

Teaching Portfolio



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Teaching Philosophy Statement

“I would make them all learn English: and then I would let the clever ones learn Latin as an honor, and Greek as a treat.”

- Sir Winston Churchill, *Roving Commission: My Early Life*

I became a teacher by accident. Having never considered education as a possible career, I received a surprise call one day in late July 2002 from my undergraduate Greek professor encouraging me to apply for a high school teaching job that had recently come open. So I applied and, because of my performance as a Classics major at Samford University, got the job. Within weeks, I realized that I had found my calling. As a Latin teacher, I want to instill in my students the same love of classics and passion for learning that I have. Through Classical languages, I teach students not only the grammar and syntax of the Greeks and Romans, but also introduce them to the history, philosophy, literature, religion, and archaeology of the classical world. I see classics as a way for students to develop many different ways of thinking and learning simultaneously, ranging from the raw memorization of facts necessary for vocabulary and syntax to highly complex synthesis of ideas required to read, understand and evaluate works by writers such as Plato, Cicero, Homer, and Horace. My goal as a teacher is to help students become not only proficient in reading Latin or Greek, but also to become critical thinkers who can understand, analyze, and reflect upon the ideas they encounter, either in classical literature or every day life.

I always want to find new and interesting ways to help my students deepen their knowledge and understanding of the ancient world. One example of this is when I occasionally lead my classes through a unit on a work of classical literature which is followed by the showing of a recent movie either based on or similar in plot or theme to the work we had studied. Some of the students' favorite pairings were “O, Brother, Where Art Thou?” with Homer’s *Odyssey* and “The Matrix” with book 7 (the cave) of Plato’s *Republic*. After screening the movies, we have small group discussions over pizza. Through this activity, students learn that classical literature is the beginning of a conversation that has been going on continuously throughout Western history. They also learn that there is no need to reinvent the wheel when it comes to many of the questions we face in life. When my students realize that they can join the conversation as both listeners and contributors, I feel that I have done my job as a teacher.

Since my classes are primarily language courses, I naturally spend much of the instructional time I share with students on the grammar and syntax of Latin or Greek, but supplement each unit with examples from ancient literature which use the grammar covered in the lesson, and display some aspect of ancient history, philosophy, poetry, or mythology. My translation sessions begin with the question “What is this Latin saying?” and students respond with a literal “subject-verb-object” translation or a summary of the assigned passage. To this I add, “What is this passage *really* saying?” Questions often sound like these: “Based on this passage, how are Roman ideas about divinity different than the ideas of many modern world religions?” “Do you agree or disagree with Cicero here?” “Is this a good poem? Why or why not?” “Did Hector have a choice in staying outside the walls to face Achilles?” “Can you think of any modern situations similar to this passage?” By asking both kinds of questions, I address students’ growing knowledge of grammar and vocabulary, but also, more importantly, encourage students to think critically about the words they read and apply what those words say to the world around them.

University of Georgia - Department of Classics

Introductory Latin (LATN 1001)

Type of Course: Introductory, fulfills part of language requirement (one of four sections)
Enrollment Information: 25-30 students, undergraduate and graduate, majors and non-majors
Semesters Taught: Spring, Fall 2006, Spring 2007
Course Content: Latin 1001 introduces students to the grammar and syntax of the Latin language using lecture, classroom activities, practice sentences, and extensive readings based on classical literature.

Teaching Responsibilities:

I served as the primary instructor for the course all three semesters in which I taught it. My responsibilities centered on leading students to accomplish the goals for the course as outlined in the department's standard Latin 1001 syllabus. I was responsible for all lesson plans, the writing and grading of all tests and quizzes, as well as the designing and executing of supplementary activities and lessons to introduce Roman culture and Latin literature to students alongside the language. I also held regular office hours and 'virtual office hours' using the course's WebCT chat module.

