

# Latin 3b 2026 Word Study 1

## Grades and Reviews

### Tips for Reviewing:

Always include *at least* one recommendation for future improvement.

Critiques are just as important as accolades!

The first word study of the second semester is a great opportunity to apply what you have learned from first semester in a new and better way. I was pleased to see that you are approaching your words from different angles and realizing that the word itself can limit or provide opportunities for what can be done with it. In turn, this means that there is no “one size fits all” formula that can be applied. Each word is unique in its history, duration, usage, and meanings. Your attention to these facts means that studies have resulted in some very interesting findings and things to consider. For some of you the increased breadth has resulted in a decrease in depth and enthusiastically positing conclusions that are not fully supported by the evidence. That excitement about being potentially on to something is great, but that’s not the end of the story. Your conclusions must hold up to scrutiny. If they have not, don’t dismay! There is joy in seeing your hypothesis proven and value in finding it disproven. It just means that something else is going on that you can explore. I have given additional evidence in some cases to do just that. First semester word studies were all about learning the process, this semester is about refinement. You will be amazed at just how handy these skills will prove to be in many research projects to come. The key is to use your knowledge gained. While most of you are doing just that, some of you are fizzling out. Remember, you do not want to be the one to bring a soggy bag of potato chips to the potluck. Your classmates and I deserve better and so do your nascent research and reviewing skills.

The word study ranks from the survey have been translated into the 10-point scale. Your peers ranked you on the first FIVE items. ONLY your instructor handed you the “GRADE.” *Take that score more to heart, please.* If the score you had given for a study is significantly different than the final instructor grade, either higher or lower, give some thought to the assignment expectations and yours. This type of reflection will not only help you become a better reviewer but will also help you hone your own word study skills.

Remember, this is all a learning process which takes time to master.

Here’s what that 10- point scale means:

97-100 = A+

94-96 = A

90-93 = A-

87-89 = B+

84-86 = B

80-83 = B-

77-79 = C+

74-76 = C

70-73 = C-

## How to read your word study

Everyone should read ALL red comments in case they apply to YOU now or in the future. In my comments I did not address every single issue I saw. If your peer reviewers highlighted specific issues well, then I did not necessarily raise those issues myself, but instead concentrated on other areas for which I could see improvement was needed or where I had information that might be helpful. Be sure, then, to read the comments of your peer reviewers too.

## Using Examples and Citations

Some of you are still struggling with how to use and cite Latin examples in your research. First, it is best to use examples that prove a point or points that you have discovered and are trying to illuminate. This is much more interesting and helpful than a random list of examples. These examples should be included in the body of the paragraph that they belong to rather than being listed extraneously. Likewise, you do not need to point out that a given quote is from a certain work or author because your reader will see it in your citation if you cite it properly. Likewise, make sure that your Latin, English translation, and citation all align. This sort of attention to detail is crucial in a professional research project. The onus is on the you the author to make understanding your work and being able to use it easy on the reader.

Here is a quick and dirty list of other things that you should remember:

- Make your citations as brief as possible while still allowing a fellow researcher to find that exact spot in the ancient text should she choose to do so. *Be sure that your Latin and the English translation align.*
- Whenever possible cite the ancient passage and NOT the modern book containing the ancient passage. Even though this might be difficult, with a bit of digging you will usually find what you are looking for. This is good practice for normal research writing. Remember for the Bible that it is the Vulgate, not the English Bible that is being cited.
- Just put a comma between the Latin and English translation. There's no need to add words like "translated this means..." or "this translate to..."
- Put the Latin in italics and the English in plain text.
- Put the VERY SHORT citation at the end before the period. (See the word study handout for citation formatting)

## Reviews—how did YOU do?

**Please remember that reviewing is part of the assignment.** If you do not do the reviews, or do not do them well or in the spirit in which they are intended – as honest and valuable feedback to your classmates – *you will have points deducted from your final writing grade for the semester.* [Please read through the comments in blue to for feedback on reviews.](#)

