# Course Specifications

Valid as from the academic year 2019-2020

## Teaching Methodology: Latin (H001983)

<table>
<thead>
<tr>
<th>Course size</th>
<th>(nominal values; actual values may depend on programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>4.0</td>
</tr>
<tr>
<td>Study time</td>
<td>120 h</td>
</tr>
<tr>
<td>Contact hrs</td>
<td>60.0 h</td>
</tr>
</tbody>
</table>

## Course offerings and teaching methods in academic year 2019-2020

<table>
<thead>
<tr>
<th>A (semester 1)</th>
<th>Dutch</th>
<th>microteaching</th>
<th>5.0 h</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>lecture</td>
<td>20.0 h</td>
</tr>
<tr>
<td></td>
<td></td>
<td>seminar: coached exercises</td>
<td>15.0 h</td>
</tr>
</tbody>
</table>

## Lecturers in academic year 2019-2020

- Vanacker, Katrien LW07 staff member
- De Herdt, Katja LW07 lecturer-in-charge

## Offered in the following programmes in 2019-2020

| Academic Teacher Education in Linguistics and Literature | 4 | A |

## Teaching languages

- Dutch

## Keywords

Latin teaching methodology, secondary education, ancient languages, reading method

## Position of the course

This course contributes to the realisation of the basis professional teacher competencies as stated in the course description and in the matrix of competencies that can be consulted on www.lerarenopleiding.ugent.be

## Contents

- overview of national curricula and school manuals for Latin
- history and theory of the dynamic reading method
- using the dynamic reading method when teaching the understanding of original and adapted Latin texts
- text-comprehension and reading strategies
- teaching Latin grammar in an inductive way, focusing on reading ability
- teaching literature and its cultural background
- Latin vocabulary acquisition and learning
- designing blackboard outlines and lesson formats for the teaching of Latin literature, grammar and culture
- exercises in questioning and error analysis

## Initial competences

To check if there is any succession on this course, please refer to www.fsappw.ugent.be and follow the “Opleidingsinfo” > volgtijdelijkheid” link in the menu above. (Succession = criteria that need to be met before you can start this course.)

## Final competences

1. comparing the various perspectives of actual Latin curricula and manuals in Flanders and understanding their historical background

2. understanding that reading should be the main goal of any course in Latin

3. teaching strategies that advance natural Latin reading through predictions

(Proposal)
4. fitting grammar acquisition to reading ability and text comprehension
5. teaching in an effective way grammar to beginners in Latin, using the terminology of the actual curricula
6. teaching vocabulary according to the involvement load hypothesis
7. goal-oriented preparing of lessons in Latin, grammar, reading and cultural background

Conditions for credit contract
Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Lecture, microteaching, seminar: coached exercises

Extra information on the teaching methods
For the theoretical part interactive lectures and seminars are provided. For the practical part following teaching methods are used: * seminars; * task-focused teaching methods; * observation in schools; * micro-teaching.

The student-teachers - teachers in training - in a LIO-trajectory have to realize the above-mentioned goals and competences through an alternative portfolio-trajectory. The assignments are elaborated in a manual. There are a number of contact-moments, intervis and coaching. A full LIO-trajectory includes a teaching assignment of minimal 500 hours (this corresponds with teaching assignment of 12 hours a week). Students with an assignment between 200 and 500 hours participate in the LIO-trajectory on a part-time basis. A candidate with a LIO-trajectory of less than 200 hours (this corresponds to a teaching assignment of less than 5h per week) is not admitted to the portfolio-trajectory. The student then has to follow the normal learning-trajectory.

Learning materials and price
- supplementary exercises are provided via Minerva

Study materials are not available in English

References

Course content-related study coaching
via Minerva and by appointment

Evaluation methods
end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Written examination with open questions, oral examination

Examination methods in case of periodic evaluation during the second examination period
Written examination with open questions, oral examination

Examination methods in case of permanent evaluation
Participation, simulation

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible

Extra information on the examination methods

(Proposal)
Details on permanent evaluation:
- Method: For the exercises part there is permanent evaluation on the basis of micro-teaching, assignments, cooperation and attitudes.
- Frequency: presence during the exercises is mandatory. Only two absences that are justified, are accepted.
- Description of second exam opportunity: in general a retake of the exam is possible, but some of the exercises and practical sessions cannot be retaken.
- Feedback: by appointment

The student-teachers (teachers in training) in a LIO-trajectory are evaluated on a permanent basis based on their assignments in their portfolio.

Calculation of the examination mark
- 85% for the exam (25% oral and 60% written); 15% for the permanent evaluation
- Special conditions in order to succeed: students who eschew periodic and/or permanent evaluations for the course unit concerned are given a non-deliberative final quotation.

Students must be enrolled in the teacher training program by October 15 at the latest. Seeing presence in the exercises is mandatory, a student must be present in the first lesson. This is also the case for the Students in a LIO trajectory.

(Proposal)