Evaluation of LAT4311 – Latinsk verssatire (veiledet lesning). Fall 2019.

1. Pensum, teaching format, examination

The pensum consisted of a selection of poems of Horace, Juvenal, and Martial. Specifically, students were expected to read Horace's satires 1.5, 1.6, 1.9, 2.1, and 2.6 (from P. A. Miller, *Latin Verse Satire*, Routledge 2005); Juvenal's satires 1, 6, and 9 (*ibid.*), and Martial's epigrams nos. 1-8, 18-36, and 83-85 (from L. & P. Watson's *Martial. Select Epigrams*, Cambridge 2003). As to scholarship, students were expected to read the introductions with Miller, *Latin Verse Satire* (pp. 1-34) and Watson, *Martial* (pp. 1-36) as well as the "Critical Anthology" in Miller, *Latin Verse Satire* (pp. 327-419). Students additionally gathered scholarly (and, possibly, primary) literature relevant to the subject of their final paper.

During the meetings (8 hours in total) were devoted to discussion of the texts (grammatical and stylistic issues, matters of interpretation, etc.) and relevant scholarship (methodological matters). During the meetings, students were expected to critically discuss some of the articles in Miller's "Critical Anthology".

The examination consisted of a paper (10 pages of 2300 characters, excluding bibliography). The subject was determined in consultation with the teacher. Students were expected to submit a draft (*utkast*) of their paper half-way (obligatory activity). Papers were expected to contain a critical discussion of some of the poems from the pensum and to show thorough familiarity with the philological finesses of the source texts. Moreover, students were expected show sufficient awareness of the assigned scholarship as well as other relevant literature.

2. Learning goals

It might be added to the learning goals that the subject aims at "increasing independent reading skills", *vel sim*.

3. Course description

For the rest, the course description looks fine to me.

4. Changes

The pensum was slightly different from the pensum of Fall 2011, when the subject was offered for the last time. For the rest, there are no major changes to report.

5. Suggestions for improvement

As to examination, it is difficult to assess the students' comprehension of the text and reading skills without having at least a text-based exam. I would therefore strongly advise to reconsider

the subject’s examination format and have the paper replaced, or supplemented, by a written or oral text-oriented examination.