Mission / Purpose

Our mission is to provide our students with the linguistic and intercultural competence necessary for the global society of the 21st century. We intend to promote language proficiency and instill in our students informed and critical perspectives regarding other cultures and also our own. We are committed to providing this training to our students within a department equipped with the best facilities and technology available, staffed by teachers and scholars with international experience and expertise.

Specifically, our mission is:

To offer majors a program aimed at advanced language proficiency and significant exposure to the literature and culture of the country/ies studied. In part this objective is fulfilled by fostering double majors, e.g., language/business;

To offer in-depth training in language, literature, linguistics, cultural studies, and theory to graduate students at the MA and Ph.D. levels;

To offer basic instruction in modern and classical languages to all students in fulfillment of core curriculum requirements;

To train minors in the use of modern and classical languages by offering a minimum of three years of classes in the language(s);

To offer reading proficiency courses in various languages for graduate students in other programs;

To participate with other departments within and outside of the College of Arts and Sciences in offering interdisciplinary studies programs, especially in (a) area studies and period studies, (b) world literature and comparative literature, (c) language pedagogy, (d) linguistics, (e) film studies, and (f) international honors programs;

To contribute to increased internationalization by sponsoring appropriate campus events, helping students study abroad, and attracting international students;

To advance the academic goals of students by fostering new and challenging contexts: e.g., creating the opportunity for students to study abroad (in summer, semester-long, and year-long programs), offering accelerated and honors sections, incorporating advanced writing components in designated courses, and offering students courses dealing with content as well as language proficiency.

To provide services to the community, including sponsoring and organizing a wide variety of educational and social events related to languages and culture, for example: foreign films, conferences and symposia, state-wide language club conventions, etc.;

To serve the community and the state as the principal institution offering expert training in modern and classical languages;

To train students to teach modern and classical languages in schools, colleges and universities throughout the state;

To promote research in literature, linguistics, cultural and interdisciplinary studies, and to offer the greatest pool of expertise in modern language studies and classical studies in the state of Alabama. In this regard, the Department of Modern Languages and Classics affirms its special commitment to the promotion of scholarly research leading to the development of new knowledge and to the enhanced standing of the University.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: FLLT: FR, GN: Language Proficiency

Students will demonstrate intermediate-high or advanced levels of language proficiency.

Connected Document

Foreign Language & Literature Curriculum Maps

Relevant Associations:
Results are rather positive. Over the year, faculty sought to collect more data than previously. The small change from 90% to 75% as the 1.1 benchmark seems to have been an appropriate change. Results of both 1.1 and 1.2 seem to indicate that learners are achieving benchmarks well. No changes planned.

**Related Measures**

**M 1: FLLT: FR, GN: Placement Exam**

Based on students' performance on a Standardized placement exam, 75% of students will be placed into 400 level courses.

*Source of Evidence:* Standardized test of subject matter knowledge

*Target:* 75% of learners assessed will achieve at least 500 on the standardized placement exam for their respective language.

**Finding (2012-2013) - Target: Met**

Results: 10 of 11 learners scored at least 500 on the test. The 91% success rate meets the target. The UA placement exam is online and has a varying format, and thus is not attached. Interpretation: Learners performed well, and the generally positive results have increased from those last year.

**M 2: FLLT: FR, GN: Essay Writing**

Essay assessment in 400-level course demonstrates intermediate/high or advanced writing proficiency based on a grading rubric.

*Source of Evidence:* Written assignment(s), usually scored by a rubric

*Target:* 75% of learners assessed at the Intermediate-high rating according to the American Council on the Teaching of Foreign Languages proficiency scale.

**Finding (2012-2013) - Target: Met**

Results: 43 of 54 learners scored at the Intermediate-high rating or higher. This is an 80% success rate and thus meets the target. Interpretation: Results are very good. They are somewhat lower than last year’s 87% success rate. Assessment tool: Scale to evaluate students' writing is on page 13 of the American Council on the Teaching of Foreign Languages' online document "ACTFL Proficiency Guidelines 2012":


**SLO 2: FLLT: FR, GN: Historical and Cultural Understanding**

Students will demonstrate a broad understanding of the history and culture of the target language areas.

*Connected Documents*

Foreign Language & Literature Curriculum Maps
French 2.1, 4.1, 4.2 Rubric

*Relevant Associations:*

Measure 2.1 results were fair, but faculty find them satisfactory. 2.2 results were favorable and seem appropriate. The measure/exam for 2.1 will be reevaluated in fall 2013, and faculty will determine if a new measure is needed, or if different teaching strategies are required. The only change from the previous year was that more participation was sought and attained in one concentration.

**Related Measures**

**M 3: FLLT: FR, GN: History / Culture Exam**

A pass/fail exam (German) or presentation assessed by rubric (French) explicitly on history/culture yields at least an 80% success rate.

*Source of Evidence:* Academic direct measure of learning - other

*Target:* 80% of students will be successful on the pass/fail exam (German) or are rated at least "competent" on a presentation rubric (French)

**Finding (2012-2013) - Target: Met**

83% success rate. 15 of 18 students met the benchmark. The success rate has increased due to a higher number in participation. Faculty are pleased with these results. Measure is attached as the two respective documents: "2.1 FLLT French/German Hist-Civ Exam". Interpretation: Faculty have improved the content, delivery and collection of this assessment.

**Related Action Plans (by Established cycle, then alpha):**

**2.1 Re-evaluation of FLLT (French, German) Hist-Civ Exam**

Based on falling short of the benchmark for success of 80% by 11%, faculty wish to discuss in early fall 2012 the possibilities of either adjusting the benchmark, usage of another more appropriate measure, adjusting this measure to be more realistic, or implementing different teaching strategies to facilitate learning. Initial discussion indicates that there is not yet a consensus of opinion among faculty.

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* H3

*Relationships (Measure | Outcome/Objective):*

| Measure: FLLT: FR, GN: History / Culture Exam | Outcome/Objective: FLLT: FR, GN: Historical and Cultural Understanding |
Implementation Description: Faculty will come to consensus on which of the four possibilities above under “Description” is appropriate for our learners. If the measure is to be changed, it will be used in the 2012-2013 assessment cycle.

Projected Completion Date: 09/2012

Responsible Person/Group: French and German faculty

M 4: FLLT: FR, GN: Final Exam or Project

Final exam or project is basis for categorizing at least 80% of students as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding" on a grading rubric.

Source of Evidence: Project, either individual or group

Connected Document

Source of Evidence: Project, either individual or group

Target: 80% or more of students rated as "satisfactory" or better on a rubric

Finding (2012-2013) - Target: Met
84% success rate. 16 of 19 students met the benchmark. This success is lower than last year due to a decrease in participation. The rubric for this is in the document attached titled "2.2, 3.1, 3.2..." Interpretation: Faculty seem to be pursuing this measure's assessment more systematically and learners are well prepared.

SLO 3: FLLT: FR, GN: Critical Thinking

Students will demonstrate critical thinking

Connected Document

Source of Evidence: Project, either individual or group

Target: 80% or more of students rated as "satisfactory" or better on a rubric

Finding (2012-2013) - Target: Met
84% success rate. 16 of 19 students met the benchmark. This success is lower than last year due to a decrease in participation. The rubric for this is in the document attached titled "2.2, 3.1, 3.2..." Interpretation: Faculty seem to be pursuing this measure's assessment more systematically and learners are well prepared.

M 5: FLLT: FR, GN: Analysis of ideas

Essay assessment in 400-level course demonstrates ability to interpret and analyze (break down) ideas based on relevant contexts. 80% of students rates as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding" on a grading rubric.

Source of Evidence: Academic direct measure of learning - other

Connected Document

Source of Evidence: Academic direct measure of learning - other

Target: 80% of students rated as "satisfactory" on a writing rubric

Finding (2012-2013) - Target: Met
91% success. 20 of 22 students met the benchmark. Success rate improved from last year due to an increase in participation. The related rubric is in the attached document titled "2.2, 3.1, 3.2..." Interpretation: Learners met and exceeded the set benchmark. Faculty generally pleased with results that show appropriate learning. No changes needed.

M 6: FLLT: FR, GN: Synthesis of ideas

Literature course final exam/project demonstrates ability to synthesize (put together) various levels of complexity. 80% of students rates as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding" on a grading rubric.

