A force of men on horse or of men on foot or of ships some call most fair over dark-hued earth, but I call fair whatever one loves.

Nor is it hard to make this clear to all: for she who far outshone all human beauty, Helen, left her husband, of all men most royal, behind & sailed to Troy, not at all mindful either of daughters or dear parents [for Aphrodite] drove her [to sneak off with Paris].

[...]in my mind Anactor[ia not] now in my presence.

I would rather see her lovely walk and glances brightly darting from her face than Lydians' chariots & on foot their panoply fighters.

Fragments of a song in the Greek language made by Sappho, who lived in the city of Mytilene on the Aegean island of Lesbos in the seventh century (circa 650) BCE.

[.] shows where text is missing because the original papyrus rotted or broke off. [Words in brackets] have been supplied by readers, who try to figure out what a poet might have said, on the basis of such clues as do survive, e.g. what the metrical pattern requires, what the apparent story hints, the mythological example Helen, what it means, as men do, to call her “Helen of Troy.”

Translated from Greek by JBVS following Denys Page.

A poem written in the Latin language by Gaius Valerius Catullus, who lived in Sirmio (northern Italy) & Rome in the first century (ca 50) B.C.E. The Roman general Gaius Julius Caesar conquered Gaul (modern France & Belgium) & invaded Britain (58-52 B.C.E.). Translated from Latin by JVBS.
You will use the PROTOCOL throughout the course for each new assignment as you read & get ready to tell about it in talking with the other members of the class.

**PROTOCOL for READING & TELLING : HOME & CLASS**

**GETTING READY at HOME: GENERAL GUIDELINES**

a) Try to practice reading out loud the texts assigned, if possible to someone else.

b) KEEP a READING DIARY: as you are reading, make notes of ANYTHING that CATCHES your attention, whether it PLEASES {☺} you or PUZZLES {†} you. That way you will be able to raise questions in class & get & give help.

c) At home before class you will also prepare answers for the questions given below.

d) Bring with you to class your diary notes & your prepared answers for the questions.

**CLASS - WORKING TOGETHER : PROCEDURE for GROUP WORK** [days marked GW on syllabus]

a) In class, you will sit down in a group with your fellow students & you will compare notes about what each of you found in reading.

b) One member of the group [the scribe] will record what you say & will report your main arguments & results to the class. A different person will act as scribe on different days.

**HINTS for READING & GETTING READY to TELL**

**WARM UP: FIRST IMPRESSIONS {READING & TELLING}**

I.A. Likeness : Difference :: familiarity : novelty :: recognition : puzzlement

1. What do you recognize in the text?
   a. Anything like your own experience &/or beliefs &/or hopes &/or fears?
   b. Anything like anything else you have seen &/or heard &/or read?
      Make a note of anything that seems familiar.

2. What strikes you as strange &/or new in the text?
   Make notes of what is most unlike what you know & expect.

I.B. Situation: Telling the W’s

1. WHO: can you tell what sort of person seems to be speaking here?
   a. What does s/he value most? How can you tell?
   b. And what does s/he value least? Tell us how you know.

2. WHERE & WHEN & WHO: to what sort of audience does s/he seem to be speaking?
   Can you tell if the audience shares the speaker’s values?

3. WHAT SORT of thing does s/he try to get across? How can you tell?

4. WHAT REASON does s/he have for trying to get this across? How can you tell?

5. HOW does s/he go about telling it?
   If you were telling it, would you do it differently in any way?
   b) ANALYSIS {ΑΝΑΛΥΣΙΣ}: ‘taking it apart’ for a closer look.

II.C. Arrangement

Describe the way the text is arranged on the page. What name do we give to such an arrangement?

II.D. Language & Style

1. Proper names: How many? Which ones are MOST IMPORTANT? How can you tell?

2. Improper & surprises: more than one? why there? How can you tell?

3. Analyze a sample of 100 words: how many pronouns? nouns? adjectives? adverbs? verbs?
   How does this distribution of PARTS OF SPEECH help make the main point?

II.E. Theme

Identify a main theme or themes? How can you tell?

II.F. Argument

1. What is the writer trying to prove, if anything? What is the point?
   What is there in the text that lets you know?

2. How does the speaker present & illustrate the theme/s?
   Describe any special emphasis, surprise, turning point.
   c) SYNTHESIS {ΣΥΝΘΕΣΙΣ} ‘putting it back together’ for Fun & Use: Telling it like it is.

III.G. To work out by means of group discussion in class & through your essays & examinations.

III.H. In precise form retell what you have read using exactly 12 or 23 or 35 or 58 or 93 words (no more, no less).