**Please remember that reviewing should also be considered a professional endeavor.** This means that hellos and qualifiers are out of place. I know you are kind people, and your classmates know that you are kind people too. Having an opinion and being firm is not being mean. Nor is constructive criticism. There were many reviews this time around which only had positives. Remember, iron sharpens iron. You *are* being kind by being honest and fair in your constructive criticism of your classmates' work. This is why your reviews need to include critiques as well as accolades. Reviews that are lacking in substance and specifics are insulting to the hard work the author has put in. Be sure that your reviews demonstrate careful reading and thoughts about what the author has said. I also noticed this time around that reviews of a few studies ranged wildly from 68% to 100% which means that not as much care is going into these as there needs to be. Every single study had something that could be improved and none of these studies were so dreadful as to have been near failing and providing no value. Unrealistic peer reviews do nothing to further the cause.

**Word study words used:**

acies	cardo	casus
cruor	fames	fecundus
mollio	virgo	

**Word Study 1**

- *Provided good examples: 94*
- *Provided useful and accurate translations w/ citations: 89*
- *Defined the word clearly based on examples: 93*
- *Analysis was helpful: 96*
- *Overall: 93*
- **GRADE: (93%) A-**

*Written Critiques:*

<p><b>Dear Reviewer: Please keep the review professional – no “hellos” here.</b></p> <p>Hello! This is a very well written word study. I like your choice of the word fecundus and how you’ve shown both its literal and metaphorical meanings. I did have trouble following how any two authors other than the ones immediately adjacent in the study related to each other time period-wise. I liked how you started your study talking about the predecessors of fecundus and finished with talking about its contemporary descendants. I do think your study was a little bland. More figures of speech or more descriptive words would be useful to keep your readers engaged throughout the study. Overall a very interesting read!</p>
<p>I appreciated the etymology in the first paragraph, but I would have liked to understand what the word is generally before. It is just a bit odd this way (in my opinion). I loved the depth in your examples. I felt that I saw a good amount of the use of fecundus over the decades. I would have liked to see some background in the first example of the Aeneid. I enjoyed the second example and the third ones since I could understand the context, but this wasn’t very prevalent in Pliny or Apollinaris’s example. Your ending was quite nice; it wrapped up the paper and let me view the concluding remarks. One thing I would note is to use more dates than merely saying “x years after.” I couldn’t remember exactly the dates of Apollinaris’ Epistulae and the use of “around 30 years after Virgil...; around thirty years later, Pliny....” It would clarify the depth of the use of fecundus in general. Nice paper!</p>
<p>I like how you have words descended from fecundus in other languages besides English. Your analysis of Sidonius’s example was nice, I thought it was particularly good. One thing I would have liked to read was if you analyzed if the meaning changed over time. It seems like the change in time was not a big correlation.</p>
<p>I like how you tell your reader clearly what to expect. You set a nice roadmap at the end of the first paragraph, and give good context for authors and their chronology. However, some sentences—especially in the intro and conclusion—are very long and read awkwardly. Don’t lead the first sentence with a long appositive containing many stages of etymology, before telling your reader what the word is. I think the analysis provided is written clearly, but I don’t quite understand the distinction drawn between “imaginative” and “fertile”—are these not both “producing”? Put these two against each other more explicitly to distinguish them. Speaking of analysis, the analysis of your first quote does a great job explaining why a particular sense works in this context—Virgil is using a metaphor.</p>
<p>It’s very interesting that this word comes from more eastern roots instead of more southern European roots. Great how you connected the physical and mental senses of the word. I liked that you added dates and how close authors were to each other in years.</p>
<p><b>Dear Reviewer: Whatever made the study “interesting and informational” is something that could be specifically noted in your review. And there is always room for improvement.</b></p>

This was a really interesting and informational read, and I could not really find anything to comment on here. Awesome job!!

This was an excellent chronology of the use of *fecundus* throughout Roman history and various Roman authors. By arranging the works by date, the author allows the reader to see how *fecundus* unfolded through history, better illuminating the word's essence. To support this supply of evidence, a greater body of evidence would have helped the reader understand the connection and similarities between examples. A more robust explanation of *fecundus*' Armenian and Slavonic roots would have also bolstered the study.

