

2019-20 Student Learning Assessment Report, Academic

Program: Classics	Degree: Major	Department Head: Michael Sham	Submitted By: Michael Sham	Date Submitted: 07/10/2020
<p>Mission:</p> <p>The objectives of the Classics curriculum are twofold. First, the Department teaches courses in Greek or Latin as a preparation for a professional career where knowledge of the original languages is essential. Second, the Department teaches courses (requiring no knowledge of Greek or Latin) that set forth significant aspects of classical civilization: its pervasive ideals, political experiences, artistic forms, and literary archetypes. The offerings of the Classics curriculum are designed to provide a student with a unique grasp of the origins of Western Culture. Courses are structured in three units: GREK–Greek Language and Literature; LATN–Latin Language and Literature; CLSS–Greek and Roman Studies.</p>				
1. Major/Program Student Learning Outcomes Students will be able to...		2. Phase		
<p>1. Demonstrate proficiency in Latin and/or Greek in the following areas at various levels (from elementary to advanced): morphological structures; syntactical structures; translation of passages of prose and/or poetry of average difficulty; ability to read and to communicate understanding of passage (without formal translation).</p>		<p>Planning</p> <p>Planning2+</p> <p>Collecting</p> <p>Discussing</p> <p>Impact</p>		
<p>3. Assessment Procedures (Planning/ determining) Method: (ex. tests, presentations, research paper)</p> <p>Quizzes to text knowledge of morphology Daily Workbook Exercises to practice forms and translations Translations of short sentences unadapted from the original Greek as well as longer passages of constructed Greek.</p>				
<p>Using a Sample of Students?</p> <p>Yes</p>				
<p>If yes, describe your sample.</p> <p>The performance of all students will be assessed. Students who are majors (if any) will be highlighted.</p>				
<p>When does assessment occur?</p> <p>Throughout the semester</p>				
<p>How often does assessment occur?</p> <p>Every time the course is taught.</p>				
<p>Criteria (How do you know students are achieving learning outcome?)</p> <p>All students met or exceeded standards by achieving a grade of C or better. (exceeds Standards=90% or above; meets Standards=70% - 90%; does not meet Standards=less than 70%)</p>				

4. Assessment Results

(Collecting/ analyzing)

I assessed students in Elementary Greek 101 (Fall) and Greek 102 (Spring)

The performance of all students was assessed. Students that are majors (if any) will be highlighted.

Greek 101 and 102 is taught every other year, alternating with Latin 101 and 102. Many of the same strategies used in one can be incorporated in the teaching of the other, to some extent. After 101/102, a smaller cohort of students move into advanced Latin or Greek usually in tutorial (less than 10).

In the Fall of 2020 Greek 201 will be taught and students from Latin will advance to Latin 300.

In Greek 101 and 102 8 students were tested using daily preparation, quizzes and workbook assignments. I was using the new textbook Learn to Read Greek which includes 4 volumes: part 1 text and workbook; part 2 text and workbook (Part 2 eventually becomes a reader for use in Greek 201.)

Fall 2019 Greek 101(6 students, including 1 Major and 1 Minor)

Quizzes (testing simple morphology of forms). There were a number of quizzes throughout the semester.
3 students received a score of 90-100%; 1 received a score of 85.19%; 1 received 49.38% and 1 received 34.57.

Workbook and Daily Class Preparation

Each class included going over exercises in workbook and rendering translations from original or adapted Greek into English. The course would also discuss the content for the original passages for cultural/literary content

3 students received a score of 90-100%

3 students received a score of 80-89%

Spring 2020 Greek 102 (3 students, including 1 major and 1 minor)

This was the beginning of the pandemic, which included 6 weeks of remote instruction.

Workbook and Daily Preparation

Daily work included workbook exercises, practice of morphology, and translation for original and adapted Greek. The original Greek served as a spring board for cultural/literary discussion.

1 student received a score of 90-100%

2 Students received a score of 10-89%

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

I incorporated a practice of sight translation that I used last year in Latin.

The at sight translations allowed me to model for the students in a concrete way how to process the thoughts in another language as they were presented by the sentence. The student learned: to ask the appropriate questions in trying to unlock a sentence; to anticipate likely constructions they would meet as they moved through the sentence; to make intelligent guesses as to word meaning and syntax, which any native user of a language must learn to do.

Also as we moved through the sight translations I was able to identify for each student the difficulties that were particular to the individual student. This allowed me to tailor the lesson in real time to the needs of the individual student. This, of course, requires a class that is not too large in order to be effective.

