Marquette University Press, 2nd edition, 1956), pp. 218-258.

"Upgrading Latin Pedagogy" (c) Claude Pavur, Saint Louis University, Saint Louis, Missouri, USA. First composed September, 1996. Published with minor revisions in *Electronic Antiquity* 4:2 (April, 1998).

New approaches on Latin teaching – Romanian Perspectives, Mr Cristian Emilian Ghita, Abstract and biographical details

Latin Pedagogy at the University of Michigan: Linear reading using a linguistic perspective, Dr Deborah Ross Abstract and biographical details

Winter Quarter:

Cooperative learning and Latin: between theory and praxis Prof Andrea Balbo
Abstract and biographical details

Modernization of the teaching of Latin: the central role of the text and of the lexical approach, Prof Rosanna Marino, Abstract and biographical details

Andrea Webb Deagon, "Learning Process and Exercise Sequencing in Latin Instruction," *The Classical Journal* 87 (1991), p. 69.

Word Order Issues in Latin Pedagogy. *The Classical Outlook*, 66.1 (October-November 1988), 5-7. Reprinted in *CLASSICVM*, University of Sydney, NSW, Australia

"Reading Proficiency in Latin Through Expectations and Visualization," co-authored by Donka D. Markus and Deborah Pennell Ross, *Classical World* 98.1 (Fall 2004) : 79-93. This article has been reprinted with the kind permission of the editor of *Classical World*.

"Diagramming Latin Sentences," Part I, Part II, Barbara McManus

Spring Quarter:

Robert J. Ball and J. D. Ellsworth, "The Emperor's New Clothes: Hyperreality and the Study of Latin," *The Modern Language Journal* 80, number 1 (1996) pp. 77-84.

and a response by Martha G. Abbott and Sally Davis, "Hyperreality and the Study of Latin: Living in a Fairy Tale World," pp. 85-86.

"Using Authentic Latin Poetry in Lower Level Language Classes," Mary English

"Teaching Latin with a Feminist Consciousness," Alice Garrett

- “The Art of Reading: How to Teach it,” William Gardner Hale (1887)
Latin: How to Read it Fluently, A Practical Manual, B.D. Hoyos (1997).
 “Grammar & CLC: Keeping it in Context,” Ginny Lindzey
 “Fluent Latin”: a reflection on *Latin: How to Read it Fluently* by B. Dexter
 Hoyos, Ginny Lindzey
 “Reading Proficiency in Latin Through Expectations and Visualization,” co-
 authored by Donka D. Markus and Deborah Pennell Ross, *Classical World*
 98.1 (Fall 2004) : 79-93.
 Walter J. Ong, S.J. , *Orality and Literacy* (London and New York: Methuen,
 1982) pp. 112-115. Also see the same author's *Interfaces of the Word*
 (Ithaca and London: Cornell University Press, 1977) p. 25.
 John C. Traupman, *Conversational Latin for Oral Proficiency* (Wauconda,
 Illinois: Bolchazy-Carducci, 1996; Second edition, 1997).

Grading: The grade for Latin 801 will be based on participation (25%), presentations (25%), and written assignments (50%).

Written assignments will be as follows:

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|-------------------------|---|
| Part 1, Autumn Quarter: | Evaluation of teaching styles (5-10 pages) |
| Part 2, Winter Quarter: | On-line quizzes for the Latin Home Page (3 new quizzes) |
| Part 3, Spring Quarter: | Alternative methods: Literature review and critique. (5-10 pages) |

Academic Misconduct Cheating and plagiarism will not be tolerated and the University’s policies will be followed in all cases. To download the Code of Student Conduct, go to <http://www.usas.ohio-state.edu/handbook/> under ‘Policies and Procedures,’ or go to <http://oaa.osu.edu/coam/faq.html#whatisacademicmisconduct>

Disability services: If you need special accommodation based on the impact of a disability, you should contact the instructor as soon as possible. We can discuss the course format, anticipate your needs, and explore potential accommodations. We rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, we encourage you to do so now.