

TEACHING CLASSICAL LANGUAGES

AN ONLINE JOURNAL OF THE CLASSICAL ASSOCIATION
OF THE MIDDLE WEST AND SOUTH

FEATURES

Student-Created Editions of Latin Texts

Thomas Hendrickson

Anna Pisarello

ARTICLES

Voices from Below: A Multivocal Approach to Teaching Petronius' *Satyrica*

Rhodora G. Vennarucci and Joy Reeber

Teaching Outside the Box of Classical Languages: A Diverse Curriculum for Diverse Learners

Nathalie Roy

The Polis Method: Towards an Integrative and Dynamic Language Teaching Method

Robert Z. Cortes and Christophe Rico

ISSUE 13.1

FALL 2023

EDITOR

Yasuko Taoka (Temple University, Japan Campus)
tceditor@camws.org

EDITORIAL ASSISTANT

Katie Alfultis-Rayburn (Northwestern State University)
tclassistant@camws.org

TCL EDITORIAL BOARD

Peter Anderson, Grand Valley State University
Rebecca Harrison, Truman State University
Caroline Kelly, Mitchell Community College, North Carolina
Amy Sommer Rosevear, Cherry Creek High School, Denver, Colorado
Bartolo Natoli, Randolph-Macon College
Robert Patrick, Parkview High School, Gwinnett County, Georgia
Cynthia White, University of Arizona

Cover and Layout Design by Katie Alfultis-Rayburn.
Imagery used in cover and front matter obtained with permission from [Canva.com](https://www.canva.com).

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. 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>.

TABLE OF CONTENTS

FEATURES

06 Student-Created Editions of Latin Texts

Thomas Hendrickson

Anna Pisarello

ARTICLES

23 Voices from Below: A Multivocal Approach to Teaching

Petronius' *Satyrice* Rhodora G. Vennarucci

Joy Reeber

75 Teaching Outside the Box of Classical Languages: A Diverse Curriculum for Diverse Learners

Nathalie Roy

92 The Polis Method: Towards an Integrative and Dynamic Language Teaching Method

Robert Z. Cortes

Christophe Rico

EDITOR'S NOTE

Welcome to issue 13.1 of Teaching Classical Languages.

This issue's feature story honors the 2022 Winner of the Ladislaus Bolchazy Pedagogy Book Award, *The Passion of Perpetua*. The commentary was written by students at the Stanford Online High School, under the guidance of their teachers, Thomas Hendrickson and Anna Pisarello. We have invited Tom and Anna to share their method and perspectives in this feature story for TCL.

Further, in this issue we offer three articles that argue for making Greek and Latin classrooms more inclusive, whether it be by representing more female voices to students (Vennarucci and Reeber), by using experiential and project-based learning to introduce ancient STEM (Roy), or by immersing students in ancient Greek (Cortes and Rico).

With this issue we also welcome new Editorial Assistant Katie Alfultis-Rayburn to TCL. Katie also works with CAMWS Secretary-Treasurer T. Davina McClain as the Administrative Assistant for CAMWS, in the home office in Natchitoches, Louisiana. Katie's background in professional and technical writing, as well as her Master's in TESOL, make her an excellent fit for this position, and we are lucky to have her with us.