Source of Evidence: Academic direct measure of learning - other

Connected Document

Source of Evidence: Academic direct measure of learning - other

Target: 80% of students rated as "satisfactory" or better on a rubric measuring ability to synthesize

Finding (2012-2013) - Target: Met
92% success. 22 of 24 students met the benchmark. Success rate increased from last year due to increased participation. The related rubric is in the attached document titled "2.2, 3.1, 3.2..." Interpretation: Learners met and exceeded the set benchmark. Faculty generally pleased with results that show appropriate learning. No changes needed.

SLO 4: FLLT: FR, GN: Oral Proficiency

Students will demonstrate oral language proficiency at the intermediate/high level based on the Standards of the American Council on the Teaching of Foreign Languages (German) or of at least "competent" (French) based on a rubric

Related Measures
M 7: FLLT: FR, GN: Oral exam
Oral exam in upper division level course demonstrates that 80% of students have progressed to the appropriate linguistic level.
Source of Evidence: Academic direct measure of learning - other
Connected Document
French 2.1, 4.1, 4.2 Rubric
Target: 80% of students will achieve a rating of at least "intermediate-high" on the ACTFL proficiency scale (German) or at least "competent" (French) on a rubric
Finding (2012-2013) - Target: Partially Met
75% success. 9 of 12 students met the benchmark. The success result is less than last year due to a lack in participation. This is too small a sample, approximately 16% of the data collected, which presents inaccurate data. Faculty discussing better implementation for the upcoming year. The rubric for the measure is the American Council on the Teaching of Foreign Languages' national 2012 Proficiency Guidelines document located online on page 7 of: http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

M 8: FLLT: FR, GN: Oral Task
Orally-based task in upper division course yields 80% passing rate
Source of Evidence: Academic direct measure of learning - other
Connected Document
French 2.1, 4.1, 4.2 Rubric
Target: 80% of students will be rated at the "intermediate-high" level or above on the ACTFL proficiency scale (German) or at least "competent" (French) on a rubric
Finding (2012-2013) - Target: Partially Met
79% success. 15 of 19 students met the benchmark. The success rate is lightly lower than last year, but over half of those who met the benchmark gauged at Advanced level which is excellent. The rubric for the measure is the American Council on the Teaching of Foreign Languages' national 2012 Proficiency Guidelines document located online on page 7 of: http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

SLO 5: FLLT: CL, GR, LA: #1: Reading
Students will demonstrate intermediate (CL majors) or intermediate-high or advanced proficiency (GR, LA majors) in reading Greek or Latin.
Connected Document
Classics Assessment Plan
Relevant Associations:
Positive results indicate appropriate reading skills are being taught and assessed. The implementation of a new faculty member this year has affected the results but has not impacted them detrimentally. Strong implementation of the outcome measures is good to see this year. The faculty have decided to pull statistics from the entire class at the 200-level. The reason for this is that fewer students come to the university planning to major in Classics than become Classics students late in their matriculation, after they have taken several of our courses. Therefore, pulling the statistics from the entire class gives us more significant information that trying to reconstruct what a few students did before we knew they were going to be majors. Monitoring of this new assessment implementation will occur throughout this next year.
Related Measures

M 9: FLLT: CL, GR, LA Exit Exam
Written exit exam places at least 80% of CL majors into 200 level and 80% of GR or LA majors into 400 level.
Source of Evidence: Professional standards
Connected Document
1.1 Latin Translation Exit Exam
Target: 80% or more of Classical Civ. learners will demonstrate "intermediate" level of reading proficiency, and 80% of Greek and Latin learners will demonstrate at least "intermediate-high" reading proficiency
Finding (2012-2013) - Target: Met
100% of the Classical Civ and Latin majors achieved a rating of at least the target. All students on every level demonstrated the expected levels of proficiency in the languages. One of these students has gone on to graduate school and reports that he is finding it "too easy" compared to his work in Classics at UA. No changes needed.

M 10: FLLT: CL, GR, LA: Exam Assessment
Exam assessment in 200-level (CL majors) and 400-level (GR, LA majors) course demonstrates intermediate or advanced reading proficiency
Source of Evidence: Professional standards
Connected Documents
Classics Embedded Assessments
FLLT (Classics) rubric, Measure 1.2, Reading Proficiency
Target: 80% of students demonstrate "intermediate" (Classical Civ. majors) or "intermediate-high" (Greek and Latin majors) reading proficiency
Finding (2012-2013) - Target: Not Met
75% success rate. 12 of 16 students met the benchmark. Dr. Hicks is in his first year teaching at UA, and so he is new to our intermediate courses. He reports that one of those in the "Developing" category stopped coming to class altogether toward the end. Dr. Hicks is fine-tuning his class so that students can understand better the expectations and objectives at the outset. The attached measure is found in the doc. "Classics Embedded Assessments". Interpretation: Faculty are pleased with the learning success, but understand greater implementation of the assessment would be helpful. More implementation will be sought next year.

SLO 6: FLLT: CL, GR, LA: #2: History and Culture
Students will demonstrate a broad understanding of the history and culture of the classical world.

Connected Document
Classics Assessment Plan

Relevant Associations:
2 of the 3 Measures for this Outcome demonstrated better implementation of the assessment, and all 3 measures demonstrated good learning taking place. Faculty are generally pleased, no further changes needed.

Related Measures

M 11: FLLT: CL, GR, LA: Exit Exam
A pass/fail exit exam explicitly on history/culture yields at least an 80% success rate
Source of Evidence: Professional standards

Connected Document
2.1, 5.1 Classical Civ. Exit Exam

Target:
80% success rate on a pass/fail exam

Finding (2012-2013) - Target: Met
100% success rate: 5 of 5 students met the benchmark. Last year the faculty decided to institute an "exit exam" for the Greece trip, and I think that is paying dividends now, since students are having to make one final assimilation at the end of that crucial trip. Students are no longer missing basic questions about things they have actually seen with their own eyes. The attached Classical Civ Exit Exam is used. Interpretation: Faculty are pleased with the positive results, which seem indicative of good learning taking place. No changes necessary.

M 12: FLLT: CL, GR, LA: Embedded Myth Questions
Embedded assessments in CL 222 are basis for instructor to categorize at least 80% of students as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding"
Source of Evidence: Professional standards

Connected Document
Classics Embedded Assessments

Target:
80% of students rated as "satisfactory" or better

Finding (2012-2013) - Target: Met
December 2012: 89% success. 180 of 203 students were satisfactory or higher.

May 2013: 95% success. 195 of 205 students were satisfactory or higher.

These statistics are drawn from the entire class and not, as stated above, from majors and projected majors, which are very hard to trace in such a large course. Many of these students are simply trying to fulfill their Humanities requirement by taking this course. In the second semester, more exercises and information and self-assessment tools were put into Blackboard Learning, and one can see a slight improvement in the outcomes because of it. This will have to watched over several semesters to see if it remains consistent.

M 13: FLLT: CL, GR, LA: Embedded, Women Questions
Embedded assessments in CL 380 are basis for instructor to categorize at least 80% of students as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding"
Source of Evidence: Activity volume

Connected Document
Classics Embedded Assessments

Target:
80% of students rated as "satisfactory" or better on a rubric

Finding (2012-2013) - Target: Met
December 2012: 86% success rate. 19 of 22 students met the benchmark.

May 2013: 95% success rate. 18 of 19 students met the benchmark.

The highly motivated students did well, and those who did not put forth the effort and come to class did not. The results as they stand are good, so Dr. Tsakiropoulou-Summers will continue to identify trouble spots in her outcomes-objectives and work on those.

SLO 7: FLLT: CL, GR, LA: #3: Critical Thinking
Students will demonstrate critical thinking.

Connected Document
Classics Assessment Plan
Relevant Associations:
The measure 3.1 implemented indicates appropriate learning is taking place. No changes to take place, though faculty will seek higher implementation.

Related Measures

M 14: FLLT: CL, GR, LA: Analysis assessment
Written assessments in CL 384 and CL 385 demonstrate ability to interpret and analyze ideas based on relevant contexts. 80% of students rated as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding" on a grading rubric
Source of Evidence: Activity volume

Connected Documents
3.1, 3.2 FLLT (Classics) rubrics
Classics Embedded Assessments

Target:
80% of students rated as "satisfactory" or above on a rubric

Finding (2012-2013) - Target: Met
86% success. 13 of 15 students met the benchmark. These figures are based on 385 and 386. This is a new course introduced by our new professor, Dr. Hicks. We have high hopes that his will be one of our standard course with its own course designation. Dr. Hicks reports that none of the students were totally off-the-mark, and that he plans to institute regular study sessions to help those who struggle on the "developing" level.