An interesting word and you've done well providing evidence of both its base meaning of fruitful and how that is used literally and metaphorically in various authors. There was some trouble in analysis because of translation (e.g. *pectus* is heart or breast not mind, etc.) and also because you limited your search for uses to the masculine nominative singular. When you are looking for examples of adjectives or participles, it is important to search for all three gender endings. For example, Catullus uses the feminine singular *fecunda* in Poem 64 and the neuter *fecundum* in Poem 113 and he was quite a bit earlier than Virgil. His Republican contemporary Cicero also uses *fecundum*. So, Virgil is not one of the earliest authors to use the word. I would have liked to have seen more discussion of the agricultural undertones of the word as well and also specifics on poetic vs. prosaic uses.

## Word Study 2

- *Provided good examples: 90*
- *Provided useful and accurate translations w/ citations: 93*
- *Defined the word clearly based on examples: 90*
- *Analysis was helpful: 89*
- *Overall: 89*
- **GRADE: (90%) A-**

### Written Critiques:

Dear Reviewer: What specifically was amazing? That is what the author needs to know to continue for future work. If you had no specific criticism, what questions did the research raise that you would like more information on? That feedback can be helpful as well.

Amazing work! I had no comments on this one!

Hello! I like how you include some context about how the Roman authors' own lives related to war. *Acies* has a lot of different meanings. I did find your analysis of it a little lacking; it is tough to fully speak on how many ways it was used in such a short paper. I like how you've investigated how it was used in relation to war.

I thought your word study was really good and I liked how you talked about the metaphorical as well as the literal meanings of your word. I think your word study could be even better if you added passages from one or two more authors. Even if the meaning of your word does not vary greatly, the different perspectives that authors had on the word and how they used it is always interesting to see! Also, the rubric advises against quotation marks around any words. Great job!

Nice introduction. I thought the examples themselves were well done. The translations were accurate, but I would have liked to see a wider range. There were only three writers: Cicero, Livy, and Ovid that are all within the same time period. Therefore, it is difficult to get an idea of what *acies* means in different times. The etymology at the end was good, perhaps it would be possible to move it more up since it introduces the word well. The conclusion left me with a good idea of the spread of this word.

Since you used two examples from Livy, you are only sourcing three authors. To make your essay stronger next time, try to have more variety. Overall, nice job. Congrats.

The evaluation of the etymology was very good. I would have liked more modern day cognates.

This word study traces the various uses of *acies* in a clear and approachable manner, allowing the reader to understand its various uses and connections with other languages. A more robust introduction, including a clear hook and more subtle thesis statement, would have allowed the reader to better grasp the complexities of *acies* from the beginning. More varied diction would have further captured the richness of the Latin word itself.

Great title and an interesting word, particularly because even when used as a strict noun, it behaves almost like a substantive adjective. You have done well here demonstrating its military "battle line" meaning and your contextual information about its relationship to the Greek *ἀκίς* is also helpful. What are not clear, though, are the other uses of *acies* – the strictly non-military and possibly metaphoric, that you mention at the beginning. You have also not illuminated definitions over time, particularly later uses in medieval Latin that might link to the modern cognates. Content-wise, these things are necessary for having a full understanding of the word and its usages. As far as the writing goes, there are some problems with organization. What you have is logical and clear, but it feels backwards somehow, with a lot of information at the end that could help make for a stronger introduction.

### Word Study 3

- *Provided good examples: 95*
- *Provided useful and accurate translations w/ citations: 94*
- *Defined the word clearly based on examples: 94*
- *Analysis was helpful: 89*
- *Overall: 93*
- **GRADE: (94%) A**

### Written Critiques:

Dear Reviewer: You've done well on the positives. What are some things that could be improved? Great title and great use of examples! This word study was superb!