John Carroll Catholic High School

Latin I & II

Type of Course: Fulfilled Foreign Language requirement for college prep diploma
Enrollment Information: 20-25 students per section
Years Taught: 2002 to 2005
Course Content: I used the *Oxford Latin Course* textbook and finished book 3 by the end of Latin II. By that point, students had read Latin poetry and prose, particularly the poetry of Horace, on whose life the text series is based.

Teaching Responsibilities:

As the teacher, I was responsible for all instructional planning, teaching and testing of students. Grades were distributed quarterly. I also was responsible for communicating with parents when necessary and recruiting students not only for Latin classes, but also for the Classical Languages Club.

Greek I honors & II honors

Type of Course: Foreign Language electives open only to students with two years of previous language study
Enrollment Information: 10-20 students per section
Years Taught: 2002 to 2005
Course Content: I used *Athenaze* textbook and finished book 2 by the end of the second year of Greek study. By that point, students had read excerpts from Herodotus, Thucydides and Aristophanes. Since the school was a Catholic school, I supplemented readings with passages from the New Testament.

Teaching Responsibilities:

As the teacher, I was responsible for all instructional planning, teaching and testing of students. Grades were distributed quarterly. I also was responsible for communicating with parents when necessary and recruiting students not only for Greek classes, but also for the Classical Languages Club.

Test design and purpose

Below is a sample of the tests that I give after each unit of three chapters in the Latin 1001 textbook: *Wheelock's Latin*. Here is a brief overview of each section of the test, in the order in which they appear below, and its pedagogical purpose.

Dictation

In this section of the test, students hear me speak a Latin sentence, which they must then transcribe correctly, noting the length of vowels and the inflectional endings of all words. The purpose of this section is to ensure that students can hear and understand Latin when it is spoken so that they can respond appropriately.

Passage Translation

One of the best ways to determine whether students understand what a passage of Latin says is to have them translate it. This section consists of a passage of Latin which the students have never seen before. They translate at sight using their knowledge of vocabulary, morphology, and syntax to present the passage in idiomatic English. The passages which I write are always based on the stories which we have read in class, but never verbatim, so that the students are on familiar ground, but also required to translate rather than reproduce a memorized translation.

Parsing

Within the translation passage, I highlight some nouns, adjectives, or pronouns in **boldface** and ask students to identify their morphological components (number, case, gender) and the word's use in the sentence in which it occurs in the passage. This lets me know how well students understand how the nominal elements of Latin fit together syntactically. I also underline several verbs and ask students to parse those, as well, testing their ability to recognize verb forms in context.

Etymology

One of the major benefits of studying Latin for speakers of English is learning the great number of English words that come from Latin. This section of the test not only assesses students' Latin vocabulary, but also their ability to deduce the meaning of English words based on their Latin components, a valuable skill that they will use in reading and writing both inside and outside the Latin classroom.

Morphology

This section tests students' ability to form, not just recognize, the morphological forms of Latin nouns, adjectives, pronouns, and verbs. Being able to produce forms actively makes passive recognition, as is required for reading, much easier.

Bonus

Since the undergraduate course is specifically a language course (i.e. not a class on Roman Culture), questions about Roman history, mythology, literature, or culture are included as opportunities for extra credit. This encourages students to learn more about Latin's cultural context and hopefully encourage them to pursue other classes in the Department of Classics.

~ i. scribe sententiam Latīnam quam magister prōnūntiat. ~ v%

Latīna: Liber noster Latīnam tibi docet.

