

I. Program Mission:

The goals of our Latin program are three. In general we provide a traditional liberal arts degree that gives students analytical, oral and written skills, which in turn allows students to bring flexibility and versatility to a precarious job market. More specifically we are a pre-professional degree. Many of our students go on to law school, medical school, or graduate school. They find that a degree in Latin gives them an edge in a very competitive application process because it is so unusual. Latin learning also prepares them specifically for the MCAT and LSAT. Most specifically we prepare students for the teaching of Latin on the secondary and college level. Our degree requirements meet the standard set by the College of Education and Human Services for the Latin content area for teaching grades five through twelve. It also prepares students who are interested in pursuing an MA or PhD in Classical Philology. These goals accord with the mission statements of the College of Liberal Arts and Marshall University.

To these ends, each of the outcomes listed below aid in the preparation of our students both generically and specifically. 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. Oddly enough for a discipline firmly situated in the past, we require our students to be aware of the electronic resources for the study of Latin, and to use these resources in the learning and presentation of material.

II. Program Learning Outcomes Data Collection:

We have the advantage of being a small department with a small number of majors and small classes. These factors allow us to know our students very well and to assess their progress in some detail. Much of their work involves oral presentation of translation of Latin literature in class and this emphasis on class work factors into their grades. Our data comes from upper-level Latin classes, CL 436, 472 and 475, and LAT 499 (our capstone experience) when we have a graduating senior, since these courses are required for the Latin major. We do not currently incorporate data from elementary and intermediate Latin classes because these classes are primarily general education courses and in general we do not have declared majors in these classes. We are considering expanding our assessment to 204 in the future. This past year we offered a new model of LAT 499 for the first time (Course description attached, appendix B). In this class we emphasized research, writing and oral skills. Students developed a paper written in an upper-level Latin class by incorporating more Latin, by incorporating secondary sources, and by preparing for an oral presentation. Three students did the capstone and presented their papers at the Liberal Arts Undergraduate Conference in April.

We gather our data from two sources. First, the teachers in the specific classes for a given academic year assess the Latin majors in that class according to the learning outcomes specified below. Their results are in our grid. Second, as part of assessment day 2010, the students themselves answered a series of questions based on our old student outcomes.

III. Assessment:

OUTCOME	METHOD OF ASSESSMENT	BENCHMARK	RESULTS/ANALYSIS	ANALYSIS/PLANNED ACTION
<p>1. the ability to read and understand Latin language and literature.</p>	<p>Class work and written examinations that emphasize translation and grammar. Grading criteria for oral and written class work, usually 20-50% of the total grade. Criteria include attendance, preparation and participation. Because we have such an emphasis on class work, attendance is required in our classes. "Preparation" assesses the level of preparation, whether the students have read the notes attached to the text, whether or not they have prepared adequate vocabulary lists, whether or not they have attempted to put the Latin together, and whether or not they do their homework every day. "Preparation" does not assess the rightness or wrongness of the translation. "Participation" assesses whether or not the students volunteer for oral work on class and whether or not they respond to questions, or comment on the work of others.</p>	<p>Benchmarks: 1) deficient: Students are inconsistent in class attendance, preparation, participation; 2) Average: Students are consistent in class attendance, preparation, participation. 3) Proficient: students show a high degree of preparation and participation. They are active and willing learners. Majors should achieve #2 or 3.</p>	<p>Fall: five majors, proficient; 1 average. Spring: five majors proficient, 1 average.</p>	<p>Continue at present levels. We had one student who struggled with Latin, and about whom we are concerned. It is difficult, however, to determine whether her difficulties arise from a lack of preparation for class, i.e. from not doing her homework adequately, or from some other cause.</p>