Hello! Nice word choice. Your sentences in the introduction paragraph appear a little disjointed to me - the flow is just a bit off. You have lots of translations from a variety of authors which I appreciate. I would have liked to see a little more analysis after your translations, though. Your translations are great and well selected, but more analysis is needed.

I didn't see a translation with a literal meaning of something or someone physically falling. The explanation of where "case" comes from was incredibly insightful.

I really liked how you used a wide variety of authors which revealed many perspectives on the word, but I think a little more analysis on each author in particular would have made your word study perfect. Also, quotations are deemed unnecessary in the rubric. Awesome job!

It would look better to remove the WS1, in my opinion, as it is slightly distracting. The first two introductory paragraphs are a good explanation towards *cado*'s meaning and background. Your examples are condensed and proper. I could really understand the spread of how *cado* is used. I would have liked to see specific dates to understand what time and age the example is from. This could partially be left out since dates of important works are mostly remembered, but you don't want to make the reader to remember these dates if needed. It would also be nice for each example to have a bit of context. For instance, in the example about the Aeneid, it would be nice to talk about who Hector is there because some readers might not remember or know. The conclusion wraps this paper up nicely and gives a short description of every example. Nice job!

The use of lots of contemporaries helps avoid doubts about whether a meaning is "real" or if it's a one-off occurrence, that is good. However, analysis could use work—tell your reader why each meaning fits best in context. The tone is also too informal in places ("off toppling the Republic," etc.); this is an academic paper. Paragraph 5, sentence 1 reads "changes meaning again" when this is the first change pointed out. If the argument is that *casus* changed meaning between Lucretius

and Livy, justify how the change in meaning is metaphorical -> literal sense. Typically words develop literal -> transferred/metaphorical, so explain what's different here. Also, clarify the distinction between Vergil and Ovid with more explanation—these sound like very similar meanings.

This word study excels in connecting examples from Latin authors, allowing readers to understand clearly the richness of *casus*. It would have been helpful to include less literal translations of the Latin texts to mirror this clarity so the reader may capture the author's original intent more easily. It might also be helpful to include etymology and derivations after presenting examples of the word's use in Latin so the reader can better trace the cross-lingual connections.

This was a solid and informative look at *casus* over time and various authors. I found your information about etymology and cognates quite helpful for establishing the broader context, just be careful to note when something has derived from the verb or the noun. I would also caution you against assuming that what might be just different word uses by an author in a given passage are evidence of progression over time. For instance, just because Varro uses *casus* in a grammatical context, it doesn't indicate that *casus* meaning "fall" or "happenstance" has disappeared from use. Virgil, for instance, uses the 'chance' idea in the Aeneid along with the 'tragic downfall' meaning. *Per varios casus, per tot discrimina rerum tendimus in Latium* Through various chances, through such great critical matters, we travel to Latium (Virgil, *Aeneid*, I.204-205). More study would be needed to fully support this claim. Watch your citations too; you put the author after the name of the work not before.

#### Word Study 4

- *Provided good examples: 94*
- *Provided useful and accurate translations w/ citations: 74*
- *Defined the word clearly based on examples: 90*
- *Analysis was helpful: 92*
- *Overall: 90*
- **GRADE: (92%) A-**

#### Written Critiques:

Be careful about tone/style. "The Latin language" cannot itself take pride in anything. The purpose of an introduction is to provide context for the reader, so tell the reader what word the study addresses very quickly, ideally in the first sentence; don't bury it behind a commercial. The last sentence of the intro feels too jargony. Provide context for authors quoted, (more than simply the years they lived); and don't lead with the quote. The first quotation should probably be separated from discussion of PIE and cognates into its own paragraph. Don't skimp on translation length; translate enough of the original quote that we have more context. After each quote, clarify exactly what this means for the definition: be specific. That said, bringing in *sanguis* to narrow the definition of *cruur* is good.

Hello! Great opening paragraph and word choice! I actually considered choosing this word myself but ultimately went with a different one. Your sentence structure with Ovid could perhaps be changed to make it more obvious that you are drawing a direct comparison between two segments of his poem. The way one is in a different paragraph and the speed with which you jump into analyzing the first part of it makes it a little difficult to realize that you're comparing things until you actually reach the second piece of Latin. I love how you have used *sanguis* to further reinforce and uncover the true meaning of *cruur*. Imagine if we had different words for different types of blood!

