

Mission Statement

Teaching Classical Languages is the only peer-reviewed electronic journal dedicated to the teaching and learning of Latin and ancient Greek. It addresses the interests of all Latin and Greek teachers, graduate students, coordinators, and administrators. *Teaching Classical Languages* welcomes articles offering innovative practice and methods, advocating new theoretical approaches, or reporting on empirical research in teaching and learning Latin and Greek. As an electronic journal, *Teaching Classical Languages* has a unique global outreach. It offers authors and readers a multimedia format that more fully illustrates the topics discussed, and provides hypermedia links to related information and websites. Articles not only contribute to successful Latin and Greek pedagogy, but draw on relevant literature in language education, applied linguistics, and second language acquisition for an ongoing dialogue with modern language educators.

General publication policies

1. Manuscripts that have already been published elsewhere or are being considered for publication elsewhere are not eligible to be considered for publication in *TCL*. It is the responsibility of the author to inform the editor of the existence of any similar work that is already published or under consideration for publication elsewhere.
2. Authors of accepted manuscripts will assign to *TCL* the permanent right to electronically distribute the article.
3. Articles are copyrighted by their respective authors, but if published after electronic appearance, *TCL* will be acknowledged as the initial locus of publication.
4. *Teaching Classical Languages* follows MLA format. Most questions can be answered by consulting the *MLA Handbook* (7th edition), but questions about citation or style that are not answered there may be found in *MLA Style Manual* (2008). Authors are responsible for the accuracy of references and citations.
5. The editor of *TCL* reserves the right to make editorial changes in any manuscript accepted for publication for the sake of style or clarity. Authors will be consulted only if the changes are substantial.

Guidelines for Articles

Articles should be written so that they are accessible to a broad audience of language educators, including those individuals who may not be familiar with the particular subject matter addressed in the article. Articles should report original research or present an original framework that links previous research, educational theory, and teaching

practices. Articles normally run between 2500-6000 words in length, excluding appendices. Images, audio, video, screen shots, and embedded links are appropriate for *TCL*. Additionally, each submission should include an abstract of ca. 150-200 words, and a list of five to seven keywords for index and search purposes.

Review Process

Manuscripts should be submitted electronically to the editor at tcleditor@camws.org, preferably as a Word 2007 document (.docx). All manuscripts will be acknowledged by the editor. Manuscripts are reviewed through a blind referee process of two to three reviewers. Therefore, to assure anonymity, the names of authors and institutions should not be included within the abstract or the article itself.

After peer reviewers have submitted their comments and the editor has reviewed them, authors receive the reviewers' comments and are notified of the editor's decision. The review process may take eight to twelve weeks. Once an article has been accepted for publication, the author will receive further instructions regarding the submission of the final copy.

Components of each article

Abstract: paragraph (ca. 150-200 words) summarizing the essay's argument.

Keywords: Choose five to seven *keywords* for index and search purposes

Title

Article: please acknowledge your sources using in-text, parenthetical citation (author's last name and page number, if relevant, separated by no punctuation). Articles normally run between 2500-6000 words in length, excluding appendices. Images, audio, video, screen shots, and embedded links are appropriate for *TCL*. All images, audio, etc. must be duly credited.

Endnotes: please reserve endnotes for explanatory material (*MLA Handbook* 6.5.). Please use endnotes sparingly.

Works Cited: MLA format

Appendices (if necessary)

Format:

Font: Use Times Roman 12 (non-proportional) font.

Margins: Set at 1-inch right, left, top, and bottom. Do not justify right margin. Do not set widow/orphan protection.

Line Spacing: Double space (2 line spaces) entire manuscript, including notes and block quotes.

Page Numbers: Number pages in upper right corner, beginning with page 2 (suppress page 1 number). Otherwise, use no running head.

Paragraphs: Use Tab key to indent paragraphs. Use automatic (soft) return within each paragraph (use hard return only for paragraph end). Use 1 hard return at the end of each paragraph. Use 2 hard returns only between sections (if any).

Character Spacing: Use 1 space after periods, colons, commas and semicolons. To create a dash, type 2 hyphens with one space before the preceding word and one space after the following word. To type an ellipsis, type a space between each of the 3 periods and between the preceding and following words. In the case of an ellipsis following a period, do not put a space between the period and the preceding word. Do not worry about an ellipsis breaking at the end of a line.

Hyphenation: Do not use automatic hyphenation. Do not hyphenate end-of-line words unless they are normally hyphenated.

Sample Works Cited (MLA Format)

American Classical League and American Philological Association Joint Taskforce on Standards for Classical Learning. *Standards for Classical Language Learning*. Oxford, OH: American Classical League, 1997. Web. 7 Aug. 2012.
<<http://www.camws.org/cpl/educators/standards.pdf>>

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<http://www.aclclassics.org/uploads/assets/files/Standards_for_Latin_Teacher_Preparation.pdf>

Argetsinger, Kathryn. "Peer Teaching and Cooperative Learning in the First Year of Latin." *When Dead Tongues Speak: Teaching Beginning Greek and Latin*. Ed. John Gruber-Miller. New York: Oxford University Press, 2006. 68-85. Print.

Balme, Maurice, and James Morwood. *The Oxford Latin Course*. 2nd edition, Oxford: Oxford University Press, 1996-97. Print.

Dörnyei, Zoltan, and Kata Csizér. "Ten Commandments for Motivating Language Learners: Results of an Empirical Study." *Language Teaching Research* 2.3 (1998): 203-229. Print.

Lindgren, Marcia, Life Blumberg, and Joshua Langseth. "From Literal to Literary: A Translation Project for Latin Poetry Classes." *Teaching Classical Languages* 1.2 (2010): 109-137. Web. 7 Aug. 2012.

<http://www.tcl.camws.org/spring2010/TCL_I_ii_109-137_Lindgren_et_al.pdf>
Mahoney, Anne. "The Forms You *Really* Need to Know." *Classical Outlook* 81.3 (2004): 101-105. Print.