M 15: FLLT: CL, GR, LA: Synthesis Assessment
CL 380 course final exam or essay demonstrates ability to synthesize various levels of complexity. 80% of students rated as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding" on a grading rubric
Source of Evidence: Professional standards

Connected Documents
3.1, 3.2 FLLT (Classics) rubrics
Classics Embedded Assessments

Target:
80% of students rate as "satisfactory" or higher on a rubric

Finding (2012-2013) - Target: Met
89% success. 16 of 18 students met the benchmark. Majors and minors had no problem with this course and with demonstrating the ability to write about the field, but those who were not prepared and who had not done the basic prerequisite courses to take the class had no starting-point to be able to do the work. They also tended to bring down the rest of the class. There is discussion in finding a way to place mandatory prerequisites on this course.

SLO 8: FLLT: GR, LA: #4: Translation
Students will demonstrate advanced proficiency in the translation of complex linguistic structures (LA/GR majors only).

Connected Document
Classics Assessment Plan

Relevant Associations:
Findings are positive and reflect good learning of translation skills taking place. Faculty are satisfied, but continue to consider ways to strengthen this area. Better implementation of assessment took place in this area this year. No further changes needed.

Related Measures

M 16: FLLT: GR, LA: Exit Exam
Exit exam elicits 80% passing rate, which is 70% correct
Source of Evidence: Student course evaluations on learning gains made

Target:
80% passing rate, which is 70% correct on the language exit exam

Finding (2012-2013) - Target: Not Reported This Cycle
Faculty were unable to capture this information for LA/GR majors because of the tornado event.

M 17: FLLT: GR, LA: Upper level exam
Embedded assessment in upper division GR/LA course yields 80% passing rate, which is 70% correct
Source of Evidence: Student course evaluations on learning gains made

Connected Document
Classics Embedded Assessments

Target:
80% passing rate on embedded assessment. Passing is considered 70% correct.

Finding (2012-2013) - Target: Met
100% success. 3 of 3 students met the benchmark. Faculty are working on improving student preparation on the 200 level; our goal is to have students introduced to at least 90% of Latin grammar/syntax at the beginning of LA 201 so that time can be given to practice in translation.

M 20: Departmental Student Evaluations
Departmental student evaluations: Results will substantiate A&S evaluations.
Source of Evidence: Student course evaluations on learning gains made
SLO 9: FLLT: CL: #5: Ancient-Modern Ties
Students will demonstrate understanding of cultural ties between the ancient and modern world (CL majors only).

Connected Document
Classics Assessment Plan

Relevant Associations:
Outcome results show good teaching and learning is taking place. Implementation of the assessment is very good—this measure applies solely to the Classical Civ. majors. As stated in last year’s results, faculty sought higher implementation and attained it this year. No changes needed.

Related Measures
M 18: FLLT: CL: Exit Exam
Embedded assessment in exit exam elicits 80% passing rate, which is 70% correct
Source of Evidence: Student course evaluations on learning gains made

Connected Document
2.1, 5.1 Classical Civ. Exit Exam

Target:
80% passing rate with the embedded assessment, which is 70% correct
Finding (2012-2013) - Target: Met
100% success. 2 of 2 students met the benchmark. This is one of the major emphases of our program, so it is no surprise that 100% of the students were able to satisfy this expected outcome. No changes needed.

M 19: FLLT: CL: Embedded Film Assessment
Embedded assessment in CL 380 yields 80% passing rate, which is 70% correct
Source of Evidence: Student satisfaction survey at end of the program

Connected Document
Classics Embedded Assessments

Target:
80% passing rate on embedded assessment, which is 70% correct

M 21: Publications
Faculty Activity Reports: Faculty should average at least one refereed scholarly publication each academic year.
Source of Evidence: Administrative measure - other

M 22: Conference Participation
Faculty Activity Reports: Faculty should average at least one scholarly conference presentation each academic year.
Source of Evidence: Activity volume

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Oth Otcm 10: NO FURTHER SLO
NO FURTHER SLO

Related Measures

M 23: Community Service
Faculty Activity Reports: At least 40% of faculty should be engaged in community and/or professional service at the local or state level
Source of Evidence: Activity volume

M 24: Professional Service
Faculty Activity Reports: At least 40% of faculty should be engaged in professional service at the regional, national or international level.
Source of Evidence: Activity volume

Oth Otcm 11: Program Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 25: Number of Students in Undergraduate Major
Number of students in the undergraduate major for the last three fall semesters.
Source of Evidence: Academic indirect indicator of learning - other

Oth Otcm 12: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 26: Number of Students in Undergraduate Majors
Number of students in the undergraduate major for the last three fall semesters.
Source of Evidence: Academic indirect indicator of learning - other

M 27: Number of Degrees in Undergraduate Major
Number of degrees in the undergraduate major for last August+December+May commencements.
Source of Evidence: Academic indirect indicator of learning - other
**M 28: Number of Degrees Awarded to ACHE**
Relation of number of degrees awarded to ACHE viability standards.
Source of Evidence: Academic indirect indicator of learning - other

**OthOtm 13: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates.

**Related Measures**

**M 29: Graduating Senior Survey Results-quality of major**
On the graduating senior survey, the number and percent of majors who indicated that the quality of their major was good or excellent.
Source of Evidence: Academic direct measure of learning - other

**Target:**
Based on the graduation senior survey, 75% of students will indicate that the quality of their major was good or excellent.

**Finding (2012-2013) - Target: Met**
Based on a sample of graduating seniors, 100% indicated that the quality of their major was good or excellent.

**M 30: Graduating Senior Survey Results-preparation for employment**
On the graduating senior survey, the number and percent of majors who indicated that the quality of courses as preparation for employment after graduation was good or excellent.
Source of Evidence: Academic direct measure of learning - other

**Target:**
Based on the graduating senior survey, 75% of majors will indicate that the quality of courses as preparation for employment after graduation was good or excellent.

**Finding (2012-2013) - Target: Met**
Based on a sample of graduating seniors, 100% indicated that the quality of courses as preparation for employment after graduation was good or excellent.

**M 31: Graduating Senior Survey Results-preparation for further study**
On the graduating senior survey, the number and percent of majors who indicated that the quality of the courses in preparation for graduate or professional school was good or excellent.
Source of Evidence: Academic direct measure of learning - other

**Target:**
Based on the graduating senior survey, 75% of majors will indicate that the quality of the courses in preparation for graduate or professional school was good or excellent.

**Finding (2012-2013) - Target: Met**
Based on a sample of graduating seniors, 100% of majors indicated that the quality of the courses in preparation for graduate or professional school was good or excellent.

**M 32: Graduating Senior Survey Results-overall experience**
On the graduating senior survey, the number and percent of majors who indicated that their overall experience at UA was good or excellent.
Source of Evidence: Academic direct measure of learning - other

**Target:**
Based on the graduating senior survey, 75% of majors will indicate that their overall experience at UA was good or excellent.

**Finding (2012-2013) - Target: Met**
Based on a sample of graduating seniors, 100% of majors indicated that their overall experience at UA was good or excellent.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**2.1 Re-evaluation of FLLT (French, German) Hist.-Civ. Exam**
Based on falling short of the benchmark for success of 80% by 11%, faculty wish to discuss in early fall 2012 the possibilities of either adjusting the benchmark, usage of another more appropriate measure, adjusting this measure to be more realistic, or implementing different teaching strategies to facilitate learning. Initial discussion indicates that there is not yet a consensus of opinion among faculty.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** FLLT: FR, GN: History / Culture Exam
- **Outcome/Objective:** FLLT: FR, GN: Historical and Cultural Understanding

**Implementation Description:** Faculty will come to consensus on which of the four possibilities above under "Description" is appropriate for our learners. If the measure is to be changed, it will be used in the 2012-2013 assessment cycle.

**Projected Completion Date:** 09/2012
**Responsible Person/Group:** French and German faculty
Mission / Purpose

Our mission is to provide our students with the linguistic and intercultural competence necessary for the global society of the 21st century. We intend to promote language proficiency and instill in our students informed and critical perspectives regarding other cultures and also our own. We are committed to providing this training to our students within a department equipped with the best facilities and technology available, staffed by teachers and scholars with international experience and expertise.