I liked how much the title of your word study really reflected its contents, and I found your interpretation of *cruur* having a distinct and more in-depth meaning than *sanguinis* very interesting as I never considered that before. Great job!!

I liked the "delayed lede" as I believe it is called of putting the word half a paragraph in. I also liked the dates after the names of people. I would have liked to have seen some modern day cognates.

I noticed a few formatting issues with italics. Possibly a downloading error. Your PIE root \*krew should be in italics with a little \*. Also, books names like Ab Urbe Condita and Metamorphoses should be in italics also. I really enjoyed how you compared cruor and sanguis. It looks like you accidentally split the paragraph, though. In your introduction, you allude to much versatility in the meaning of the word, but it seems like only the context changes significantly.

This word study engages with the Romans' profound understanding of battle and death, major elements of Roman culture. The connection of cruor with sanguis is especially intriguing, and more explicitly explaining the latter would have strengthened the parallel, as it would with the connection between cruor and tepidum. More robustly contextualizing quotes might have also helped the reader better understand the depth of the essay.

Dear Reviewer: It is your job to think of critically constructive comments. And there are always some to be made.

What a great word study! I honestly had no comments on this one!

An intriguing take on the word *cruor* and one that I will be keeping my antennas up for in translation. I'm with your reviewers on appreciating the examination of *cruor* in relation to *sanguis*, but I'm still not clear/convinced about the distinction between living blood and non-living blood because the contexts of your examples seem markedly similar. More helpful, I think would have been an examination of when *cruor* means just blood and when it means gore (implying that flesh chunks are involved). You describe *sanguis* as its compatriot at the start of your study, but is it truly a compatriot or a comparison? In battle contexts, such a distinction might not be necessary or even possible, but in the context of Pyramus and Thisbe, for example, such a clarification would be helpful. Metrical considerations would have to be considered in poetic contexts too because sometimes words are chosen for this reason. I would also like to see some mention of *cruor* outside of classical Latin and how it came down to us in modern English in words like cruel and crude.

## Word Study 5

- Provided good examples: 72
- Provided useful and accurate translations w/ citations: 92
- Defined the word clearly based on examples: 88
- Analysis was helpful: 84
- Overall: 82
- **GRADE: (80%) B-**

### Written Critiques:

Great title! I think this word study was honestly a little short to fully prove what you were trying to say. I recommend including more examples and adding more commentary to make your argument sounder.

I loved the idea you were starting to build on when talking about the metaphorical meanings of your word, but I feel like a lot of your ideas were cut short or abruptly terminated in some sense. I also think that one or two more passages would have really cemented your word study. Overall, I think you did a pretty good job!

I thought the title was a great pun. The introduction is captivating, and it led up nicely to the word *cardo*. I would have liked to see some etymology first before just jumping into examples as in does *cardo* just mean hinge or does it have other definitions? This question is answered in the example from Ovid, but I feel it could be answered earlier. Your examples are concise, and the translations are on point, but there are just too little of them. Three examples is not enough to give an overall view of the word and how it could have changed over time. This is primarily because *cardo* is such a "known" word in that there seems to not be enough depth to it.

The entire argument seems to hinge on the anatomy of a door, and little else. Perhaps the English meanings of "hinge" do stem from a physical hinge's critical role, and perhaps this is true in Latin as

well. But that claim needs to be backed up by using examples from Latin texts—a word study should draw its conclusions from the Latin at hand, not explain the Latin's meaning in light of the English dual meaning. If this double meaning is present in Latin, demonstrate that to be the case by analyzing more specific quotations from Latin authors. Furthermore, I'd note that a metaphor isn't the same as a metonym. That said, the context provided for how a quote fits into the larger story is helpful.

the modern-day cognates were nice. I feel like there was more to be explored about *cardo*. Good choice of translations.

