

IA. Program Goals:

The program fills significant needs in West Virginia and surrounding states. It allows current Latin teachers to expand their knowledge base and to strengthen their own programs. It also contributes to the training of new teachers of Latin on the middle and secondary school levels, and prepares students to enter Ph.D. programs in Classical Philology. We also encourage students to interact with the larger Classics community and gain professional experience by attending and delivering papers at regional and national conventions. The M.A. in Latin is not designed to replace the M.A.T. in Latin currently offered by Marshall, nor does it guarantee licensing or certification to teach Latin in WV. It does, however, allow teachers certified in other disciplines to add Latin as a content area, and it will provide additional graduate hours for persons that hold professional teaching certification in Latin.

To these ends, each of the outcomes listed below aid in the preparation of our students for whichever route they choose. Our primary emphasis is on the study of Latin literature in its literary and historical contexts. However, concomitant with this study is the emphasis on oral and written skills. We emphasize writing in most of our classes, and we expect our students to participate informally through daily work and formally through presentations. We also expect a high degree of technological expertise on the part of our students, and we require our students to be aware of the electronic resources for the study of Latin, Roman culture, history and literary theory, and to use these resources in the learning and presentation of material.

IB. Student Learning Outcomes Data Collection:

Thus far we have had three MA Candidates in our program. One graduated in summer, '07, one in spring '08, and one is scheduled to graduate in fall, '08. The small number of students allows us to know them very well and to assess their progress in some detail. Their work involves oral presentation of translation of Latin literature in class, research on secondary sources, the writing of graduate-level papers, and, finally, the writing of a thesis, which is required of all candidates. Our data comes from 500-level Latin courses, CL 620 (Research methods), LAT 640 (special author) and LAT 681 (thesis hours). We do not include data from 600-level courses taught outside our department that students may take as electives; nor do we include data from 400-level Greek courses that students take to better qualify them for graduate school.

We gather our data from two sources. First, the teachers in the specific classes for a given academic year assess the MA students in that class according to the learning outcomes specified below. Their results are in our grid. Second, this fall we sent a questionnaire to our three students that asked them to assess themselves according to our student learning outcomes. Their comments are included after the grid.

IIA. Assessment:

OUTCOME	METHOD OF ASSESSMENT	BENCHMARKS	RESULTS	ANALYSIS/PLANNED ACTIONS
1. (A) Demonstrate the ability to read Latin literature and to explain grammatical concepts.	Class work that emphasizes translation, grammar, and discussion.	(A) Grading criteria for oral and written class assignments and recitation. 80% of students should perform at the level of <u>B</u> or above.	Students exceeded expectations.	We expect our graduate students to read at a faster pace than our undergraduate, but we want to ensure that they can read at a pace that is required of a PhD program. We need to work on this goal more.
2. Demonstrate skill at the oral reading of Latin poetry and prose using appropriate pronunciation and metrical forms.	Class work that emphasizes the oral reading of Latin poetry and prose. Oral reading as part of the student's presentation of MA thesis.	Grading criteria for oral recitation. 80% of students should perform at the level of <u>B</u> or above.	Students performed from deficient to excellent levels.	We have discovered a deficiency in this area. We are currently analyzing its cause and will work to incorporate more oral reading into classroom work.
3. Demonstrate in oral and written form the ability to interpret both prose and poetic literature, by showing awareness of and expertise at employing specific recognized literary interpretative theories or methodologies	Oral presentations and literary critical analyses that interpret Latin literature and its socio-historical contexts.	Specific guidelines and grading criteria for oral and written class projects. 80% of students should perform at the level of <u>B</u> or above.	Students exceeded expectations.	Our students become very well grounded in secondary literature, largely because that is an emphasis of our own research.

4. Demonstrate in oral and written form special reading and interpretive skills in one chosen Latin author, using important secondary literature	Class discussion, oral presentations and literary critical analyses that place the chosen author and works in their cultural and literary contexts.	Specific guidelines and grading criteria for oral and written class projects. 80% of students should perform at the level of <u>B</u> or above.	Students exceeded expectations.	Both of our special author courses were taught in summer terms, and students read large quantities of primary and secondary authors in a short space of time. We felt that their work load approached that required of PhD programs.
5. Synthesize Latin reading skills and demonstrate proficiency in current literary theory and in standard research tools of the field to create an extended piece of research showing independent and original thinking	Successful Master's Thesis; successful oral presentation of Master's Thesis	Specific guidelines and requirements for a Master's Thesis. 80% of students should perform at the level of <u>B</u> or above.	Students exceeded expectations.	We are very pleased with the theses that our students have produced. All three had issues initially, but all produced polished finished products.