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<p>2. the ability to interpret Latin language and literature</p>	<p>Class work and written examinations that emphasize vocabulary and grammar as interpretive tools Grading criteria for oral and written class work, usually 20-50% of the total grade In addition to the criteria listed above, we give tests that ask students to translate prepared and sight passages into idiomatic and grammatically correct English, ask students to identify, or parse forms and/or answer specific grammar questions, and ask other types of questions, depending on the Latin author, e.g. scansion questions for poetry, rhetorical trope questions for poetry and prose.</p>	<p>Benchmarks: 1) deficient: students score less than 70% on quizzes and test; 2) Average: students score between 70 and 89% on quizzes and tests; 3) Proficient: students score 90% and above on quizzes and tests. Majors should achieve #2 or 3.</p>	<p>Fall: Four majors proficient, two majors average. Spring:: all majors proficient.</p>	<p>In fall, two majors were not consistent in their tests, due to lack of studying.</p>
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<p>3. the ability to understand and articulate the cultural, literary and historical contexts of Latin language and literature</p>	<p>Class discussion, written and oral assignments that place Latin literature in its cultural, literary and historical contexts. Grading criteria for oral and written class work, which take the form of individual or group presentations (as opposed to informal discussion in the preceding criteria). Written work often includes bibliographies of secondary sources. Three types of assignments assess this outcome: annotated bibliographies of secondary sources, oral presentations, either individual or group, that require students to analyze a piece of Latin from a variety of points of view, and papers that ask the same but in a more developed way. Additionally, the students' capstone experience emphasizes this outcome by requiring the students to incorporate secondary literature into their written and oral work.</p>	<p>Benchmarks: 1) Deficient: students score less than 70% on written and oral assignments; 2) Average: students score between 70 and 89% on written and oral assignments; 3) Proficient: students score 90% and above on quizzes and tests. Majors should achieve #2 or 3.</p>	<p>Fall: all majors proficient. Spring: five majors proficient, one average.</p>	<p>Again, in spring, we found one major who did not deliver consistently proficient projects.</p>
<p>4. the ability to engage in effective oral reading of Latin poetry and prose</p>	<p>Daily practice in class; class assignments, that stress orality and performance. Grading criteria for oral class work. Oral presentations and paper presentations, including the capstone presentation, that require students to read and discuss Latin.</p>	<p>1) Deficient: students consistently mispronounce Latin, are hesitant, cannot read poetry in metre. 2) Average: students typically do a good job of reading Latin, in terms of pronunciation and stress accents, are able to read poetry. 3) Proficient: Students read Latin for sense with very few pronunciation and accent errors, read poetry smoothly. Majors should achieve #2 or 3.</p>	<p>All majors proficient.</p>	<p>We are improving in this area and continue to stress the oral pronunciation of Latin in all of our classes.</p>

<p>5. the ability to communicate effectively in speech</p>	<p>Oral presentations and papers that analyze Latin literature and its context. Specific guidelines and grading criteria for oral and written projects. Capstone paper and presentation.</p>	<p>1. Deficient: the oral presentation is not well organized or presented, does not engage the Latin effectively, lacks a controlling thesis, does not discuss choice and arrangement of words; 2) Average: the presentation is stronger in terms of topic and presentation; 3) Proficient: the presentation is strong in terms of topic and development, is well presented, and shows originality. Majors should achieve #2 or 3.</p>	<p>All majors proficient.</p>	<p>This is a strength of our program, which begins with daily oral recitation in class, continues with formal presentations in class, and ends with the capstone presentation of a full length paper.</p>
<p>6. the ability to write papers that incorporate strong thesis statements, comprehensive topic sentences, effective development that includes the use of primary and (where relevant) secondary sources, and a conclusion that does more than summarize; and the ability to write a paper that utilizes current conventions of style.</p>	<p>Written assignments that incorporate these criteria. Specific guidelines and rubrics for formal written assignments. We incorporate WI principles into our courses, so students have the opportunity to evaluate, discuss and revise papers in accordance with assignment guidelines.</p>	<p>Benchmarks: 1) Deficient: students produce a paper that has very little analysis of the Latin, and does not follow the guidelines for an effective paper. 2) Average: students analyze Latin, and produce a paper that addresses the guidelines; 3) Proficient: students produce a paper that far exceeds the guidelines, and incorporates a great deal of original thinking. Majors should achieve #2 or 3.</p>	<p>All majors proficient.</p>	<p>Because we incorporate WI techniques in our classes, students edit and revise their papers.</p>
<p>7. the ability to understand the connection between language and culture, and identify language and literature as the expression of ancient and modern cultural values and norms</p>	<p>Class discussion, oral presentations and papers that place Latin literature in its cultural and literary contexts. Specific guidelines and grading criteria for oral and written projects. Capstone project.</p>	<p>Please see benchmarks for #s 3, 4, 5 & 6 above. Majors should achieve #2 or 3.</p>	<p>All majors proficient.</p>	<p>This is another strength of our program.</p>

8. the ability to exploit technological skills that will enhance the learning and teaching experience	Incorporation of technology, e.g., chat rooms, web pages, email, into daily work, and inclusion of internet resources into specific assignments. Specific guidelines for inclusion of these technologies in class work and oral and written assignments.	Benchmark. 1) Proficient. All students are now more than well versed in technology. We expect students to access web pages for the course, to communicate by email, to submit assignments electronically, to use technology on presentations and projects, and to use professional electronic research tools. Majors should achieve this benchmark.	All majors proficient.	No planned action.
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IV. Overview of changes implemented in your program this past year based on results and planned action specified in last year’s report.

