Department of Classical Studies  
Minutes November 11, 2004

In attendance: Karen Rosenbecker, Katie Jones, T. Davina McClain

Just a quick reminder about the meeting today in Bobet 216.

Agenda

1. Approval of the Oct. 7 minutes  
   • Spacing problem noted  
   • Voted on and approved by all

2. Filling in the Assessment Matrix  
   • Questions about Roman Principate writing assignments  
     o Presentation and Discussion board entries  
   • Any other types of assignments given that address the issues?  
     o All have been covered  
   • Adding of sentence analyses under the Latin and Greek A2 section.  
   • First item for voting on the agenda at the next meeting

3. Discussion about the Merit Raise Protocol  
   • Most useful for comparison is the Philosophy department  
     o A few things to change or add  
     o Add pedagogical works to the Protocol  
     o Neat and orderly layout  
     o A few typos to fix  
   • Returning students work in a timely fashion should be under “meets expectations”  
   • Combining English and Philosophy Protocols  
   • Set number of items for qualifications for each level  
     o Exp – For meets minimum expectations must meet a, b and c plus 2 others  
   • Possible change to a points system  
     o Point totals for each level  
     o Points for each individual item  
   • Separation of student organization advising from student advising  
     o Move student organization advising to service category  
   • Compilation of all items into lists  
     o Points for each item to be discussed  
     o How many points for each level  
       • Cut off level for meets minimum expectations

4. Discussion about the categories on the evaluation sheets  
   • Compare beginning and advanced  
   • Beginning level  
     o Exceptional  
       • Translating accurately and clearly
• Not necessarily perfect
• Polished
• Shorter pieces
  o 5 to 10 lines or sentences
  o Change wording to “sentences”
  • Familiarity with vocabulary
  • Translate participles with appropriate clauses
  • Can read a passage aloud with ease
  • Add “in Latin or Greek”
  • Can identify 90% of forms
  • Can generate forms in all declensions and conjugations
  • Can answer 90% of comprehension questions

o Above average
  • Can translate prose and poetry accurately without reference to a translation
  • Does not use cognates
  • Translates participles with appropriate clauses with prompting
  • Can read a passage aloud with ease in Latin or Greek
  • Can identify 80% of forms
  • Can generate forms

o Average
  • Can translate prose and poetry loosely without reference to a translation
  • Recognizes the basic vocabulary
  • Can read a passage allowed with ease in Latin or Greek

o Little
  • Can translate prose and poetry awkwardly and only with reference to a translation
  • Confuses common forms
  • Problems with differences between first and second conjugation

o Unsatisfactory
  • Cannot translate prose and poetry without a reference to a translation
  • Uses cognates
  • Cannot translate participles
  • Can identify 50% of forms
  • Cannot generate forms

Below is what I have worked out for the Language classes beyond the beginning levels. These are just suggestions:

Language courses beyond the beginning level

5 - student demonstrates exceptional knowledge/skills
a. can translate prose and poetry accurately and clearly without reference to a translation
b. does not use cognates
c. translates participles with appropriate clauses
d. can read a passage aloud with ease
  • Add “in Latin or Greek”
e. can identify 95% of forms
f. can scan poetry, including? meters
  • Which meters?
  • Hurts students who haven’t had classes that cover certain meters
  • Hexameter and elegiac couplets, plus others
g. Can answer 95% of comprehension questions

4 - student demonstrates above average knowledge/skills

a. can translate prose and poetry accurately without reference to a translation
b. does not use cognates
c. translates participles with appropriate clauses
d. can read a passage aloud with ease
e. can identify 80% of forms
f. can scan poetry, including? meters
  • Hexameter and elegiac couplets
  • Others with assistance
g. can answer 80% of comprehension questions

3 - student demonstrates average knowledge/skills

a. can translate prose and poetry loosely without reference to a translation
b. uses cognates
c. translates participles literally, with clauses only when prompted
d. can read a passage aloud with ease
e. can identify 70% of forms
f. can scan hexameters and elegiac couplet
g. can answer 70% of comprehension questions

2 - student demonstrates little knowledge/skills

a. can translate prose and poetry awkwardly and only with reference to a translation
b. confuses common forms
c. translates participles literally and awkwardly
d. can read a passage aloud with difficulty
e. can identify 60% of forms
f. cannot scan meters
  • Change to scans meter with some mistakes
  • Hexameters and elegiac couplets
g. can answer 60% of comprehension questions

1. student demonstrates unsatisfactory knowledge/skills
   a. cannot translate prose and poetry without reference to a translation
   b. uses cognates
   c. does not translate participles with appropriate clauses
   d. cannot read a passage aloud
   e. can identify 50% of forms
   f. cannot scan meters
   g. can answer 50% of comprehension questions

N.A. - student has not addressed this objective at this time

- How can we assess the reading aloud through the portfolio
  - Possible memorization of lines to be recited
  - Future discussion
  - Assumed that students should be able to do it

5. Other Business
   - Other areas for the student evaluations
     - History and culture courses
       - Removal of history courses in preparation of a course that covers them all
         - Leaving courses in Roman history, pagans and Christians, Greek history and Byzantine Empire
         - Flexibility for experimental courses
     - Do not hand out the Greek trip fliers at this point
       - Too many risks at this point for liabilities to the school and the department
       - Questions need to be addressed first
       - Need to expressly say on the flier that the school is not involved
     - Katie’s Rhodes interview

6. Adjourn
   - Adjourned at 1:30