This essay illustrates the many uses of *cardo*, allowing the reader to trace the different uses of the word through well-placed concrete examples. A greater focus on hinges, not on doors, in the introductory paragraph would have led the reader into the subject matter more smoothly. The Welsh connection with *cardo* is intriguing, but it leaves the reader wondering if the word is directly from Latin or simply an Indo-European cousin; further elaboration would have been helpful.

You really don't have enough examples to fully explore this word. Generally, I have found that you need five or more, and you only have three. You have a lot of fluff (words that aren't really related to your topic). It's understandable that you are trying to reach the word count, but next time, try to find another example instead of making unnecessary commentary. While I liked how you gave derivatives in other languages besides English, I couldn't find the etymology of your word.

A quick search on Perseus provides pages of examples of *cardo* alone, not even its declined forms, from the earliest authors like Plautus through the 16<sup>th</sup> c. AD, so the minimum number of examples here were not for lack of evidence. Another cursory look through poets on Perseus shows that *cardo* frequently comes after the word *velut*, which indicates uses in metaphor. So, there is no lack of nuanced syntax to explore either. While you have provided some solid examples of how *cardo* is used to mean 'hinge' both literally and metaphorically, there is no deeper analysis of whether those uses are author-specific or changed over time. Likewise, there was no exploration of important cognates like the word "cardinal," a word important to both numbers and the Catholic church, which would have demonstrated another way in which the basic idea of a hinge has come down to us metaphorically in the modern world. *Cardo* is a word with lots of potential, which was not met as fully as it could have been in this study.

## Word Study 6

- *Provided good examples: 85*
- *Provided useful and accurate translations w/ citations: 83*
- *Defined the word clearly based on examples: 81*
- *Analysis was helpful: 81*
- *Overall: 82*
- **GRADE: (80%) B-**

### Written Critiques:

Citations are incomplete for at least Ovid: the *Metamorphoses* are divided into many books, so the book number needs to be specified in addition to the line numbers. Even if it's short, put the introduction in a separate paragraph from your first example. It helps readers scan through your examples, etc. Also, be careful about your use of quotation marks, see formatting guide.

Furthermore, the penultimate paragraph provides a dictionary meaning; this meaning needs to be backed up and analyzed in original Latin texts, as does the meaning of "mitigate" mentioned in the introduction. That said, the study makes it very clear which definition is being discussed in each paragraph, which provides critical context to the reader.

Great title! I honestly think that this word study was really good, but I think you need some more examples of the actual Latin to prove your point. You did a good job of including how the meaning has changed and cognates, though.

Hello! Good word choice; I have always loved how mollio sounds. I think that a separate introduction paragraph might have been good to ease the reader into the word study. Your analysis is a little disjointed - sentences that progress in the order of your reasoning instead of jumping around would be beneficial. The latter half of your word study wanders a little bit and provides information that you don't back up with translations and that you don't include in your final definition of the word. Mollio is a great word and you have all the pieces there, it just needs a bit more polishing.

I liked how you connected the Latin meanings of your word to its current usage in English, but I think you could have added on a bit more to this idea and talked about the contexts that the meanings of your word could be extended to. Awesome job!!

This word excels in connecting mollio to other languages. A greater breadth of Latin examples and clearer translations, however, would have been helpful to the reader. In particular, mollio's connection with effeminacy goes largely unsupported and isolated. A formal introductory paragraph, complete with a hook and thesis, would have also helped the reader become familiar with the subject before delving into examples.

Your first paragraph was slightly confusing because you went right into your examples. Try to introduce the word a little bit at the beginning (cognates, etymology). You have several grammar and formatting issues also, especially in your citations and translations, and your writing needs to be edited for clarity. When you say mollio can mean "to render effeminate," you should include a Latin passage in which mollio has that meaning. You have a good foundation here, but you could have developed it more.