6. Determining if changes impacted student learning

I found that the daily in sight translations in class, had a beneficial effect on the translation work the students were asked to do on their own. It takes a bit of time for the students to start to process a synthetic language where meaning is encoded in inflections, in contrast to English, which is an analytic language where structure is encoded by syntax

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
<p>2. demonstrate writing proficiency in the following areas: ability to fashion a thesis statement; ability to do advanced research in an area of Classical studies; ability to marshal evidence to support a position; ability to communicate the results of research effectively in standard expository prose; ability to use appropriate style (e.g. MLA, Chicago, etc.).</p>	<p>Planning Planning2+ Collecting Discussing Impact</p>
<p>3. Assessment Procedures (Planning/ determining) Method: (ex. tests, presentations, research paper)</p> <p>Term Paper</p>	
<p>Using a Sample of Students?</p> <p>Yes</p>	
<p>If yes, describe your sample.</p> <p>all students in LATN 225</p>	
<p>When does assessment occur?</p> <p>Throughout the semester when the course is taught.</p>	
<p>How often does assessment occur?</p> <p>Every semester one of the appropriate courses is taught.</p>	
<p>Criteria (How do you know students are achieving learning outcome?)</p> <p>All students met or exceeded standards by achieving a grade of C or better.</p> <p>(exceeds Standards=90% or above; meets Standards=70% - 90%; does not meet Standards=less than 70%)</p>	
<p>4. Assessment Results (Collecting/ analyzing)</p> <p>LATN 225 Latin Literature in Translation (28 students; no majors)</p> <p>The class average for the term paper was 88.4</p> <p>14 students received a score of 90-100% 13 students received a score of 80-89% 1 student received a score of 70-79%</p>	
<p>Learning Outcome Met? (Based on Criteria)</p>	

Yes

5. Use of Results

(Discussing/ using results)

Prompts: Length: 10 - 12 typed pages (not including Works Cited page)- changed to 8-10 pages due to COVID at distance learning.

Format: MLA style

The major paper in this course is a research paper and has a research requirement. Students must cite at least three critical, scholarly sources (i.e. academic books in the library, articles published in academic journals) in their paper, as well as the primary texts of the literature itself.

TOPICS

1. Horace is famous for saying that good literature must both “teach and delight” — that is, it must be entertaining enough to hold our attention, but to be worth our time it also must have something significant to say about the way we live our lives and the society in which we live. Choose one work that we have studied this year and apply this thesis. What is entertaining about the work and what lesson is being taught?
2. “Medea” has been described as everything men feared about women. Discuss.
3. What is Lucretius’ attitude to religion and why? To what extent does his attitude color or affect his choice of subject?
4. How does the portrait of Catiline differ in Sallust and Cicero’s portrayal?
5. What are the most appealing features of Catullus’ poetry?
6. What is Vergil’s attitude to the violence of arms?
7. Is Aeneas a successful epic hero?
8. From a reading of Vergil’s Aeneid what would you say are the most important Roman values of living?

6. Determining if changes impacted student learning

Each of the topics or thesis questions required the students to engage more deeply with a work or author that was covered during the course of the regular semester. Students were able to choose a work that particularly interested them. The questions required not only research but also critical thinking, expanding on what may have been glancingly covered in class discussion, if at all. The students also were able to practice formal skills like MLA style. For this kind of course, which is basically a survey, a term paper is still a valuable pedagogical tool to further student exploration and critical engagement with the material.

Because this is an area with which very few students have had any deep experience, it is probably more helpful to offer the students topics rather than have them try and fashion one for themselves for the enormous range of material.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
3. 3. demonstrate the following abilities in the area of Greek and/or Latin Literature: a general understanding of literary genres in Latin and/or Greek literature; a knowledge of the major authors in the Greek and/or Roman literary tradition; ability to assess and intelligently critique a piece of Latin and/or Greek literature at the end of CLSS 220, 225, 320, 325 or 330.	Planning Planning2+ Collecting Discussing Impact

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper)

2 exams (40 point each); short writing assignments (50 each); 2 online discussion posts (30 points each); term paper (100 points); response to an article (10 points)

Using a Sample of Students?

Yes

If yes, describe your sample.

All students of CLSS 225: Latin Literature in Translation

When does assessment occur?

Throughout semester

How often does assessment occur?

Every semester course is taught.

Criteria (How do you know students are achieving learning outcome?)

All students met or exceeded standards with a grade of C- or better.