Specifically, our mission is:

To offer majors a program aimed at advanced language proficiency and significant exposure to the literature and culture of the country/ies studied. In part this objective is fulfilled by fostering double majors, e.g., language/business;

To offer in-depth training in language, literature, linguistics, cultural studies, and theory to graduate students at the MA and Ph.D. levels;

To offer basic instruction in modern and classical languages to all students in fulfillment of core curriculum requirements;

To train minors in the use of modern and classical languages by offering a minimum of three years of classes in the language(s);

To offer reading proficiency courses in various languages for graduate students in other programs;

To participate with other departments within and outside of the College of Arts and Sciences in offering interdisciplinary studies programs, especially in (a) area studies and period studies, (b) world literature and comparative literature, (c) language pedagogy, (d) linguistics, (e) film studies, and (f) international honors programs;

To contribute to increased internationalization by sponsoring appropriate campus events, helping students study abroad, and attracting international students;

To advance the academic goals of students by fostering new and challenging contexts: e.g., creating the opportunity for students to study abroad (in summer, semester-long, and year-long programs), offering accelerated and honors sections, incorporating advanced writing components in designated courses, and offering students courses dealing with content as well as language proficiency.

To provide services to the community, including sponsoring and organizing a wide variety of educational and social events related to languages and culture, for example: foreign films, conferences and symposia, state-wide language club conventions, etc.;

To serve the community and the state as the principal institution offering expert training in modern and classical languages;

To train students to teach modern and classical languages in schools, colleges and universities throughout the state;

To promote research in literature, linguistics, cultural and interdisciplinary studies, and to offer the greatest pool of expertise in modern language studies and classical studies in the state of Alabama. In this regard, the Department of Modern Languages and Classics affirms its special commitment to the promotion of scholarly research leading to the development of new knowledge and to the enhanced standing of the University.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: FLLT: FR, GN: Language Proficiency

Students will demonstrate intermediate-high or advanced levels of language proficiency.

Connected Document

Foreign Language & Literature Curriculum Maps

Relevant Associations:
Results are rather positive. Over the year, faculty sought to collect more data than previously. The small change from 90% to 75% as the 1.1 benchmark seems to have been an appropriate change. Results of both 1.1 and 1.2 seem to indicate that learners are achieving benchmarks well. No changes planned.

Related Measures

M 1: FLLT: FR, GN: Placement Exam
Based on students' performance on a Standardized placement exam, 75% of students will be placed into 400 level courses.

Source of Evidence: Standardized test of subject matter knowledge

Target:
75% of learners assessed will achieve at least 500 on the standardized placement exam for their respective language.

Finding (2011-2012) - Target: Met
Results: 10 of 12 learners scored at least 500 on the test. This is a sampling of approximately 50% of the number of learners graduating. The 83% success rate meets the target. The UA placement exam is online and has a varying format, and thus is not attached.

Interpretation: Learners performed well, and the generally positive results resemble those from last year. The altering of the target from 90% to 75% appears to have been a good, realistic change in light of participation challenges.

M 2: FLLT: FR, GN: Essay Writing
Essay assessment in 400-level course demonstrates intermediate/high or advanced writing proficiency based on a grading rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
75% of learners assessed at the Intermediate-high rating according to the American Council on the Teaching of Foreign Languages proficiency scale.

Finding (2011-2012) - Target: Met
Results: 20 of 23 learners scored at the Intermediate-high rating or higher. The 23 learners comprise a sampling of approximately 96% of the number of those graduating. This is an 87% success rate and thus meets the target. [Spanish results are similar: 9 of 10 learners met the benchmark, and this is about a 40% sampling. The following comments apply to Spanish as well as FLLT learners.]

Interpretation: Results are very good. They are somewhat lower than last year's mostly 100% success rate, but last year had a substantially smaller number of learners assessed, so a comparison is difficult.


SLO 2: FLLT: FR, GN: Historical and Cultural Understanding
Students will demonstrate a broad understanding of the history and culture of the target language areas.

Connected Document
Foreign Language & Literature Curriculum Maps

Relevant Associations:
Measure 2.1 results were fair, but faculty find them unsatisfactory. 2.2 results were favorable and seem appropriate. The measure/exam for 2.1 will be reevaluated in fall 2012, and faculty will determine if a new measure is needed, or if different teaching strategies are required. The only change from the previous year was that more participation was sought and attained in one concentration.

Related Measures

M 3: FLLT: FR, GN: History / Culture Exam
A pass/fail exam explicitly on history/culture yields at least an 80% success rate

Source of Evidence: Academic direct measure of learning - other

Connected Documents
2.1 FLLT French Hist.-Civ Exam
2.1 FLLT German Hist.-Civ Exam

Target:
80% of students will be successful on the pass/fail exam

Finding (2011-2012) - Target: Partially Met
69% success rate (11 of 16 students) from a sampling of 67% of the number graduating this year. Though the total numbers are small, this is about a 9% and 30% lower success rate than last year in the two FLLT programs. Measure is attached as the two respective documents: "2.1 FLLT French/German Hist-Civ Exam". Interpretation: Comparatively, only a few more students did not reach the benchmark, so faculty are not alarmed. All the same, some faculty will discuss the content, delivery, and collection of this assessment in the coming fall. Participation needs to be reliable.

Related Action Plans (by Established cycle, then alpha):

2.1 Re-evaluation of FLLT (French, German) Hist.-Civ. Exam
Based on falling short of the benchmark for success of 80% by 11%, faculty wish to discuss in early fall 2012 the possibilities of either adjusting the benchmark, usage of another more appropriate measure, adjusting this measure to be more realistic, or implementing different teaching strategies to facilitate learning. Initial discussion indicates that there is not yet a consensus of opinion among faculty.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: FLLT: FR, GN: History / Culture Exam | Outcome/Objective: FLLT: FR, GN: Historical and Cultural Understanding

Implementation Description: Faculty will come to consensus on which of the four possibilities above under “Description” is appropriate for our learners. If the measure is to be changed, it will be used in the 2012-2013 assessment cycle.
Projected Completion Date: 09/2012
Responsible Person/Group: French and German faculty

M 4: FLLT: FR, GN: Final Exam or Project
Final exam or project is basis for categorizing at least 80% of students as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.
Source of Evidence: Project, either individual or group

Target:
80% or more of students rated as "satisfactory" or better on a rubric

Finding (2011-2012) - Target: Met
90% success rate achieved from a sampling of 29 students, which is virtually a 100% sampling of the number of students graduating this year. Last year the success rate was 100%, and this is comparable with that. Participation more than doubled this year compared to last year. The rubric for this is in the document attached titled "2.2, 3.1, 3.2..."
Interpretation: Faculty seem to be pursuing this measure's assessment more systematically and learners are well prepared.

SLO 3: FLLT: FR, GN: Critical Thinking
Students will demonstrate critical thinking

Connected Document
Foreign Language & Literature Curriculum Maps

Relevant Associations:
Faculty pleased that the learners met the benchmark and that approximately half of them rated above "satisfactory" at the "exceptional" level. No changes necessary.

Related Measures

M 5: FLLT: FR, GN: Analysis of ideas
Essay assessment in 400-level course demonstrates ability to interpret and analyze (break down) ideas based on relevant contexts. 80% of students rates as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.
Source of Evidence: Academic direct measure of learning - other

Connected Document
2.2, 3.1, 3.2 FLLT (French, German) and Spanish rubrics

Target:
80% of students rated as "satisfactory" on a writing rubric

Finding (2011-2012) - Target: Met
88% of students met the benchmark. 23 of 26 students, virtually a 100% sampling of the number of students graduating this year. Success rate comparable to last year, but amount of assessment increased over twofold for this year. The related rubric is in the attached document titled "2.2, 3.1, 3.2..."
Interpretation: Learners met and exceeded the set benchmark. Faculty generally pleased with results that show appropriate learning. No changes needed.

M 6: FLLT: FR, GN: Synthesis of ideas
Literature course final exam/project demonstrates ability to synthesize (put together) various levels of complexity. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.
Source of Evidence: Academic direct measure of learning - other

Connected Document
2.2, 3.1, 3.2 FLLT (French, German) and Spanish rubrics

Target:
80% of students rated as "satisfactory" or better on a rubric measuring ability to synthesize

Finding (2011-2012) - Target: Met
88% of students met the benchmark. 22 of 25 students, virtually a 100% sampling of the number of students graduating this year. Success rate comparable to last year, but amount of assessment increased over twofold for this year. The related rubric is in the attached document titled "2.2, 3.1, 3.2..."
Interpretation: Learners met and exceeded the set benchmark. Faculty generally pleased with results that show appropriate learning. No changes needed.

SLO 4: FLLT: FR, GN: Oral Proficiency
Students will demonstrate oral language proficiency at the intermediate/high level based on the Standards of the American Council on the Teaching of Foreign Languages

Connected Document
Foreign Language & Literature Curriculum Maps

Relevant Associations:
Despite a small number of some of the most orally proficient learners being abroad unavailable for assessment, faculty...
are generally pleased with having met the benchmark for both measures. The benchmark is an approximate recognized national norm (Byrnes 1999, Carroll 1967), and indicates appropriate linguistic proficiency for our learners. Otherwise implementation of the measures has increased well this year. No substantial change is necessary.