Your title could be more exciting to read; the point of the title is to attract the reader. Your introduction is well-done with a great overview of the etymology of mollio, and I liked the contrast after the first example. However, the number of examples is just too small. There is only the works of Ovid and Horace presented in this paper. Additionally, you said that the word mollio has a descendent of mollis or a mollusk. Are there examples in Latin that use this definition? This information would be good to include alongside more examples of mollio. I just felt that the second-to-last paragraph was out of nowhere and not substantiated by the previous information given.

The strength of this word study is in the interesting peripherals like the etymological information and cognates, but the primary study of the Latin itself is lacking examples and synthesis and has thereby rendered your analysis unclear and unsupported. By word study three there should not be reminders for basic things in the instructions like avoiding phrases like "this can be translated to..." and proper citation and formatting. Ultimately you have left the reader with an understanding of some basic translation options but no real sense of when and where they might expect those across time, authors or contexts. For a word that was used in Latin from Plautus to the 15<sup>th</sup> c. AD you could have done quite a bit more.

## Word Study 7

- *Provided good examples: 94*
- *Provided useful and accurate translations w/ citations: 93*
- *Defined the word clearly based on examples: 89*
- *Analysis was helpful: 92*
- *Overall: 93*
- **GRADE: (93%) A-**

### Written Critiques:

Dear Reviewer: Something caught your eye about this to make you say it was great. What was that?

Great word study! Maybe make your intro a little longer? Other than that, no comments! Great job!

Hello! I love how much depth you put into your analysis and how much nuance you considered. I'm not fully sure how your Livy example helps to define the word virgo. From what I can tell, all it seems to do is state that virgo can be implied, not anything about its meaning. I think it would be better to place it after your Horace example so that it reinforces that virgo can be implied, since by that point you have already established the meaning you use in your Livy translation. I noticed that despite saying that virgo means maiden in your introduction and conclusion, you never talk about it in your main paragraph - perhaps you missed that? Otherwise, a really good word study! Very interesting to read.

I would have liked to see some modern day cognates. Very in-depth descriptions of words and their use in the translations, and what those translations mean.

This examination of virgo is a fascinating study of the word's multifaceted uses throughout Latin literature. To help the reader maintain focus on virgo, it would have been helpful to end with virgo, not with virga, its cousin. It would have also been helpful to connect the historical context of the word more clearly, particularly with the repeated mention of the Vestal Virgins.

This study is very clearly reasoned, and doesn't get tied up with fancy words or complex sentence structure. Nice! It has a good intro as well. However, each quote paragraph doesn't clearly conclude with which meaning that context supports. Please be specific about definitions. I disagree with the analysis of the Caesar quote; surely it could work just as well to say it refers to whoever led the \*maiden\* first? If not, back that point up with more explanation/analysis. I'm also curious about whether virgo is related to vir; that seems like a potentially useful root to compare as well. [Dear Reviewer: The PIE root \*\\*wi-ro-\* "man" is what vir comes from. Virgo has the 'g' in the stem, so this comes from a separate root, which the author addresses as of uncertain origin.](#)

You did really well here! I enjoyed your analysis. Your examples are clear and informative. Nothing really struck me as needing to be corrected, just a few minor typos and grammatical errors.

Your opening sentences showcase just how interesting virgo is in differentiating maiden and virgin. Your first example is complex, and it gives a great overview to one possible derivation. It would have been clearer to explain the context in the second example for less familiar readers (I found it appropriate for this class since we worked on Livy). I liked how deep your examples went, and although sometimes the context felt terse, overall, I grew to understand virgo much better. Comparing the way virgo is used in maiden and virgo in a context of purity (as in the title) was a nice way to go about this paper. I thought the last two paragraphs were appropriate, but the choice of adding in virga near the end seemed a bit odd. It felt like the second to last paragraph was the "closer" and now you talk about virga, which slightly deviates from the topic. I would suggest putting it earlier. Nice word study!