~ ii. Trānsfer fābulam Latīnam in Anglicam. ~ xl%

Cicerō erat cōsul Rōmānus et cīvitātem servābat. Ex litterīs **ūnīus** virī, Catilīnae, nātūram īnsidiārum discēbat. Catilīna erat caput multōrum **hominum** et īnsidiās in civitātem faciēbat. In senātum* veniēbat Cicerō et **istī** virō dīcēbat, “Quid tū facis, Catilīna? Quid cōgitās? Vitia tua discere poteram et nunc poenās dābis!” Ad senātum* dīcēbat, “Iste vir sine mōribus bonīs, sine virtūte est. Cupit* tyrannus esse et tōtam rem pūblicam* habēre. Ō tempora! Ō mōrēs! **Vōs**ne nihil faciētis? Eum ad mortem dūcere dēbētis. Sed sī hoc cōsiliū nōn audiētis, mittite **eum** ex cīvitāte!”

*(senātum senate acc sg masc; cupiō, -ere to want, desire; rem pūblicam republic acc)

Cicero was the Roman consul and he was saving the state. From one man’s letters (correspondence), Catiline’s, he was learning the nature of (the/a) conspiracy. Catiline was the head (leader) of many men and he was making a conspiracy against the state. Cicero came into the senate and said to that (dastardly) man, “What are you doing, Catiline? What are you thinking? I was able to learn about your vices and now you will pay the penalty!” To the senate, he said, “That (dastardly) man is without good morals, without virtue. He wishes to be tyrant and to have the entire republic. O, the times! O, the morals! Will y’all do nothing? Y’all ought to lead him to death. But if y’all will not hear this counsel, send him out of the state!”

88 words (with glosses and repeats) at 40 points, so each word = 1/2 point (1/4 vocab, 1/4 syntax)

~ iii. dā genus et numerum et casum et ūsum hōrum verbōrum in fābulā. ~ x%

	<u>genus</u>	<u>numerus</u>	<u>casus</u>	<u>usus</u>
1 ūnīus	masc.	sg.	gen.	adj. w/ virī (possessive)
2 hominum	masc.	pl.	gen.	possessive
3 istī	masc.	sg.	dat.	indirect object
5 Vōs	masc.	pl.	nom.	subject (of faciētis)
6 eum	masc.	sg.	acc.	direct object (of mittite)

~ iv. dā partēs hōrum verbōrum in fābulā. ~ x%

	<u>persōna</u>	<u>numerus</u>	<u>tempus</u>	<u>vōx</u>	<u>modus</u>
3 <u>veniēbat</u>	3 rd	sg.	imperfect	act.	indic.
3 <u>facis</u>	2 nd	sg.	present	act.	indic.
3 <u>poteram</u>	1 st	sg.	imperfect	act.	indic.
5 <u>faciētis</u>	2 nd	pl.	future	act.	indic.

Drew Lasater

Sample Test Answer Key (continued)

~ v. fontēs verbōrum ~ iii%

complete each English sentence using your knowledge of Latin etymology (e.g. "A 'laudatory' speech is full of praise")

An **annulled** contract has _____ legal force. **no**

An **aqueduct** literally _____ water. **leads**

To **transmit** something is to _____ it across a distance. **send**

~ vi. dēclīnā in Latīnā ~ xv%

ille alter scrīptor (genitīvus: illīus alterīus scrīptōris) "that other writer"

singularis

pluralis

Nom. ille alter scrīptor

illī alterī scrīptōrēs

Gen. illīus alterīus scrīptōris

illōrum alterōrum scrīptōrum

Dat. **illī alterī scrīptōrī**

illīs alterīs scrīptōribus

Acc. **illum alterum scrīptōrem**

illōs alterōs scrīptōrēs

Abl. **illō alterō scrīptōre**

illīs alterīs scrīptōribus

Voc.

