

TCL

TEACHING CLASSICAL LANGUAGES

An Online Journal of the Classical Association of the Middle West and South

In This Issue:

Close Readings in a
Latin Dictionary



Enhancing Latin and Greek
Classes through a
Convivium



Oil for the Wheels in
Teaching Caesar:
Yesterday and Today



Companions of Aeneas:
Gamifying
Intermediate Latin

SPECIAL SECTION:

PERSPECTIVES ON MENTORING

with perspectives by

Mary Pendergraft

Alison Orlebeke

Daniel Leon

Ben Burtzos

Katie Robinson & Kathryn Chew



Volume 7, Issue 1

ISSN 2160-2220



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***Teaching Classical Languages* Mission Statement**

Teaching Classical Languages (ISSN 2160-2220) 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.

Letter from the Editor

**John Gruber-Miller
Cornell College**

Perhaps one of the most overlooked areas of teacher training is mentoring. When I think of the people who made a difference in my pedagogical training, I think first of my dissertation advisor who took the time not only to guide me in my research and ask hard questions, but also to visit my classes on multiple occasions and write up a full page of notes to help me improve. I think of my colleague in French who motivated me to become more sensitive to women's studies and feminist approaches. I think of my high school Latin teacher who showed me that Latin could be both intellectually challenging and fun. I think of my colleagues at Cornell College who are as likely to talk with me about teaching, assignments, and students as they are about governance or committee work or life at home.

Yet when I think of mentoring, I also think of the many part-time visiting professors who have taught at my institution. I have learned from so many of them. While some are eager to have a conversation with me in my office, over lunch, or walking down the ped mall, others have been reluctant to engage in that exchange. Perhaps they are too busy. Perhaps they think that how we teach is less important than research in other areas of the ancient world. Perhaps they are afraid of showing a lack of knowledge or skill. Or perhaps they feel like they are successful at what they do, so why change or expand their repertoire of pedagogical activities or approaches.

Just last week, as I was updating our department webpage, I stumbled upon a list of all the students my colleague and I have sponsored for our annual Student Symposium. The Symposium is an amazing day every spring when the college celebrates the academic accomplishments of our students who present their research as an oral presentation or as a poster. Some have developed or expanded a paper from a class. Others have condensed their thesis into a fifteen minute talk. What I most noticed as I went through the list was how much I remembered that experience with each student, probing, asking questions, brainstorming ideas, thinking about how to reorganize and express the ideas for a general audience. It was a series of moments that prodded them to see themselves as capable and professional adults. It was those

moments of collaboration and trust that deepened our relationship. As a result, I consider each and every one of them not just a student, but also a friend.

This issue of *Teaching Classical Languages* features a special section, “Perspectives on Mentoring Latin Teachers.” It contains personal essays from Latin teachers who are just beginning to those with many years of experience. It contains much wisdom about how we can both mentor and be mentored. The mentoring described can take place in a busy congregate faculty lounge or in a beginning Latin classroom or in a methods course. It can take place seemingly casually or quite intentionally. Significantly, in every case it involves two people who want to grow in their pedagogical exploration and are willing to confess their lack of knowledge or their desire for more. And although the authors of these essays do not explicitly mention it, these meetings evolve into relationships that strengthen our common intellectual enterprise and that blossom into genuine, and often intergenerational, friendships. I hope that these perspectives on mentoring will awaken the desire for you to become more involved and more intentional in mentoring your colleagues and students.

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.

ISSN 2160-2220.

Guidelines for submission may be found at

<http://www.tcl.camws.org/guidelines.pdf>.