This was the first year for our revised capstone course, which was very successful. We have also been working on the oral aspects of Latin and we have noticed improvement among students. Other issues include specifics in the delivery of Latin, for instance, more emphasis on reading Latin poetry, which we have been working on.

V. Specify any changes/modifications made to your program based on Assessment Day activities.

Before assessment day we have a student fill out a questionnaire that looks at various aspects of the program. We also ask for their self assessment in our outcomes. Students are generally pleased with the small number of students in upper-level classes, the smallness of the department, which allows faculty to mentor students, and their improvement in various skills. One issue that does arise year after year is the desire for more upper-level classes in a given semester, and a desire for a larger variety of authors. The latter actually is addressed by the department because we do a rotation; but students do not experience our wide range of authors because they are doing upper-level Latin for only two years. The former is not practical given the small number of majors that we have.

Another issue that arose this year is the perceived need for an ancient history course taught by our department. The current ancient history course is taught by the History department, is on the 200-level, covers all of the Mediterranean, and is taught by a non-specialist. It does not serve our student needs. We are not sure, however, that we can change this situation.

A final issue that arose was the need for more culture courses, in addition to CL 436 (Roman Civilization) that is required by the major. We in fact have two others, CL 472 (Rhetoric of Seduction) and CL 475 (Roman Law) that are a regular part of our rotation. We cannot require these without upping the number of hours in the major, but we do encourage students to take these courses as electives.

Appendix A: Sample rubric used for evaluation of papers.

(major areas)	Excellent	Proficient	Adequate	Deficient
1) Thesis paragraph contains, thesis, specifies myths that will be used, specifies psychological elements that will be used				
2) Topic sentences must include the psychological element that is being used in the paragraph or paragraphs, should connect with thesis.				
3) Body of each paragraph connects with topic sentences, should use myth to support topic, should not summarize excessively. Paragraphs are neither too long or too short.				
4) Conclusion does not summarize but draws logical inferences about myth, about approaches, about the humans who				

created the myth from body of paper.				
5) There are no typographical, spelling or typing errors.				
6) Language is appropriate and free of contractions.				

A = excellent in all areas, though not necessarily uniformly.

B=proficient in all areas and excellent in some.

C=Adequate in one or more major areas.

D=deficient in most areas.

Appendix B: Course description for LAT 499, our new capstone.

Latin 499 Course Description

Spring, 2011

3 Credit Hours

Prerequisite: 15 hours of upper-level Latin

T: 9:30

Harris Hall 403

1. **Instructor:** Caroline A. Perkins, HH 408, SH 742. perkins@marswhall.edu; 66749. Please see schedule on office doors for office hours.
2. **Texts:** open.
3. **Course description:** Senior Project. Working with a project director, students will develop a paper written in an advanced Latin course into an expanded version that incorporates primary and secondary sources.
4. **Course outcomes:**
 At the end of this course you will be able to:
 - a. Write an abstract;
 - b. Develop bibliography;
 - c. Expand the scope of a paper by:
 1. Adding more Latin;
 2. Incorporating secondary sources;

- d. Understand the differences between a paper and an article;
 - e. Write a paper with a view to turning it into an article;
 - f. Learn the performative aspects of giving a paper;
 - g. Give a paper.
5. **Organization of class time:** Discussion, presentation of new material, presentation of assignments. See schedule for details.
 6. **Assignments:** varied. See schedule for details.
 7. **Course policies:**

Attendance Policy: Attendance is required. "University excused" absences are accepted only if I am aware of them in advance, or if I am notified within 24 hours of an emergency. Please see your catalogue for definitions and policies concerning excused absences. Employment and scheduled medical appointments do not count as excused absences. Please note that in order to receive credit for excused absences you will have to submit class work for the missed day(s). Please note also that even if excused, excessive absences will affect your grade, and in general, I will not give a passing grade to any student who misses more than two weeks of class.

Academic Dishonesty Policy: All instances of academic dishonesty will result in a course grade of F and I will report the sanction to the Provost's office.

Incomplete Policy: I give incompletes only if the student has completed 95% or more of the course, and a verifiable emergency occurs. Incompletes must be finished by the start of the next semester.

Cell Phone Policy: Cells phones must be turned OFF (not put on vibrate) and put away before you enter class. You may not access your messages or text while you are in class. If you in are an emergency situation where you need to keep your cell phone on vibrate you must notify instructors before class begins.
 8. **Grading:** Senior project=100%. I will give you weekly grades for assignments. Scale: 90-100=A etc.