IIB. Student Comments:

Here is the questionnaire that we sent our MA candidates. Only two of the three students have responded. If I receive a response from the third, I will update.

MA Assessment Questions

These questions are based on the outcomes we have developed for our MA program. Please answer as completely as possible. Your answers will anonymously become part of our annual assessment report. Please assess your abilities in these areas and whether and/or how they improved as a result of our MA program:

1. The ability to read Latin literature and to explain grammatical concepts;

Of the five assessment areas addressed, I am the strongest in this area. The MA program improved my skills by increasing the speed with which I read Latin and by exposing me to the grammatical idiosyncrasies of various authors.

This area was greatly improved, especially explaining grammatical concepts. Part of the benefits of taking grad classes mixed with undergrad classes is that there is still a focus on grammatical concepts that may be lacking in solely grad classes. In addition, the commentary projects of Dr. Chrol are beneficial because you have to analyze every single

grammatical concept in a passage that could be relevant to a reader rather than just on something you may have trouble with while translating.

2. The ability to read Latin poetry and prose orally;

I am capable of pronouncing Latin, but have difficulty reading in meter. Since the focus of the MA program was reading and interpreting literature, not speaking the language, my oral skills were not changed by the program.

Reading Latin prose orally was focused on, but there needs to be a higher focus on reading Latin poetry orally especially at a grad level. Meter and reading Latin poetry orally were discussed, but more on the level of an undergrad course, i.e. just as an introduction and in order that a basic understanding is achieved. For this reason, I do not feel my ability to read Latin poetry orally has improved nor has my confidence in doing so improved either.

3. The ability, in oral and written form, to interpret both prose and poetic literature, by showing awareness of and expertise at employing specific recognized literary interpretive theories or methodologies;

I struggle with interpreting literature using recognized theories and methodologies. Although the MA program taught me to read secondary sources and identify which theory or methodology was used by a researcher to analyze literature, it is difficult for me to pick a theory or methodology and apply it.

This ability was improved in written form because interpreting a piece of literature was still a part of each grad class I took. This ability in oral form to a certain extent, but I think there needs to be a stronger focus in certain classes on interpreting the literature instead of just translating it and understanding the grammatical concepts. However, part of the reason for the lack in this particular area is that the classes consist of different levels of Latin students and the focus usually has to be on translating. The extra grad portions of grad classes focus on this area, but not enough throughout the semester for each class. The on-line Ovid class that I first took had a strong focus on interpreting the text, and I think more grad only classes should be offered, possibly on-line to accommodate teachers schedules, to focus on this area more.

4. The ability, in oral and written form, to form special reading and interpretive skills in one chosen Latin author, using important secondary literature;

I am quite capable in my ability to read and interpret the work of one author due to the requirements of the MA program's literature courses. Each literature course involved analyzing secondary sources and relating the analysis to current readings. The analysis occurred throughout the semester, as short papers and presentations, and culminated with the final paper and presentation.

This area was improved, especially by taking the methodology class. Also, in almost all my other grad classes, the importance of secondary literature for an author was a focus for grad students when it wasn't for the undergrad students. For example, there would be extra assignments like reading important articles on the author we were reading or looking for secondary sources to use in a paper that had to be written for the class. The only area this element could be improved upon is to learn as a grad student who the major scholars of a particular Latin author are that have made fundamental contributions to the study of a particular author.

5. The ability to synthesize Latin reading skills, to demonstrate proficiency in current literary theory and standard research tools of the field to create an extended piece of research showing independent and original thinking.

The thesis requirement of the MA program made me realize that I am moderately capable in this area. Although I am very creative in my analysis of literature, I lack the ability to tie my original ideas with current literary theory and standard research tools of the field (I believe this is related to my shortcomings in assessment question #3). I do not think that my deficiency could have been improved by additional coursework or change in the program requirements. In order to develop that skill, I simply need to continue reading and writing.

This area remained about the same for me, but only because as an undergrad I was already using the research tools of the field (such as *L'Annee Philologique*) when writing papers in order to search for secondary sources. In certain classes, there could have been a stronger focus on searching for secondary sources myself as part of the grad extra portion of the class rather than the professor giving me articles to read.

IIIC. Assessment of the assessment and plans for the current year:

AY 2007-2008 is the first academic year for which we have provided a program assessment based for our Latin MA. Our plan for AY 2008-2009 is to examine our process now that it has been in place for one report, to consider what, if any, program changes need to be made, to revise our outcomes if necessary, and to consider other ways of gathering data.