~ vii. coniugā haec verba in Latīnā ~ xii%

fugiō, fugere, fūgī, fugitūrum in the future

faciō, facere, fēcī, factum in the present

singulāris

plurālis

singulāris

plurālis

p̄rīma **fugiam** **fugiēmus**

p̄rīma **faciō** **facimus**

secunda **fugiēs** **fugiētis**

secunda **facis** **facitis**

tertia **fugiet** **fugient**

tertia **facit** **faciunt**

sentiō, sentīre, sēnsī in the imperfect

veniō, venīre, vēnī, ventum in the present

singulāris

plurālis

singulāris

plurālis

p̄rīma **sentiēbam** **sentiēbāmus**

p̄rīma **veniō** **venīmus**

secunda **sentiēbās** **sentiēbātis**

secunda **venīs** **venītis**

tertia **sentiēbat** **sentiēbant**

tertia **venit** **veniunt**

~ viii. respondē, amābō tē ~ v%

match which demonstrative corresponds:

ille, illa, illud c a.) proximal

hic, haec, hoc a b.) medial

iste, ista, istud b c.) distal

circle the irregular (-īus genitive) adjectives:

alius avārus noster neuter sōlus tuus tōtus

~ ix. praemium additum ~ up to v% but no more, cannot subtract points. ~

What piece of Rutulian armor did Euryalus take for himself and wear? What was the result? **A helmet, which glistened and showed the Rutulians where he was.**

What did Aurora turn Tithonus into? **A cricket/cicada**

What did Ulysses do to Polyphemus? **He poked his eye out with a hot, sharpened log. (He also ate his cheese and tricked him about his name and stole his sheep)**

depinge: cicāda, -ae **grasshopper/cicada**

caverna, -ae **cave**

Sample Lesson Plan Chapter 5, Day 2 (for class on 02/06/07)

1. Email on the day before class: Board work: two volunteers - put up the Eng. → Lat. hw. sentences
2. Salvēte (greet students and conduct brief dialogue in Latin using new vocabulary)
Latīna in verō mundō? (Has anyone seen any Latin in the real world lately?)
3. Go over board work requested in the email.
4. Practice quiz: Have students conjugate on paper: *habēō, -ēre* in all three tenses and three moods we know. Conjugate everything on the board after students finish, have students give themselves a ‘grade’ and encourage them to regularly quiz themselves thus to track their own progress.
5. Introduce Martial, have introductory info on a handout
6. Translate “His Only Guest Was a Real Boar!”
cēnat – ask for: person, #, tense, voice, mood
aprō - ask for: #, case, gender, function
noster – n.b. NOMINATIVE to go with Caeciliānus
bellum convīvam – ask: different endings, why do they go together?
?? What is Martial *really* saying ?? - discussion of Roman manners and convivia.
7. Introduce Thermopylae and Persian Wars in general. Comment on legendary status of Spartan valour in war.
8. Translate “A Soldier’s Humor”
propter numerum ... phrase – cases of all nouns following propter? Function?
vidēbitis – tense?
respondet – tense?
pugnābimus – tense?
Pugnāte – tense and mood?
apud – explain meaning *vis à vis* French word *chez*.
9. Discuss sources for Iō story, discuss the importance of knowing primary sources.
10. Translate “The Adventures of Iō.” Ask grammar questions of individual students (not volunteers)
 - 1n. 1 **amābat** – tense
 - 2 **metuēbat** – tense
 - 3 **vidēbit** – tense, subject
 - 4 **habēsNE, dabisNE**
 - 5 **Iūnōnī** – Dative
 - 7 **habēbat** – tense
 - 8 **erat** – impf of *sum*
 - 10 **habēbisne** – tense, -ne
 - 13 **dedit** - tense
 - 14 **vidēbitis** - tensePeacock is a symbol of Hera because of this story

Assignment for Tuesday, Feb. 7

- Study for the upcoming test.
- Visit the department’s free tutoring lab sometime today.

Sample handout introducing students to the Roman poet Ovid

Special Issue
The day after Ovid died, 17 CE

The Tomis Advertiser

P U B L I U S O V I D I U S N A S O : I N M E M O R I A M

CAREER HIGHLIGHTS:

- Started career under patronage of Valerius Messalla Corvinus, but eventually in the famed circle of Maecenas
- Wrote famous poetry such as: Amores, Heroides, Metamorphoses, and Ars Amatoria, which is part of the reason he lived here in Tomis
- Exiled from Rome in 8 CE because of a *carmen* and an *error*, according to his own writing
- Was the most prolific poet in recent memory, writing in more genres more successfully than anyone before him in Latin.

