

# TEACHING CLASSICAL LANGUAGES

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## ARTICLES

**Patchwork Assessment for Latin Learning: Case Studies of Inclusive Pedagogy**

Maxine Lewis

**Introducing Female Voices in the College Latin Classroom: A New Course on Roman Women Writers**

Giulio Celotto

**A New Mora-Based Method of Teaching Classical Greek Accentuation**

Stephen M. Trzaskoma

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Cover photo of the east frieze of the Siphnian Treasury at Delphi by Kristina Chew. Cover and Layout Design by Katie Alfultis-Rayburn.

## 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.

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## EDITOR'S NOTE

*Diuersae uarie uiae reportant.* “Branching roads bring back by varied ways.” The eleventh and last line of Catullus’ poem 46 has echoed in my head while working on issue 14.1 of *Teaching Classical Languages*. The old friends he addresses who left for places far away from home (*longe quos simul a domo profectos*) return via different directions back to where they all began from. So do the three articles of this issue each approach the teaching of ancient languages by various means, to reach students who come to our classrooms via different paths.

Maxine Lewis’ article “Patchwork Assessment for Latin Learning: Case Studies of Inclusive Pedagogy” explains how to implement a non-traditional approach to grading in which each student chooses assignments that best suit their interests and strengths. A sample of student feedback documents the benefits of patchwork assessment and the author’s rubrics offer additional insights.

Giulio Celotto’s article “Introducing Female Voices in the College Latin Classroom: A New Course on Roman Women Writers” demonstrates how to design such a Latin course. If you are considering teaching a similar class, the article clearly presents how to do so, while recounting how motivated students were to translate and learn about ancient women writers.

The third article by Stephen M. Trzaskoma, “A New Mora-Based Method of Teaching Classical Greek Accentuation,” lays out both a rationale and the steps for teaching Greek accentuation based on morae. If you have ever seen students give up on understanding accentuation — or, worse, on learning Greek altogether— a mora-based method is worth at least considering.

These three articles offer ways to make the ancient language classroom a welcoming space for all, an enterprise all the more essential given the times we teach and live in. AI, LLMs, Google Translate, and a host of other software tools and Internet sites have turned translating and parsing



ancient language texts into just another cut and paste operation. On top of teaching grammar, syntax and vocabulary, we now find ourselves tasked with justifying why students should invest the time and energy into learning these fundamentals on their own, especially given that knowledge of ancient Greek and Latin is not a skill that leads to a guaranteed career path.

No matter how many spear-points are aimed our way, how high the waves rise while the winds blast over our heads, we forge on. I first read Catullus' poem 46 about "spring now ushering in milder warmth with cold sloughed off" (*iam uer egelidos refert tepores*) when I was in my last year of high school. I first taught the poem while in my first tenure-track position at the University of St. Thomas in St. Paul and as the mother of an autistic, intellectually disabled toddler. To provide our son with the best education and services for his many needs, my husband and I have traveled down many roads and taught at many schools (he is a historian of American religion and culture) in the Midwest, New Jersey, New York, and northern California. My one-year detour working for a Silicon Valley tech company proved unexpectedly of use when the Classics Department of Rutgers University asked me to teach online, asynchronous courses. As I discovered, I was well-prepared for these.

I have been teaching for Rutgers ever since and, this fall, will teach elementary ancient Greek as a fully online course. This is not something I could have envisioned doing or thought possible when I began teaching anymore than I would have believed that my son would one day have ridden over 75,000 miles on his bike with his dad. But he has, leading us on a panoply of adventures best described as *diuersus* like Catullus' roads or ποικίλος ("many-colored, diversified, spangled") in the way that Alcaeus refers to the throat of a certain long-winged bird in his fragment 345.2. To bring ancient Greek and Latin to as manifold an audience of students as possible is the important work that the three articles in this issue offer new ways of undertaking.

Many thanks to outgoing editor Yasuko Taoka, who did the initial editing of two of the articles for this issue, and to our Editorial Assistant, Katie Alfultis-Rayburn, whose work is prized and priceless.

## NOTES ON CONTRIBUTORS

Dr. Maxine Lewis is a Senior Lecturer in Classics and Ancient History at Waipapa Taumata Rau The University of Auckland. She publishes on Latin literature and Roman history, its later reception, and inclusive teaching of Classics. In 2020 she won a New Zealand National Tertiary Teaching Excellence Award from Ako Aotearoa. Her book chapter on inclusive pedagogy appeared in the edited volume *From Abortion to Pederasty: Teaching Difficult Subjects in the Classics Classroom* (2014), and her article on running a spoken Latin club for students is in the 2022 special edition of *Classicum, Teaching Classical Languages*.

Giulio Celotto received his Ph.D. in Classics from Florida State University in 2017, and is currently serving as Assistant Professor of Classics, General Faculty, at the University of Virginia. His primary research interests focus on imperial Latin literature, that of the Neronian and Flavian age in particular. His first monograph, titled *'Amor belli': Love and Strife in Lucan's 'Bellum civile'*, was published with The University of Michigan Press in 2022. In addition, he has contributed articles on a variety of authors, such as Catullus, Vergil, Livy, Ovid, Seneca, Lucan, Persius, Statius, Juvenal, and Tacitus. Finally, he is the director of the interdisciplinary initiative "The Siren Project: Women's Voice in Literature and the Visual Arts," which was awarded the 2023 SCS Outreach Prize.

Stephen M. Trzaskoma serves as the Dean of the College of Arts & Letters and Interim Dean of the College of Natural & Social Sciences at California State University, Los Angeles. He has published widely on the surviving novels from Ancient Greece and on Greek and Roman myth and mythography, including critical studies, text-critical contributions and translations. He has a longstanding interest in the pedagogy of ancient languages, particularly at the elementary and intermediate levels, and has taught Ancient Greek and Latin for over 25 years at the college level.