

TCL

TEACHING CLASSICAL LANGUAGES

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

In This Issue:

Ovid and his Ars: Preparing
a Commentary for the
*Online Companion to the
Worlds of Roman Women*



Three Categories Of
Humor In Latin Pedagogy

SPECIAL SECTION ON SPOKEN LATIN

Why Oral Latin?

*Cur Discipuli Linguae
Latinae Latine Loquantur*



A Podcasting Approach to
Greek and Latin Orality

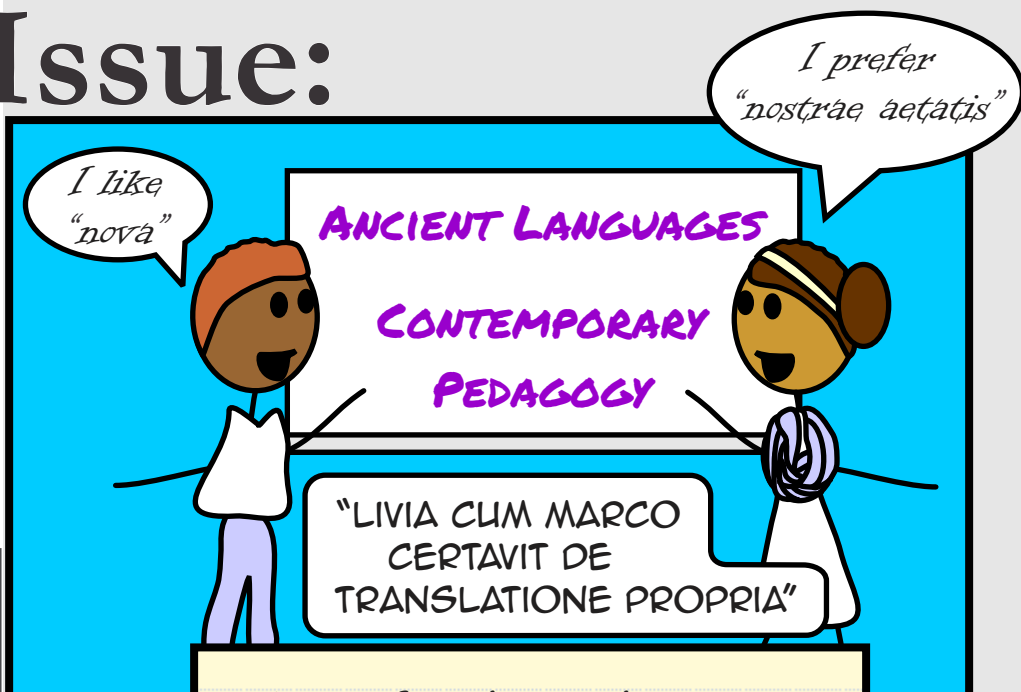


The *Biduum* Experience:
Speaking Latin to Learn



Making Sense of
Comprehensible Input
in the Latin Classroom

Volume 6, Issue 1



*Livia fought with Marcus
over the best translation*



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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

Teaching Classical Languages has always taken advantage of its online presence with links to other material, images, and audio. This issue, which includes a Special Section on Spoken Latin, keeps these online elements that print journals cannot always accommodate and provides several new, notable features.

TCL publishes its first article in a language other than English—appropriately, in this case, Latin. In the Special Section on Spoken Latin, Susan Thornton Rasmussen has prepared two versions of her article, both English (“Why Oral Latin?”) and Latin (“*Cur discipuli linguae Latinae Latine loquantur*”). The Latin version was written first and readers will be able to tell that it falls into a somewhat more rhetorical, persuasive style than the more academic style of its English counterpart. Her essays offer both practical and pedagogical reasons why it makes sense to use spoken Latin in the classroom.

Two articles make extensive use of video, transcriptions, and appendices that show teachers how to incorporate new strategies into the classroom. Ginny Lindzey’s article, “The *Biduum* Experience: Speaking Latin to Learn,” takes readers through a typical two-day Latin immersion weekend, compiling and illustrating a huge number of scaffolded activities to help teachers use spoken Latin with their students. In order to help teachers recreate the techniques described, the article contains more than two dozen images of classroom content transcribed and illustrated and features several videos of Nancy Llewellyn (SALVI) teaching.

Bob Patrick’s article, “Making Sense of Comprehensible Input in the Latin Classroom,” elucidates how using spoken Latin provides comprehensible input for his students. His essay not only explains how and why to use spoken Latin in the classroom, his links to six YouTube clips demystifies how he teaches using a Comprehensible Input approach in a classroom setting. In addition, his article has an extensive appendix that links to teacher-generated and classroom-tested materials, including assessments, on a fourth year unit on Roman *ludi*.

In addition, two articles discuss online projects that make Latin and Greek texts and their interpretation available to diverse audiences. In “Ovid and his *Ars*: Preparing a Commentary for the *Online Companion to the Worlds of Roman Wom-*

en,” Liz Gloyn presents a professional development opportunity for teachers, explaining the process of writing a commentary on a short passage from *Ars Amatoria* 3 for intermediate Latin students from a feminist perspective. The end result is a text that can then be used in the classroom with one’s own students as well as students around the globe.

In a “Podcasting Approach to Greek and Latin Orality,” Chris Francese expands the audience for his students’ work from the classroom to the wider world. He asks them to create a podcast that interprets a poem or passage for an educated, but non-classically trained, audience. As a result, students get to the heart of the text they are discussing in five to seven minutes using NPR-style audio.

Finally, in “Three Categories of Humor in Latin Pedagogy,” Jiha Min shows how thinking about different types of humor can lead to productive questions about a satirical or humorous Latin text. I hope that this issue inspires you to try new techniques and new technologies to make Latin and Greek more accessible and more appealing to your 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.

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Guidelines for submission may be found at

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