**Related Measures**

**M 7: FLLT: FR, GN: Oral exam**
Oral exam in upper division level course demonstrates that 80% of students have progressed to the appropriate linguistic level.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students will achieve a rating of at least "intermediate-high" on the ACTFL proficiency scale

**Finding (2011-2012) - Target: Met**
83% of students met the benchmark. That is 24 of 29 learners, thus about 100% of the total number of students graduating this year. The success result is about the same as last year, but there was slightly more assessment this year. Implementation has improved well. The rubric for the measure is the American Council on the Teaching of Foreign Languages' national 2012 Proficiency Guidelines document located online on page 7 of: [http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

**M 8: FLLT: FR, GN: Oral Task**
Orally-based task in upper division course yields 80% passing rate

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students will be rated at the "intermediate-high" level or above on the ACTFL proficiency scale

**Finding (2011-2012) - Target: Met**
83% of students met the benchmark. That is 24 of 24 learners, thus about 100% of the total number of students graduating this year. The success result is about the same as last year, but there was slightly more assessment this year. Implementation has improved well. The rubric for the measure is the American Council on the Teaching of Foreign Languages' national 2012 Proficiency Guidelines document located online on page 7 of: [http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

**SLO 5: FLLT: CL, GR, LA: #1: Reading**
Students will demonstrate intermediate (CL majors) or intermediate-high or advanced proficiency (GR, LA majors) in reading Greek or Latin.

**Connected Document**
Classics Assessment Plan

**Relevant Associations:**
Positive results indicate appropriate reading skills are being taught and assessed. Although results are good, faculty are still discussing ways to provide good curricular articulation for reading as a new faculty member is joining the department. Stronger implementation of the outcome measures is good to see this year. No further changes needed.

**Related Measures**

**M 9: FLLT: CL, GR, LA: Exit Exam**
Written exit exam places at least 80% of CL majors into 200 level and 80% of GR or LA majors into 400 level.

Source of Evidence: Professional standards

**Connected Document**
1.1 Latin Translation Exit Exam

**Target:**
80% or more of Classical Civ. learners will demonstrate "intermediate" level of reading proficiency, and 80% of Greek and Latin learners will demonstrate at least "intermediate-high" reading proficiency

**Finding (2011-2012) - Target: Met**
100% of the Classical Civ and Latin majors achieved a rating of at least the target. This is from a sampling of over 90% of the number of students graduating this year. The "1.1 Latin Translation Exit Exam" used is attached with the same name. Results compared to last year are much more substantial. 5 times as many learners were assessed this year, and the success rate likewise went much higher from 50% to about 91%.

Interpretation: Faculty are pleased with the positive results displaying strong learning. No changes needed.

**M 10: FLLT: CL, GR, LA: Exam Assessment**
Exam assessment in 200-level (CL majors) and 400-level (GR, LA majors) course demonstrates intermediate or advanced reading proficiency

Source of Evidence: Professional standards

**Connected Documents**
Classics Embedded Assessments
FLLT (Classics) rubric, Measure 1.2, Reading Proficiency

**Target:**
80% of students demonstrate "intermediate" (Classical Civ. majors) or "intermediate-high" (Greek and Latin majors) reading proficiency

**Finding (2011-2012) - Target: Met**
100% success rate. 8 of 8 students from a sampling of about 72% of students graduating met the benchmark. The 1.2 section of the "Classics Embedded Assessments' doc. provides the Measure used here. The accompanying proficiency level rubric for it is in the doc. titled "FLLT Classics Rubric Outcome 1". Results compare similarly with last year's assessment.

Interpretation: Faculty are pleased with learners' positive outcomes demonstrating successful learning. No changes made.
SLO 6: CL, GR, LA: #2: History and Culture
Students will demonstrate a broad understanding of the history and culture of the classical world.

Connected Document
Classics Assessment Plan

Relevant Associations:
2 of the 3 Measures for this Outcome demonstrated better implementation of the assessment, and all 3 measures demonstrated good learning taking place. Faculty are generally pleased, no further changes needed.

Related Measures

M 11: CL, GR, LA: Exit Exam
A pass/fail exit exam explicitly on history/culture yields at least an 80% success rate
Source of Evidence: Professional standards

Connected Document
2.1, 5.1 Classical Civ. Exit Exam

Target:
80% success rate on a pass/fail exam

Finding (2011-2012) - Target: Met
100% success rate. 11 of 11 students, a full sampling of the number of students graduating, met the benchmark. This is much higher participation than last year, a 1,000% improvement, and also a much higher and somewhat more reliable rate to acknowledge. The attached Classical Civ Exit Exam is used.

Interpretation: Faculty are pleased with the positive results, which seem indicative of good learning taking place. No changes necessary.

M 12: CL, GR, LA: Embedded Myth Questions
Embedded assessments in CL 222 are basis for instructor to categorize at least 80% of students as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding"
Source of Evidence: Professional standards

Connected Document
Classics Embedded Assessments

Target:
80% of students rated as "satisfactory" or better

Finding (2011-2012) - Target: Met
100% success rate. 2 of 2 students, or about a 20% sampling from the total number of students graduating this year, met the benchmark. This sampling is smaller by about 5 students compared with last year, but the success rate remained full at 100%. The attached measure is found in the doc. "Classics Embedded Assessments".

Interpretation: Faculty are pleased with the learning success, but understand greater implementation of the assessment would be helpful. More implementation will be sought next year. No further changes needed.

M 13: CL, GR, LA: Embedded, Women Questions
Embedded assessments in CL 380 are basis for instructor to categorize at least 80% of students as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding"
Source of Evidence: Activity volume

Connected Document
Classics Embedded Assessments

Target:
80% of students rated as "satisfactory" or better on a rubric

Finding (2011-2012) - Target: Met
100% success rate. 12 of 13 students, or about a 100% sampling from the total number of students graduating this year, met the benchmark. This sampling is over double the students compared with last year, and the success rate remained full at 100%. The attached measure is found in the doc. "Classics Embedded Assessments".

Interpretation: Faculty are pleased with the learning success, and with the fact that greater implementation was achieved this year. No further changes needed.

SLO 7: CL, GR, LA: #3: Critical Thinking
Students will demonstrate critical thinking.

Connected Document
Classics Assessment Plan

Relevant Associations:
The measure 3.1 implemented indicates appropriate learning is taking place. No changes to take place, though faculty will seek higher implementation, as was attained somewhat last year.

Related Measures

M 14: CL, GR, LA: Analysis assessment
Written assessments in CL 384 and CL 385 demonstrate ability to interpret and analyze ideas based on relevant contexts. 80% of students rated as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding" on a grading rubric
Source of Evidence: Activity volume

Connected Documents
- 3.1, 3.2 FLLT (Classics) rubrics
- Classics Embedded Assessments

Target:
80% of students rated as "satisfactory" or above on a rubric

Finding (2011-2012) - Target: Met
100% success rate. This is 4 of 4 students, or about a 40% sampling of the number of students graduating. This is slightly fewer students than were assessed last year, but in both years the benchmark was met. The measure is found in the attached doc. "Classics Embedded Assessments" and the rubric is in the attached doc. "3.1, 3.2 FLLT Classics rubrics".
Interpretation: Faculty are pleased with the success with meeting the benchmark, but recognize that better implementation of the assessment is needed. No further changes needed.

M 15: FLLT: CL, GR, LA: Synthesis Assessment
CL 380 course final exam or essay demonstrates ability to synthesize various levels of complexity. 80% of students rated as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding" on a grading rubric

Source of Evidence: Professional standards

Connected Documents
- 3.1, 3.2 FLLT (Classics) rubrics
- Classics Embedded Assessments

Target:
80% of students rate as "satisfactory" or higher on a rubric

Finding (2011-2012) - Target: Not Reported This Cycle
No results collected. This is low compared to last year—7 were assessed previously, and all met the benchmark. The measure is located in the "Classics Embedded Assessments" doc., and the rubric is in the "3.1, 3.2..." titled doc. attached.
Interpretation: More implementation of the measure is necessary. Faculty will focus on this in the coming year. No change in the measure itself is necessary.

SLO 8: FLLT: GR, LA: #4: Translation
Students will demonstrate advanced proficiency in the translation of complex linguistic structures (LA/GR majors only).