FAMOUS POET DIES IN EXILE

Tomis, Nuntius News Service - Publius Ovidius Naso, or Ovid, who was born 20 March, 43 BCE in Sulmo, east of Rome, died yesterday at the age of 60. He was born into an equestrian ranked family and was educated at Rome.

His father wished for him to study rhetoric with the ultimate goal of practicing law. However, after the death of his brother, Ovid renounced law and began his travels.

He travelled to Athens, Asia Minor, and Sicily. He also held some minor public posts, but quickly gave them up to pursue his poetry.

Early in his career, he was part of the circle centered around the patron Messalla, but eventually found a place in the circle of Maecenas.

He was married three times, and, from these marriages, had one daughter.

In 10 BC, the *Amores*, his famous love elegies, were published. That success was followed by the *Heroides*, *Remedia Amoris*, and *Medcamina Faciei Femineae* all in 5 BCE. Three years later, he published his *Ars Amatoria*, which in part brought him here.

After writing all that love poetry, Ovid spent 10 years working on his *Metamorphoses*, a monumental work of staggering genius. Its 15 books tell many stories of transformation and demonstrate his mastery of the epic dactylic hexameter meter.

He is survived by his 3rd wife, related to Paullus Fabius Maximus, and one daughter. ☞

GROTON & MAY STORIES FROM METAMORPHOSES

Phaëthon	1.747-779, 2.1-400
Jupiter and Io	1.568-746
Echo & Narcissus	3.339-510
Europa & the Bull	2.833-875
Myrmidons	7.614-660

EXILE MYSTERY AN ONGOING SCANDAL

The reason Ovid came to us here on the Black sea has always been somewhat of a mystery. Why would Rome's most famous poet move to Tomis?

By reading the poetry he has written during his stay here, the staff of the *Advertiser* ascertains two primary causes that he himself names for his presence among us: a *carmen* and an *error*.

The *carmen* is certainly his great *Ars Amatoria*, which offers love advice to men and women in the mood. It is quite delightful and a hit with all of us here, given 5 stars by our own reviewers.

As for the *error*, none of us know for sure. Some say that Ovid failed to act when he heard about a conspiracy against Caesar. Others suggest that he was involved in an illicit affair with a member of Caesar's house.

All we can say is that this scandal will probably remain a hotly debated topic for years to come. ☞



Ovid working on his *Metamorphoses* before his arrival here in Tomis nine years ago

Sample handout designed to help students with remembering noun endings.

Mnemonic Madness!

These silly sentences will help you remember the endings for 1st, 2nd, and 3rd declension Latin nouns.

You'll notice that the word endings highlighted correspond to the endings in the 5 primary Latin Cases. They occur in the order in which we decline them on tests and in the grammatical context appropriate to the case. For instance, take the sentence for the 1st declension singular:

<u>subject</u>	<u>possession</u>	<u>indirect obj.</u>	<u>direct obj.</u>	<u>obj. of preposition</u>
Maria <u>a</u> ,	queen of regg <u>ae</u> ,	gave Fannie M <u>ae</u>	some j <u>am</u>	for her banan <u>a</u> .
nom: -a,	gen: -ae,	dat: -ae,	acc: -am,	abl: -ā

So, here are the sentences:

1st declension:

Singular: Maria, queen of reggae, gave Fannie Mae some jam for her banana.

Plural: Fannie Mae, fond of rum, gave the Israelis some bananas from the delis.

2nd declension:

Singular: Gus and Peter, friends of Luigi, gave Mario some gum for his burrito.

Plural: He and I, kings of the quorum, gave the Israelis some burritos from the delis.

