Assessment Plan for the Classics Program

Annual assessment in the Classics program will consist of two parts:

• assessment of one course each year by each professor

• assessment of the capstone/comprehensive experience for graduating majors in Classics (this aspect of assessment will begin in 2010-2011, the first year in which there will be seniors who are official Classics majors rather than Interdisciplinary Studies majors)

What follows is a summary of learning goals and assessment possibilities for each level of course offered in the Classics program.

Overarching programmatic learning goals

• to introduce students to the languages, literature, and cultures of Greek and Roman antiquity

• to help students develop the skills necessary to interpret, synthesize, and engage ancient material

Learning goals for 100-level courses in Latin and Greek

• to acquire a basic knowledge of vocabulary, morphology, and syntax

• to learn and use the technical vocabulary for analyzing and discussing the ways in which language works

Assessment possibilities for 100-level courses in Latin and Greek

• weekly quizzes

• mid-semester exams

• comprehensive final exam

• sight-reading of glossed and perhaps simplified passages

Learning goals for 200-level courses in Latin and Greek

• to translate extended passages of Latin and Greek

• to reinforce an understanding of basic constructions and gain familiarity with more difficult constructions

• to review morphology

• to expand vocabulary

Assessment possibilities for 200-level courses in Latin and Greek

• exams with sections using a variety of formats to test different skills

• "Personalized Grammars" or similar projects involving both morphological and syntactic analysis

• mini-presentations by the students on specific grammatical topics

• translations from English into Latin or Greek, including grammatical justification of choices

• vocabulary quizzes

• sight translation of glossed but unaltered passages

Learning goals for 300-level courses in Latin and Greek

• to translate extended passages of Latin and Greek

• to continue to exercise and expand knowledge of vocabulary, morphology, and syntax

• to interpret Latin and Greek texts with attention to their literary, cultural, and/or historical contexts

• to read and critically analyze secondary scholarship related to the texts translated

• to develop skill at presenting interpretive ideas through presentations and papers

Assessment possibilities for 300-level courses in Latin and Greek

• exams with sections using a variety of formats to test different skills

• interpretive papers and projects

• book reviews or annotated bibliographies of secondary scholarship

• in-class presentations (with hand-outs) on papers, projects, and/or secondary scholarship

• vocabulary quizzes

• sight translation of unaltered passages with use of a standard dictionary

Learning goals for 400-level courses in Latin and Greek

• to continue work on all the goals listed for 300-level courses in Latin and Greek

• to generate a research portfolio by completing a variety of projects typical of research in Classics

• to hone writing skills by taking the projects included in the research portfolio through a series of drafts

Assessment possibilities for 400-level courses in Latin and Greek

• all possibilities listed for 300-level courses in Latin and Greek

• a research portfolio, which should include at least the following: a number of annotated bibliographies and/or critical reviews, a short paper (4-6 pages), and a longer paper (10-12 pages)

Learning goals for 200-, 300-, and 400-level courses in Classics

It is difficult to generalize about these courses because their goals are very content-specific. Goals for each course will be clearly stated on each course syllabus, but in principle:

• 200-level courses will focus on the acquisition of information and introduce students to the interpretation and/or application of acquired information

• 300-level courses will place somewhat more emphasis on interpretation and argumentation, including analysis of secondary scholarship

• 400-level courses will be seminar-based and writing-intensive; to develop skill at articulating thoughts in discussions, presentations, and papers will be a crucial learning goal

Assessment possibilities for 200-, 300-, and 400-level courses in Classics

Again, it is difficult to generalize about these courses because they are so various. Assessment activities will be clearly tied to the learning goals stated on each course syllabus and may include the following:

• 200-level: comprehension quizzes, tests with short answer and short essay questions, short papers

- 300-level: comprehension quizzes, tests with short answer and longer essay questions, longer papers, critical reviews
- 400-level: daily or weekly short writing assignments, papers taken through multiple drafts, in-class presentations

The following materials will also be collected and used for assessment purposes for each course being assessed in a given year:

- anonymous mid-semester surveys to gauge students' sense of their progress toward the goals of the course
- end-of-the-semester course questionnaires to gauge students' sense of achievement of learning goals, their experience of various aspects of the course, and their view of the course's overall contribution to their education