Connected Document
- Classics Assessment Plan

Relevant Associations:
Findings are positive and reflect good learning of translation skills taking place. Faculty are satisfied, but continue to consider ways to strengthen this area. Better implementation of assessment took place in this area this year (last year one measure was not reported). No further changes needed.

Related Measures

M 16: FLLT: GR, LA: Exit Exam
Exit exam elicits 80% passing rate, which is 70% correct

Source of Evidence: Student course evaluations on learning gains made

Target:
80% passing rate, which is 70% correct on the language exit exam

Finding (2011-2012) - Target: Met
100% success rate meeting the benchmark. This was 5 of 5 students, thus about a 50% sampling of the number of students graduating this year. It is greater assessment than last year--no data was collected then for this measure. The exam uses portions of the same exam used for "1.1 Latin Trans. Exit Exam" and is attached.
Interpretation: Faculty are pleased with the positive results, and continue to examine the curricular articulation for continued learning improvement. No further changes needed.

M 17: FLLT: GR, LA: Upper level exam
Embedded assessment in upper division GR/LA course yields 80% passing rate, which is 70% correct

Source of Evidence: Student course evaluations on learning gains made

Connected Document
- Classics Embedded Assessments

Target:
80% passing rate on embedded assessment. Passing is considered 70% correct.

Finding (2011-2012) - Target: Met
100% success rate. This is 10 of 10 students, a virtually 100% sampling of the number of students graduating this year. This is about double the amount of assessment implementation compared to last year, though both years had a complete success rate for meeting the benchmark. The measure is found in the attached doc. "Classics Embedded Assessments".
Interpretation: Faculty are please with the positive results demonstrating good learning of translation skills, though they continue to focus on this aspect with a new faculty member arriving this fall. No further changes needed.

M 20: Departmental Student Evaluations
Departmental student evaluations: Results will substantiate A&S evaluations.

Source of Evidence: Student course evaluations on learning gains made
SLO 9: FLLT: CL: #5: Ancient-Modern Ties
Students will demonstrate understanding of cultural ties between the ancient and modern world (CL majors only).

Connected Document
Connected Assessment Plan

Relevant Associations:
Outcome results show good teaching and learning is taking place. Implementation of the assessment is very good—this measure applies solely to the Classical Civ. majors. As stated in last year's results, faculty sought higher implementation and attained it this year. No changes needed.

Related Measures

M 18: FLLT: CL: Exit Exam
Embedded assessment in exit exam elicits 80% passing rate, which is 70% correct
Source of Evidence: Student course evaluations on learning gains made

Connected Document
2.1, 5.1 Classical Civ Exit Exam

Target:
80% passing rate with the embedded assessment, which is 70% correct
Finding (2011-2012) - Target: Met
100% success rate meeting the benchmark. This was 6 of 6 learners, about a 55% sampling of the number of students graduating this year. Last year saw only two learners assessed with this measure, though they also met the benchmark. The measure is the "2.1, 5.1 Classical Civ Exit Exam" attached. Interpretation: Faculty are pleased with the positive results demonstrating good learning. No changes needed.

M 19: FLLT: CL: Embedded Film Assessment
Embedded assessment in CL 380 yields 80% passing rate, which is 70% correct
Source of Evidence: Student satisfaction survey at end of the program

Connected Document
Classics Embedded Assessments

Target:
80% passing rate on embedded assessment, which is 70% correct
Finding (2011-2012) - Target: Met
100% success rate meeting benchmark. This was 6 of 6 learners, a sampling of about 55% of the number of students graduating this year. The measure is found in the attached doc. "Classics Embedded Assessments".

Interpretation: Faculty are pleased with the positive results demonstrating good learning. Implementation of the assessment was strong. No change needed.

M 21: Publications
Faculty Activity Reports: Faculty should average at least one refereed scholarly publication each academic year.
Source of Evidence: Administrative measure - other

M 22: Conference Participation
Faculty Activity Reports: Faculty should average at least one scholarly conference presentation each academic year.
Source of Evidence: Activity volume

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 10: NO FURTHER SLO
NO FURTHER SLO

Related Measures

M 23: Community Service
 Faculty Activity Reports: At least 40% of faculty should be engaged in community and/or professional service at the local or state level
Source of Evidence: Activity volume

M 24: Professional Service
Faculty Activity Reports: At least 40% of faculty should be engaged in professional service at the regional, national or international level.
Source of Evidence: Activity volume

Details of Action Plans for This Cycle (by Established cycle, then alpha)

2.1 Re-evaluation of FLLT (French, German) Hist.-Civ. Exam
Based on falling short of the benchmark for success of 80% by 11%, faculty wish to discuss in early fall 2012 the possibilities of either adjusting the benchmark, usage of another more appropriate measure, adjusting this measure to be more realistic, or implementing different teaching strategies to facilitate learning. Initial discussion indicates that there is not yet a consensus of opinion among faculty.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: FLLT: FR, GN: History / Culture Exam | Outcome/Objective: FLLT: FR, GN: Historical and Cultural Understanding
Implementation Description: Faculty will come to consensus on which of the four possibilities above under "Description" is appropriate for our learners. If the measure is to be changed, it will be used in the 2012-2013 assessment cycle.

Projected Completion Date: 09/2012

Responsible Person/Group: French and German faculty
### Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR&amp;GN 201, SP 353, introduce</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>FR&amp;GN 202, SP 356, introduce</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GN 264 &amp; 265, reinforce</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>FR 321, GN 361, SP 364, reinforce</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>FR 323, GN 362, SP 366, reinforce</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>FR 331, GN 371, SP 371, reinforce</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>FR 341, GN 372, SP 372, reinforce</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>FR 351, GN 403, SP 375, reinforce</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>FR 421, GN 404, SP 376, master</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>FR 461, GN 461, SP 390, master</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>FR 470, SP 484, master</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>SP 491, master</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
Curriculum Maps #2  (What assessment measures will be employed in which courses for each SLO)
Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
<tr>
<th></th>
<th>SLO 1 Language Proficiency</th>
<th>SLO 2 Cultural Proficiency</th>
<th>SLO 3 Critical Thinking</th>
<th>SLO 4 Oral Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 201, GN 201, SP 353</td>
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<tr>
<td>FR 202, GN 202, SP 356</td>
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<tr>
<td>GN 264 &amp; 265 (latter in spr.’12)</td>
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<td>Literature Final Exam</td>
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<tr>
<td>FR 321, GN 361, SP 353</td>
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<td>FR 323, GN 362, SP 356</td>
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<tr>
<td>FR 331, GN 371, SP 364</td>
<td></td>
<td>Written Final Exam</td>
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<tr>
<td>GN 372, SP 366</td>
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<tr>
<td>FR 341, SP 371</td>
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<td>Literature Final Exam</td>
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<tr>
<td>FR 351, SP 372</td>
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<td>Literature Final Exam</td>
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<tr>
<td>FR 421</td>
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<tr>
<td>SP 375, 376, 390</td>
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<td>Literature Final Exam</td>
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<tr>
<td>FR 461, GN 403, SP 484</td>
<td>Essay Assmnt</td>
<td>Essay Assmnt, (&amp;GN Lit. Final Exam)</td>
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<tr>
<td>FR 470, GN 404</td>
<td>Essay Assmnt</td>
<td>Essay Assmnt, Lit. Final Exam</td>
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<tr>
<td>GN 461, SP 491</td>
<td>Essay Assmnt</td>
<td>Essay Assmnt</td>
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<tr>
<td>Exit Lang. Exam (each term)</td>
<td>Placement Exam @ 400 level</td>
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<tr>
<td>Exit Culture Exam (each term)</td>
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<td>Passing of Exit Exam</td>
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<tr>
<td>Upper Division</td>
<td></td>
<td></td>
<td></td>
<td>Oral Assmnt</td>
</tr>
</tbody>
</table>
Optional Additional Narrative: The vast majority of course-related Outcomes are being assessed, but it renders the map virtually unintelligible to note that with courses from 3 disciplines that do not intersect at all. Where possible, it is shown that each Outcome is assessed at least every year, if not every semester (see last 4 items covering 3 Outcomes). To simplify the pre-existing plans that were fused together here, we have adjusted the “Discipline Methodological Skills” Outcome from #2 to #3.

<table>
<thead>
<tr>
<th>Course Exam (each term)</th>
<th></th>
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<th>Oral Assmnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Task in Upper Division Course (each term)</td>
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</tbody>
</table>
1. What was the dominant civilization on Santorini (Thera) when the volcanic eruption occurred there somewhere around 1628 BC? a) Mycenean b) Minoan c) Etruscan d) Cycladic e) Macedonian.