3rd declension:

Singular: The Black Hole Gang*, friends of Beavis, gave Bambī a gem from Chile.

* (The 3rd decl. nom. sg. is the "black hole of endings")

Plural: The Apaches, masters of the drum, gave the minibuses some tamales from the omnibus.

Noun Endings Summary

1st declension:

	sg.	pl.
N	-a	-ae
G	-ae	-arum
D	-ae	-is
Ac	-am	-as
Ab	-ā	-is

2nd declension:

	sg.	pl.
N	-us	-i
G	-i	-orum
D	-o	-is
Ac	-um	-os
Ab	-o	-is

3rd declension:

	sg.	pl.
N	☺	-es
G	-is	-um
D	-i	-ibus
Ac	-em	-es
Ab	-e	-ibus

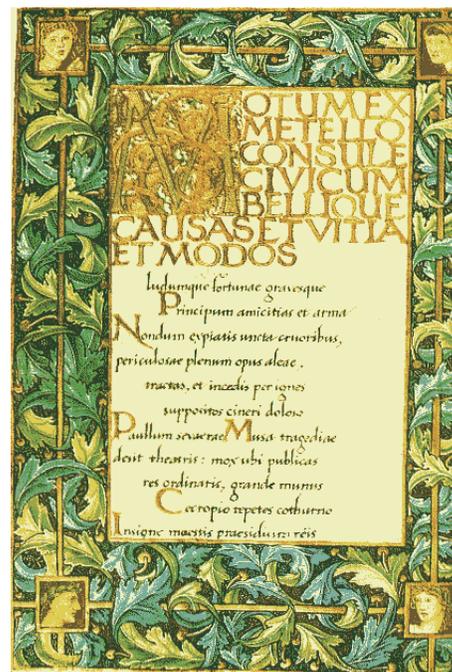
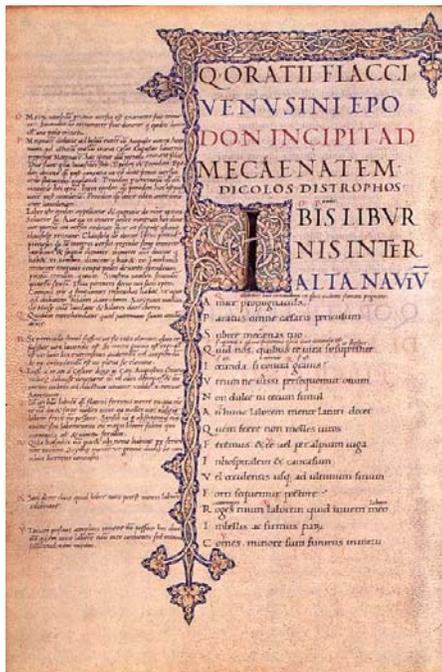
*designed by Drew Lasater, Sentences by Ann Martin

Sample handout introducing students to the Roman poet Horace

Quīntus Horātius Flaccus (Horace)

65 BCE – 8 BCE

- ~ He was born in Venusia, a small rustic town on December 8, 65 BCE
- ~ His father was a freedman who worked as a tax collector, made just enough to send little Horace to school in Rome and then in Athens
- ~ While in Athens in 44 BCE, after the death of Julius Caesar, he joined up with army of Brutus as a tribunos militum
- ~ after Brutus' army lost at Philippi in 42 BCE, Horace came to Rome, got a job as a secretary, and started writing poetry
- ~ Horace's poetry gained the notice of Virgil, who introduced him to Maecenas, both of whom are kind of a big deal in Roman poetry circles, and both of whom became friends of Horace
- ~ Maecenas gave Horace a nice villa in the Sabine hills where he could escape the bustle of life in Rome and write.
- ~ at the death of Virgil in 19 BCE, Horace became most celebrated poet in Rome
- ~ He died November 27, 8 BCE in Rome.
- ~ wrote Satires, Odes, Epodes, Epistulae, and Ars Poetica (just to name a few)



Manuscript pages from collections of Horace's Poetry

Virtual Office Hours:

Through WebCT, I established a course website, on which I set up a chat room called “iOfficeHours” which I kept open whenever I was working on my computer so that students could ask me class questions without having to physically come to my office. I also set up a “Students Only” room in which I encouraged students to conduct online study groups.

