

Latin is a team sport

Leadership skills in the Latin classroom

Leadership Skills

- Teamwork
- Digital/Information Fluency
- Public Speaking

Teamwork

Team-based

- grammar review (all)
- translation problem-solving (all)
- primary source analysis (all)
- comprehension of secondary sources (all)
- selection of secondary sources (LAT 202 and LAT 302)
- proposal of a potential research topic or paper draft (LAT 202 and LAT 302)
- critique of student work (LAT 202 and LAT 302)

Digital/Information Fluency

- Collation and analysis of information from a range of resources (especially online and traditional commentaries and dictionaries; all)
- Virtual collaboration for preparing and revising assignments (all)
- Database use for finding secondary sources (all)
- Virtual collaboration for research topic proposal (LAT 202 and LAT 302)

Public Speaking

- Very low stakes public speaking through randomized roles as group representatives (LAT 201 and 202)
- Low stakes public speaking through roles as “commentary master” while paired with another student; each is assigned either the online or print commentary (LAT 202)
- Medium stakes public speaking through individual article presentations (LAT 202 and LAT 302)
- Higher stakes presentations of individual research and leading of class discussions (LAT 302)

Leadership Skills Sequence

Latin 201	Latin 202	Latin 302
team based grammar reviews	continues, ideally based on self-assessment	facilitates grammar review for team
team based text comprehension and analysis	teams present their analysis of specific passages	facilitates comprehension and analysis for team
team based secondary source analysis	teams present secondary sources to each other, craft research proposal, critique facilitators' paper drafts	facilitate team's use of secondary sources, craft research paper, critique team's research proposal
low stakes public speaking multiple times throughout the term	medium stakes public speaking (individual article presentation)	higher stakes public speaking (leading class and presenting research)

Example: Article Assignments

Read the article provided and type up the following in 1-2 pages, double-spaced:

1. Identify the author's main argument (i.e. his or her thesis).

[1a. Identify the author's methodological approach to the material.]

2. Identify what kind of evidence s/he uses to support that argument.

3. Explain how valid you find her/his reasoning, or don't, and why.

4. Explain how convincing you find her/his argument, or don't, and why. Note that 3 and 4 may be intertwined.

5. Identify the significance of her/his contribution to your understanding of the material. i.e.: Did s/he clarify anything for you? Did he help you understand it better? How so? If not, why not?

Be sure to cite the article to support your points, and to identify clearly where you are quoting from (i.e. page numbers).

Category	4-5 Exemplary	2-3 Developing	0-1 Beginning	Score
Thesis	The thesis is clearly and fully identified and rearticulated clearly and comprehensively.	The thesis is somewhat clearly identified, but perhaps only partially, is rearticulated unclearly, or had not been fully understood.	The thesis is not identified, is only partially identified, or is restated in a way that misrepresents it.	
Approach	Clearly identifies the author's approach to the material and why s/he has chosen this approach. Ideally, provides her thoughts as to the value of this approach.	Identifies the author's approach to the material, but not why the author has chosen this approach or its value in addressing the material.	Incorrectly identifies the author's approach or appears not to understand what is meant by "methodological approach."	
Evidence	Clearly grasps how the author supports the argument, correctly identifying the author's evidence.	Generally understands the mode of support, but does not fully identify the author's evidence.	Has misunderstood the author's mode of support and/or incorrectly identifies the author's evidence.	
Convincing/ Valid	Clearly articulates why she did or did not find the piece convincing, providing specific examples for why this was the case. Ideally, she will also present further support for her own response.	Articulates why she did or did not find the piece convincing, but does not provide specific examples for why. No attempt to add to the author's argument or to rebut it.	States that she did or did not find that piece convincing, but does not adequately explain why.	
Significance	Clearly identifies the significance of the article for her understanding of the material, providing specific examples of her increased comprehension.	Identifies significance of the article for her understanding the material, but in a general way without specific examples or evidence of this understanding.	Minimally identifies significance of the article for her understanding of the material.	

Latin 201 Past

- Round 1: each student is given the same article and does/ writes up the assignment on her own.
- Round 2: each student uses relevant databases to locate an article of her own (but does not do assignment).

Latin 201 Future

- Round 1: each student is given the same article, does the assignment, then discusses it in class with her team and uses the conversation to clarify her ideas and write up her own assignment.
- Round 2: each student uses relevant databases to locate an article of her own (but does not do assignment) and shares it with her teammates.

Latin 202 Past

- Round 1: each student is given the same article and does/ writes up the assignment on her own.
- Round 2: each student finds an article and does/ writes up the assignment on her own and presents the article to the class.

Latin 202 Future

- Round 1: each student is given the same article, does the assignment, then discusses it in class with her team; they use the conversation to clarify their ideas and write up one group assignment.
- Round 2: each student finds an article and submits it to her facilitator. The facilitator decides which article the group will read together as a repeat of round 1 and then present to the other teams.

Latin 302 (New Course)

- Round 1: each student is given the same article, does the assignment, then discusses it in class with her team; they use the conversation to clarify their ideas and write up one group assignment. The facilitator helps to ensure the team addresses all aspects of the assignment.
- Round 2: each 202 student finds an article and submits it to her facilitator. The facilitator decides which article the group will read together as a repeat of round 1 and then present to the other teams.