(exceeds Standards=90% or above;
meets Standards=70% - 90%;
does not meet Standards=less than 70%)

4. Assessment Results

(Collecting/ analyzing)

CLSS 225: Latin Literature is usually taught once every other year.

There were 28 students in total; 0 majors.

Exam 1 (40 points)

The class average was 34.6 points

Exam 2 (40 points)

The class average was 34.9

Discussion 1 (30 points)

The class average was 26.4

Discussion 2 (30 points)

The class average was 25.7

Short Response 1 (50)

The class average was 46.9

Short Response 2 (50)

The class average was 46.1.

Article Response (10)

The class average was 9.4

Term Paper (100)

The class average was 88.4

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

The class is writing intensive. All the assessment required substantial writing.

Exam 1: Early Republican Literature

Directions: Choose two (2) of the following prompts to respond to in a clear, well-thought-out response that includes a minimum of four (4) pieces of textual evidence.

Prompt 1: Explain the similarities and differences between Plautus and Terence's style of comedy. Be sure to reference their treatment of at least one of the following: dialogue, the father-son relationship, 'clever slave' character, and prologue

Prompt 2: What is Lucretius' position on religion, and what motivates it? Consider: What according to Lucretius is wrong with religion? Does his criticism point to a problem with religion as religion? Does moral indignation factor into Lucretius' view?

Prompt 3: The character of Catiline in Sallust: hero or villain? Provide textual evidence to support your claim.

Exam 2: Augustan Age Literature

Directions: Choose two (2) of the following prompts to respond to in a clear, well-thought-out response that includes a minimum of four (4) pieces of textual evidence.

Prompt 1: What is Vergil's attitude towards war in the Aeneid? Give and analyze at least two specific examples from the text.

Prompt 2: Fire is a common symbol throughout the whole of the Aeneid and no more so than in Book 4. Explain how Vergil's use of the symbol of fire enhances Book 4.

Prompt 3: How is love portrayed in Ovid's Metamorphoses? Give specific examples from the myths that we read.

Prompt 4: Give and explain two examples of piety, ritual/worship, or patriotism in Ovid's Fasti. How do these examples help support the work as a whole?

2 Short Writing Assignments

1. Lost in Translation: It is a truism that every translation distorts the original text. Indeed, remarkably divergent texts can result from the work of different translators with the same original Latin text. Choose any one poem we looked at in class. Compare and contrast 2 or 3 different translations of the poem. How do the translators, for instance, manage such poetic elements as meter (which the Romans had) and rhyme (which the Romans didn't generally use)? What might the translator be doing with contemporary allusions? imagery? metaphor? style and register of the language? translation of particular words and phrases? (If you don't know Latin, I can help you identify exact words and phrases in the original.) Which of the 2 or 3 translations that you examined do you prefer? Explain why.

2. Length: 3-4 typed pages, double spaced, 12 pt font

VIRGIL'S AENEID

Choose one of the following topics:

1. The concept of Rumor discussed and personified. Start by checking out the dictionary definition of this Latin word and then discuss how does Vergil's description of Rumor reflects that word and how does Vergil's description portray the modern concept of rumor in modern society?

2. Epic similes are a regular feature of Virgil's epic style. Consider in detail the significance of the epic simile at either 4.90-100 (Dido) or 4.607-19 (Aeneas). Discuss this simile and defend how it adds to the work as a whole.

3. The first book establishes many of Aeneas' qualities as a man and hero. When we first see him it is as a private individual in extreme anguish. Later in the same book he will give a speech to his comrades after the storm. His "public" self is full of encouragement and he reminds his men of their destiny. What impact does it have on us, the audience, that the first presentation of Aeneas is as a private individual? How does it affect the tone of the poem thus far? What difference would it make if we were presented with the public persona first?

2 online discussion posts (Cicero)- 30 points each

2 Online Posts

Post 1: Consider these questions as a starting point for your discussion post(s).

Discussion Questions for Catilina 2 and 3

What differences do you see between Sallust's presentation of the trial of Catiline and Cicero's? Use at least one piece of textual evidence to support your answer.

How is Catiline portrayed in Cicero's version? How is Rome portrayed? How is Cicero?

What/who does Cicero fault in letting Catiline escape?

What categories of men does Cicero describe that are part of the conspiracy?

How does Cicero explain he uncovered the plot?

Why do you think Cicero references Lentulus's seal? What is he trying to convey to the audience?

How does Cicero compare this conspiracy to conspiracies in the past?

What other thoughts, questions, comments do you have?