2. Around 1100 BC, this race caused a general upheaval throughout the Mediterranean, including the destruction of Mycenae, the overthrow of Egyptian royal dynasties, and the supplanting of the Philistines from Asia Minor. a) Pelasgians b) Minoans c) Gauls d) Turks e) “Sea Peoples”.

3. King Croesus, who invented coinage in the West and who made a famous consultation with the Oracle at Delphi, came from what country? a) Israel b) Britain c) Lydia d) Cyprus e) Persia.

4. Here you could find a medical clinic dedicated to the god Asclepius and an ancient theater that is still used to this day. a) Sparta b) Thebes c) Orchomenos d) Brauron e) Epidaurus.

5. On the acropolis of this Greek city stood a temple dedicated to the goddess Aphrodite and in the agora below are the remains of the “Fountain of Glaucce.” a) Corinth b) Pella c) Delphi d) Athens e) Eleusis.

6. This god’s temple stood most prominently on the Capitoline Hill at Rome. a) Apollo b) Jupiter c) Mars d) Quirinus e) Neptune.

7. The temple dedicated to Hercules the Victor along with the Ara Maxima stood along the banks of the Tiber River in this area. a) Velabrum b) Subura c) Cattle Market d) Esquiline Hill e) the forum.

8. The picture below was a symbol of power that the Romans borrowed from the Etruscans. What was it called? a) fasces b) genius c) lararium d) exta e) gladius.
9. These four letters were placed on Roman standards and represented the government of Rome. a) VBGR b) AVES c) SPQR d) TOGA e) RESP.

10. In both Greece and Rome, a “symposium” was a a) race in the Circus Maximus b) debate in the Senate c) a ritual that involved leaping through fire d) a siege instrument e) a drinking party.

11. In what kind of genre did Euripides write? a) lyric poetry b) epic poetry c) tragedy d) satire e) philosophical prose.

12. The New Testament is written in this dialect of Greek. a) koine b) Attic c) Doric d) Byzantine e) pelasgian.

13. Homer was a traveling bard who composed his lengthy poems *ex tempore* using this technique. a) internal sound clues b) formulaic language c) a kind of ancient brail d) a written outline or cue cards e) the assistance of a slave.

14. The *Iliad* does not touch on which of the following? a) the death of Hector at the hands of Achilles b) the death of Patroclus c) the quarrel between Agamemnon and Achilles d) the Trojan Horse e) the making of the shield of Achilles.

15. Which of these is an “Alexandrian” poet who had great influence on Roman writing? a) Callimachus b) Aristophanes c) Phaedrus d) Xenophon e) Homer.

16. He was Augustus’ minister of culture who supported many writers and artists, including Vergil and Horace. a) Tiberius b) Marc Antony c) Maecenas d) Ovid e) Marcus Aurelius.

17. Cicero is known for what? a) military exploits over the Germans b) oratory c) epic poetry d) three successive consulships e) effecting religious reform at Rome.

18. Lucretius wrote a didactic poem expounding this philosophy: a) Pythagorean b) Stoic c) Sceptic d) Epicurean e) Peripatetic.

19. This city was buried after the eruption of Vesuvius and has since been partially excavated. a) Pompeii b) Veii c) Arpinum d) Alba Longa e) Tarentum.

20. A “triumph” ended with a) the appointment of a new king for Rome b) human sacrifice of Rome’s enemies c) the beheading of the victorious general d) the exile of the Vestal Virgins e) a sacrifice in the temple of the Dioscuri.

21. What goddess was associated with the ritual of “Arktoi”? a) Hera b) Athena c) Artemis d) Aphrodite.

22. Where did the Heraean Games take place? a) Olympia b) Athens c) Delphi d) Sparta
23. The Eleusynian Mysteries celebrated  a) Life after death  b) the reunification of Demeter with her daughter  c) the fertility of the land  d) the Mother/Daughter cycle.

24. What female physical attribute did ancient men think has potentially the greatest influence on the male psyche?  a) gaze  b) smile  c) breasts  d) vagina.

25. Which female character was considered a role model for other women?  a) Andromache  b) Calypso  c) Helen  d) Antigone.

26. What statement is most accurate?  a) The korai were statues of modest girls  b) the korai were statues representing Aphrodite’s beauty  c) the korai represented the ideal body  d) the korai were statues supporting roof of buildings on their head.

27. Semonides, in his poem The Female Mind, a) extols the female race  b) praises women’s devotion to their family and household tasks  c) berates women for their worthlessness  d) all of the above.

28. The Hippocratic Corpus a) includes medical treatises about the female body  b) has many misconceptions about the female body  c) was very influential on medical views of the female body until the Modern Age  d) all of the above.

29. The wedding day for Athenian women was mostly associated with  a) kidnapping  b) love  c) happiness  d) honeymoon.

30. Which of the following was socially unacceptable for ancient men?  a) to be totally in love with another male  b) to be totally in love with their wife  c) to be totally in love with their mistress  d) all of the above.

31. Which city was the center of the Minoan civilization?  a) Santorini  b) Phaistos  c) Mycenae  d) Knossos.

32. Which of the following belonged in the Archaic Period of Greek history?  a) Agamemnon  b) Homer  c) Pericles  d) Alexander the Great.

33. Which century is associated with the Classical Civilization of Greece?  a) 6th century B.C.  b) 5th century B.C.  c) 4th century B.C.  d) 5th century A.D.

34. What would reflect best the concept of polis?  a) political system  b) city-state  c) city  d) police.

35. What was the political system in Athens in the 5th century B.C.?  a) Oligarchic  b) totalitarian  c) democratic  d) monarchic.

36. What was the political system in Sparta in the 5th century B.C.?  a) Oligarchic  b) totalitarian  c) democratic  d) monarchic.

37. What job did a hoplite most likely do for a living?  a) farmer  b) professional soldier  c) politician  d) all of the above.
38. Who was most likely to use a phalanx?  
a) Penelope  
b) Agamemnon  
c) Alexander the Great  
d) Plato.

39. Which of the following is associated with the Persian Wars?  
a) Democracy  
b) Marathon  
c) Thucydides  
d) all of the above.

40. Which of the following is associated with Alexander the Great?  
a) Gordium  
b) the Hephaestion  
c) Scyros  
d) the siege of Babylon.

41. Which of these Roman priests was most interested in observing the flight of birds?  
a) augur  
b) haruspex  
c) flamen Dialis  
d) duumviri sacris faciundis  
e) rex sacrum.

42. Which of these Roman priests was most interested in studying the entrails of animals about to be sacrificed?  
a) augur  
b) haruspex  
c) flamen Dialis  
d) duumviri sacris faciundis  
e) rex sacrum.

43. During the war with Hannibal, the Sibylline Books advised the Romans to introduce the worship of this goddess into Rome:  
a) Isis  
b) Astarte  
c) Thetis  
d) Bellona  
e) Cybele.

44. Which of these would not be part of a Roman religious ritual?  
a) washing a statue  
b) sexual surrender of a matron to the Pontifex Maximus  
c) circus games  
d) dramatic performance  
e) dining with the statues of the gods.

45. If a Vestal Virgin was caught breaking her vow of chastity, this would be her punishment:  
a) exile  
b) life imprisonment in a cage in the forum  
c) buried alive  
d) dropped from the Tarpeian Rock  
e) torn apart by horses.

46. The doors of this god’s temple were closed when Rome was not at war anywhere:  
a) Mars Ultor  
b) Janus  
c) Hercules Victor  
d) Pales  
e) Apollo of the Palatine.

47. Which of these activities was part of the February feast called Lupercalia?  
a) scaling the western slopes of the Esquiline hill  
b) near-naked boys striking the bellies of girls with straps  
c) sacrificing a goat and horse that had been tied together with vines  
d) digging up a time capsule in the forum  
e) driving geese from the temple of Juno Moneta.

48. At the Robigalia, the Romans sacrificed this animal to rid the crops of “rust”.  
a) red dog  
b) giraffe  
c) dormouse  
d) leopard  
e) horse.

49. He wrote a work called the Fasti that poetically describes the first six months of the Roman religious calendar:  
a) Vergil  
b) Tibullus  
c) Ovid  
d) Propertius  
e) Livy.

50. The fucial priests were involved with this:  
a) the making of the mola salsa  
b) declaring war  
c) blessing the fleet  
d) wrapping the feet of the god Saturn during the Saturnalia  
e) building altars to the various gods.