“Play Magister” Translation Game:

When the class would translate sentences from English into Latin, I would sometimes have students “Play Magister,” which means that a volunteer would come to the front of the room as I stepped aside and lead the class through the translation of a sentence, asking the same kinds of questions I normally ask during translation exercises. After they finish, I ‘grade’ their work, commenting both on the finished translation and the thought process articulated while translating. The activity encourages a collegial atmosphere among students (the volunteers usually mimic my mannerisms and phraseology to great comic effect) and shows the students how to think through difficult grammatical situations, as well as gives me insight into how they are thinking through their translation assignments.

PowerPoint Readings:

As we reached the end of each chapter in our textbook, I had students read a longer narrative in Latin from another book. For these readings, I would write a PowerPoint presentation which revealed the Latin text of the story one sentence at a time. I had students clear their desks and look only at the Latin on the screen when translating. This encourages students to improve their sight translating skills, and allows me to see clearly the things that are giving students trouble and possibly need further review.

TA Teacher-Mentor:

I served as mentor to a fellow graduate who was taking the Classics Department’s Latin Teaching Methods course (Latin 7770). The student observed my class on multiple occasions and performed two full practica, wherein he took over as instructor for one class period. My responsibilities as TA Teacher-Mentor included: (1) discussing my teaching style and answering any questions he had about why I did things a certain way, (2) looking over the lesson plans and quizzes he designed for both of his practica in a pre-practicum meeting, (3) discussing how he thought his practice teaching went and areas in which he both had improved and still needed improvement, and (4) collecting student evaluations of his teaching performance and discussing them with him. The experience not only helped my student teacher gain experience but also forced me to examine my own teaching and be able to explain why it is that I teach the way I teach.

Special Training or Teaching Related Experiences

Teaching Apprenticeship - LATN 7770

2005-2006 University of Georgia Athens, GA

Two semesters, with Dr. Richard LaFleur; activities included: teaching practica, substitute teaching, class observations, and teaching methodology

Classical Languages Teacher

2002-2005 John Carroll Catholic High School Birmingham, AL

- Taught Latin I, Latin II, Greek I (honors), Greek II (honors)
- Sponsor, Classical Languages Club: Supervised students in preparation for and participation in Latin Day at the University of Alabama and the National Latin Exam
- Assistant Sponsor, Student Council: assisted in the supervision of students' preparation for dances, fundraisers, pep rallies and other various activities.
- Faculty Advisory Council Member, National Honor Society

Instructor: Euripides' Medea , Alabama Governor's School

Summer, 2004 Alabama Governor's School, Samford Univ. Birmingham, AL

- Taught month-long course on the history, mythology, and interpretation of Euripides' *Medea* to talented students from all over Alabama.
- Activities included: close readings and discussions, a mock trial of Medea based on the play, student-written and -performed modern adaptation of the play based on "The Maury Povich Show" called "Mauripides."

Professional Activities Related to Teaching

Recipient, Maureen O'Donnell Teacher Training Scholarship, ACL Summer 2006

This award is a competitive scholarship given by the American Classical League to students preparing for a career in teaching.

Recipient, University Outstanding Teaching Assistant Award, UGA Spring 2007

This award is given to some of the top teaching assistants at the University as recognized by their respective departments.

Member, American Classical League 2002-Present

The American Classical League is devoted to promoting the ancient Roman, Greek, and classical language and culture. Most of its members are teachers of Latin, Greek, and Classics at all levels of education, and the league is open to any person interested in helping preserve the ancient culture.