A great deep dive on the non-obvious associations of *virgo*, particularly those related with divinity. In this context, you make the connection to the idea of purity clear through well-chosen examples, but the use of *virgo* for ordinary mortals, outside of the examples from Caesar, has been left to the wayside. In particular, I would be interested in knowing whether there is a distinction between "maiden" and "virgin" for the modern translator, or if in the classical Latin world, these definitions are interchangeable. Likewise, I would be interested in knowing if and how the word's usage in later Latin, patristics especially, had a bearing on the word's meaning and how it comes down to us in modern cognates. While the focus of your analysis can be on the more abstract and interesting uses of the word, for a thorough study you still need solid coverage of the basics.

## Word Study 8

- *Provided good examples: 95*
- *Provided useful and accurate translations w/ citations: 97*
- *Defined the word clearly based on examples: 97*
- *Analysis was helpful: 98*
- *Overall: 98*
- **GRADE: (97%) A+**

### Written Critiques:

Hello! I like how you told the story of Tantalus in your introduction to hook the reader's attention. I agree that Tantalus basically embodies the word *fames*. There are a few grammatical issues here and there, but nothing that a few rereads with a fine-toothed comb can't fix. I'm unsure about where your paragraph about the etymology of *fames* would best work. It's not terrible where it is, but it might be better towards the end before the final paragraph since it is a little disruptive where it sits currently. I like how you divided the meanings of the word *fames* into literal and metaphorical examples. Very interesting word! It's a shame it's only survived as 'famine' in English.

Dear Reviewer: A good positive, but where is the critical evaluation. Iron sharpens iron. Your role as a reviewer is to help sharpen other writers.

I loved how you went over the metaphorical meaning as well as the physical meaning. You did an amazing job on this!

I loved the mythological context and imagery you used to introduce the word, it immediately piqued my interest. I also liked how you talked about the more philosophical interpretations of your word in addition to its literal meanings and translations. I also liked how you attempted to provide etymology for your word even though its origins were not entirely clear.

I'd be interested in more evidence to back up the definition of *fames* as a fast, and further unpacking voluntary vs involuntary fasting with more Latin examples—show that this isn't a one-off usage. More broadly speaking, this study is very well-structured, describing *fames* in senses basic and extreme, personal and state-wide, etc. This clarity and contrast makes for an excellent study. Well done.

Nice title! I thought perhaps *fames* could have been introduced earlier since I didn't know exactly what the point of the word study was until the end of the first paragraph (apart from the title). Your examples are perfect. I found them to be a great combination of deep, accurate, and wide (covering a lot of different authors). I thought that perhaps the number of examples was a bit much, and the introduction of the etymology in the middle was a bit odd. It could have been done earlier, although I did find the literal versus metaphorical sections quite clear. Your conclusion was short, and I thought it would be appropriate to summarize some of the other examples apart from Tantalus (or just mention them). Great job on the Works Cited page.

Dear Reviewer: Was part of your review cut off when you submitted this because it begins with no capital and there is no mention of what could be better. Be sure to check your submissions on Quia carefully to make sure everything is there.

the phrasing of "clandestinely cooking his son Pelops" was funny. I liked the etymology. the definitions and nuances including the fact that it can mean a famine for food or for gold and others enhanced this word study.

You did really well here. I am pretty impressed. Your citations and translations aren't formatted correctly, though, so it is a bit hard to see where your translation stops and your essay resumes. You also sourced Cicero three times, and they were well-chosen examples, but next time you could have a bit more variety in authors. Over all, you did a nice job!

An excellent and lyrical study which keeps focused on the topic while being chock full of great turns of phrase. You have provided solid evidence for the various uses of *fames* both literally and metaphorically, and have shown its versatility in describing situations both moderate and desperate. I particularly liked your thorough discussion of possible etymological connections. The one thing that was lacking was a look at *fames* beyond Classical Latin and some comment on its changes (or lack thereof) over time. If a reader knows the authors, they can see that it was used from the Republic (Cicero) through at least Silver Latin (Pliny) and literally and metaphorically in both poets and prose authors. The English cognate 'famine' indicates that it continued in use, but examples from later Latin would help connect that chain of evidence. This then needs to be followed by a definitive statement regarding the chronology and simultaneous literal and metaphoric uses.