Post 2: Discussion Questions for Cicero's Trial of Milo

Consider these questions as a starting point for your discussion post(s).

1. What do you think of the defendant, Milo?

2. What were Cicero's main points for why Milo should be acquitted?

3. Considering that Cicero lost this case, why do you think he chose to publish this case?

4. How does this case compare to Catiline?

Response to an Article

Article and Prompt: Please read the following article from the New Yorker October 2018 issue- Link
 Write a one (1) page response to the arguments made in the article. As we read the Aeneid we want to be considering is Vergil celebrating or critiquing or both Rome, Augustus, society throughout the text. This response should be submitted via canvas by March 26th.

Term Paper (See Assessment 2)

6. Determining if changes impacted student learning

This was a well thought out and rigorous battery of assessments, which relied on critical thinking and the ability to express one's thoughts cogently and succinctly. The students were very responsive to the demands and performed quite well. I think they could probably be pushed a little more into deeper critical waters, but I would be careful because so few come to college with any background in Latin or Ancient Literature at all.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
4. "4. demonstrate the following abilities in the area of Greek and/or Roman History and Culture: general knowledge of the major periods of Roman and/or Greek history; a general knowledge of the major figures and their contributions; a general knowledge of major terms or ideas; a general understanding of the geography of the ancient world; a general understanding of the importance of the historical or cultural artifact within its own culture and its legacy upon the later Western tradition.	Planning Planning2+ Collecting Discussing Impact

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper)

Essays and tests

Using a Sample of Students?

Yes

If yes, describe your sample.

All students of CLSS 105: The Greeks

When does assessment occur?

Throughout

How often does assessment occur?

Each time the course is taught

Criteria (How do you know students are achieving learning outcome?)

All students met or exceeded standards with a grade of C- or better.

(exceeds Standards=90% or above;
 meets Standards=70% - 90%;
 does not meet Standards=less than 70%)

4. Assessment Results

(Collecting/ analyzing)

Essays

Two Essays (23 students, including one major)

Essay 1: 5 students received a score of 90-100%; 11 students received a score of 80-89%; 5 students received a score of 70-79%; 1 student received a failing grade.

Essay 2: 8 students received a score of 90-100%; 11 students received a score of 80-89%; 2 students received a score of 70-79%; a couple of student opted not turn in the essay since they were taking the course pass/fail and calculated that there was no need.

3 tests (1 for every two modules)

Test 1: 5 students received a score of 90-100%; 14 students received a score of 80-89%; 3 students received a score of 70-79; 1 students received a score of 60-69%

Test 2: 4 students received a score of 90-100%; 13 students received a score of 80-89%; 3 students received a score of 70-79; 2 students received a score of 60-69% (one student would take an I for medical leave and would complete work over the break.)

Test 3: 5 students received a score of 90-100%; 14 students received a score of 80-89%; 3 students received a score of 70-79; (one student would take an I for medical leave and would complete work over the break.)

Supporting Document(s):

[Supporting Doc Classics Major Outcome 4 - Essay 1.docx](#)

[Supporting Doc Classics Major Outcome 4 - test 1 study guide.docx](#)

[Supporting Doc Classics Major Outcome 4 - Test 1_The Greeks.docx](#)

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

CLSS 105: The Greeks

The Greeks intends to give students a general knowledge and a broad overview of many facets of Greek civilization: Greek history, Greek religion, Greek society and private life; Greek art and architecture, Greek literature, the Greek language, and the continuing impact of Greek ideas upon the western tradition; that is to say the study of the Classics itself.

The course was reconfigured and divided up into modules:

Module 1: History

Module 2: Myth, Religion, and Society

Module 3: Literature

Module 4: Philosophy, Science and Medicine

Module 5: Art and Architecture

I have uploaded above an example an essay to give an idea of the nature of the writing assignment. It was a very targeted question relying on the reading and used as a springboard for class discussion.

For each test I gave a substantial study guide with a the key terms and usually 5-8 essay questions. The students were to study and prepare their materials and then come to class where I would give them a selection of terms to identify and a choice of 3 essays, of which they would choose 1 to write.

6. Determining if changes impacted student learning

I was very pleased with the responses to the essay questions and the class discussion that followed. By giving a fairly lengthy context to the question and targeting their responses I was able to have them concentrate on the ideas in the reading.

The students also seemed to respond quite well to the study guides. Knowing what would be on the test, almost all students researched and prepared their answers and were ready to take a test which drew on only a small portion of the study guide. This, to my way of thinking, made the testing process itself a more fruitful learning experience.