Southern Conference on Language Teaching (SCOLT) 2003, 2004

At SCOLT, I attended sessions both specifically geared toward Latin teaching and toward the teaching of modern foreign languages. In particular, I make a point to attend sessions using TPR Storytelling as a method of language learning, and incorporate the technique into my classroom instruction through things like dramatic readings and acting out stories while telling them in Latin.

Student Evaluations

In departmental evaluations given at the end of every course, students are given choices of 1 (Poor - improvement needed), 2 (Fair - a competent teacher), 3 (Good - well above average), to 4 (Outstanding - truly an excellent teacher) on which to evaluate instructors in the following categories: Preparation, Instruction, Stimulation of Interest, Breadth of Knowledge, Concern for Students, Overall Effectiveness, and Comparison with other professors you have had at UGA.

Here is a breakdown of student responses when evaluating my performance showing the percentage of students who rated me at each level:

	Outstanding	Good	Fair	Poor
Preparation:	92%	7%	2%	--
Instruction:	91%	8%	2%	--
Stimulation of Interest:	78%	20%	2%	--
Breadth of Knowledge:	90%	10%	--	--
Concern for Students:	85%	15%	--	--
Overall Effectiveness:	95%	5%	--	--
Comparison:	75%	25%	--	--

Quotes from Student Evaluations

“The man knows what he’s talking about. If all my other teachers/professors could teach like Drew, this ‘Academic Rigor’ thing would be solved.”

“Excellent teacher -- will make a great professor some day. He actively tries to engage the class and generate excitement in students. Good examples and a fair grader. Best language teacher I have had, even during 4 semesters of Spanish.”

“I have taken Latin courses prior to this class and D. Lasater is by far the best Latin teacher I have had. He is enthusiastic about the material and explains it in a way that really makes sense.”

“Magister Lasater was an extremely well-prepared and effective teacher. He was enthusiastic, knowledgeable, and concerned with his students’ well-being and understanding of Latin. And he always cracked my up with his nerdy Latin jokes.”

“You made an 8am class bearable.”

“Lasater’s class was all business, all the time, and because of that we really learned some Latin. He’s got a definite instructional rhythm to which he sticks, and one can always come to class knowing that the homework is going to count.”

Peer Evaluations

The following statements are taken from observations done by graduate students in the Classics Department's Latin Teaching Methods course (Latin 7770).

“The students received great background information on the passages they were reading for today. Drew made mention of Cicero, Horace, Catullus, Augustus, Martial, and others. These are names with which the students might not have been familiar, but Drew made them memorable by providing historical background. This is the second time I have observed Drew on a day just prior to a test. His method of review seems to be done very well throughout.”

“Several elements of this session demonstrated Lasater's amazing teaching expertise:

1. ‘Anyone have a favorite neuter word?’ By starting the class with this question, which seems simple enough, Lasater achieves two goals: he communicates an eagerness to learn grammar and vocabulary by asking for a favorite; he also encourages student participation by asking an open question at the start.
2. Translations. Lasater deserves great praise for the way in which he used the student's *Latīna in verō mundō* as an opportunity to introduce the mandatory objective of the day, learning the *sum* conjugation. It is hard to make transitions with one's own material, but when a teacher uses a student's contribution as a launching point for textbook material, it can really grab the student's attention.
3. “An adjective is like a jacket that you can put on a noun.” Great illustration. I like it, and I think I just might steal it.”

“Drew again did a wonderful job. He wanted me to tell everything he did completely wrong, but there weren't any glaring mistakes to criticize him on. He relies on student volunteers, and while his students seem more than willing to volunteer the majority of the time, by the end of the class, the participation slightly declined. Drew is very encouraging to his students and often makes sure they know he thinks the new material is hard, too.”

“Drew does a lot to relate the things that his students are learning to today's world. He spends about 5 minutes before class going over conversational Latin and contemporary Latin uses. This keeps students down to earth and not scared of the language.”