51. In 186 BC, the Romans tried to suppress a cult centered on this divinity:  
a) Apollo  
b) Bellona  
c) Bacchus  
d) Romulus  
e) Mithras.
52. The 

53. Every Roman household had 

54. To “supplicate” means to

55. At this lake in 217 BC, the Roman army, including the consul Flaminius, was annihilated by the Carthaginians: a) Trasimene b) Pescara c) Ormo d) Alike e) Lugano.

56. This emperor’s reign early on was influenced by his mother Agrippina and his tutor Seneca. a) Claudius b) Tiberius c) Nero d) Otho e) Galerius.

57. This emperor introduced a golden age of Rome by rebuilding temples and supporting the arts. a) Galba b) Augustus c) Septimius Severus d) Caligula e) Domitian.

58. With the help of foreign astronomers, especially Egyptian, this Roman leader revised the calendar. a) Vitellius b) Varro c) Julius Caesar d) Constantine e) Nerva.

59. This emperor decreed Christianity to be the official religion of the Roman empire. a) Vitellius b) Varro c) Julius Caesar d) Constantine e) Nerva.

60. The name of Marius is most associated with this person. a) Octavian b) Trajan c) Remus d) Tarquin the Proud e) Sulla.

61. An initiate into the Eleusinian Mysteries was called a because he/she a) had to speak Greek b) must be virginal c) was sworn to secrecy d) held a special stick called a mystellius e) had to have consumed kolyva.

62. When Pygmalion became disgusted with the women of Cyprus, who were all whores, he a) built his own woman out of ivory b) killed himself in Aphrodite's temple c) moved to Crete d) tried to drown them all, one by one e) built a boat and lived on the water.

63. Priapus might appear as a wind chime, or a painting in a doorway, or as a neck charm a) if someone were looking for a mate b) because the ancients believed that his image could avert the evil eye c) when there was someone in the house dying of a sexual disease d) to encourage the gods of circumcision to go easy on the newborn child e) but only during certain festivals.

64. When Dionysus was on his way to Naxos, he was kidnapped by some pirates. He escaped when a) Poseidon overturned their ship b) the pirates turned into dolphins c) the pirates made him walk the plank d) he paid the pirates in fake gold e) he got the pirates so drunk they couldn’t stop him from sailing the boat to his destination.
65. The Maenads who followed Dionysus could often be seen carrying the thyrsus, a symbol of fertility. It was a) a stick, entwined with ivy, with a pine cone on top  b) a three-pronged spear used by the ancients to pick grapes  c) a belt made of woven grape leaves and branches  d) a bush filled with myrtle berries  e) a kind of snake with mottled designs and a lashing tongue.

66. The “sparagmos” refers to the tearing apart of an animal by Bacchic revelers. The “omophagia” refers to this: a) the sexual license of the revelers  b) eating raw flesh  c) mountain dancing  d) the sacrifice of the animal on an impromptu altar  e) the destruction of those who resist the power of Dionysus.

67. At the City Dionysia, this special thing took place in honor of the god Dionysus at the foot of the acropolis in Athens: a) human sacrifice  b) planting of the sacred vine  c) resetting of the clock in the Temple of the Four Winds  d) the pouring of wine into the sea  e) tragedies and comedies.

68. Which of the following is NOT in Apollo's sphere of influence? a) music  b) purification  c) reason  d) the sun  e) leader of the Furies.

69. In statues, Apollo is often represented by the "kouros" figure who symbolizes a) death by starvation  b) the light of the sun  c) the ideal youth with a sound mind in a sound body  d) the vengeance of the Erinyes  e) the joyousness of spring.

70. Cassandra was cursed with always predicting the future accurately a) when it was too late to change the course of events  b) but never being believed  c) whenever the gods forbade her  d) when someone's life was on the line  e) but never telling the right person.

71. He received a message that the oracle of Delphi was out of business: a) Croesus  b) Socrates  c) Caligula  d) Caesar  e) Julian the Apostate.

72. When the oracle tells king Acrisius that his daughter Danae would give birth to a male heir who will bring about the king's demise, he a) attempts to thwart fate by imprisoning his daughter, Danae, in an underground vault  b) murders his daughter, Danae  c) abdicates the throne  d) forces his daughter to marry her brother  e) sends Danae to Crete to be eaten by the Minotaur.

73. Orpheus' used his music to a) stir soldiers to battle  b) calm barbaric hearts and wild seas  c) set animals to flight  d) control the minds of Greece's leaders  e) create in humans a fear of the gods.

74. What did the people of Lesbos do with Orpheus' head once they fished it out of the water? a) nailed it to the door of the king's palace  b) founded a shrine with the head as its focal point  c) stuck it on a pole in the middle of the village as a reminder of the fate of outsiders  d) they placed it in the temple of Poseidon as an offering  e) they transported it back to Thrace where they lodged a complaint with the priest of Dionysus.

75. Right before Herakles was born, Zeus said that the next child born in the line of Perseus would rule over Argos. For this reason Hera delayed the birth of Herakles so that a) the weak and sniveling Eurystheus could be born first  b) Zeus would unwittingly break the vow he swore by the river Styx  c) her own child would become the next ruler of the Argives  d) Zeus would have to agree to stop having affairs  e) Herakles would have to live his whole life in poverty.

76. Deianira caused the death of Herakles by a) poisoning his food  b) shooting him with one of his own arrows  c) giving him a venereal disease  d) arranging for the centaurs to attack him in his sleep  e) by putting the poisoned blood of a centaur onto his cloak.

77. The following accomplishment of Herakles was a fitting symbol of the conquest of death: a) the rape of Persephone  b) rescuing of Pirithous from the underworld  c) dragging Cerberus out of the underworld
d) his descent into Hades after death and the conquest of all the monsters there  c) taking out the garbage when his wife asked him to.

78. Charon won't let certain souls on his ferry boat for 100 years who  a) have committed a despicable crime  b) have married more than once  c) have not had a proper burial in the world above  d) do not have the golden bough  e) break their place in line.

79. What caused Vergil's vision of the underworld to be more optimistic than that of Homer?  a) mystery religions  b) Christianity  c) it was a new view of the afterlife being promoted by the Roman senate  d) the closer bond among parents and children among the Romans as compared to the Greeks  e) the effects of the war with the Carthaginians.

80. In order to ensure the dead didn't come back to harm the living, the ancients often  a) scattered the remains throughout the country  b) tied and pinned the bodies before burial  c) cremated the bodies and spread the ashes in the sea  d) made those who were dying swear that they would not return  e) pour a mixture of wine and vinegar flavored with thyme over the corpse.

81. Because the Danaid sisters refused to go through with their marriage responsibilities, and then murdered their husbands, they were doomed to  a) continuously walk and haunt the path between their old homes and those of their husbands  b) perform a ritual filling of the bath tub, called the loutrophoria  c) burn on the torch of the god of marriage, Hymen  d) repeatedly cook the ritual wedding dish, called Molyva  e) continuously say the vows before the judge Rhadamanthus.

82. What happened when King Minos failed to sacrifice an exceptional bull that was sent from the sea by Poseidon?  a) the bull turned on him and killed him  b) Minos' wife fell in love with the bull  c) the bull blocked the entrance to the "Cave of Immortality" at the foot of Mt. Ida  d) the bull threw itself on the sacrificial fire during the ceremony  e) the bull grew a third horn, which later Sarpedon used to rally the people to overthrow Minos.

83. What happened to Daedalus' son Icarus?  a) he fell into the sea while trying to escape Crete with artificial wings  b) he betrayed Minos and was thrown into the volcano on Thera  c) he was devoured by the Minotaur when he let one of the Athenian youths escape  d) he fled Crete with Theseus, but was later returned to Crete in chains  e) the gods transformed him into a woman who produced the race of the "Sea Peoples".

84. Theseus abandoned Ariadne on the island of Naxos because  a) he no longer needed her help  b) he discovered she had murdered his mother  c) he knew his father would not allow him to marry her because she was not an Athenian citizen  d) he found an island girl he liked better  e) Dionysus ordered him to, so that the god could have her for himself.

85. According to an anecdote of Herodotus, in which a Spartan girl is regularly brought to the temple of Helen, one could expect to gain THIS by going there:  a) wealth  b) eternal youth  c) beauty  d) sexual appetite  e) health.
86. The Dioscuri brothers came to be thought of as savior gods who appear to soldiers in battle and to sailors as a) dolphins that play around the ship b) a red moon c) ghostly figures that float in front of the prow d) electrical discharges from the ship's mast e) a calm harbor.

87. Which of these is NOT an ancient Olympic event? a) boxing b) chariot racing c) pankration d) long jump e) rowing.

88. The “Judgment of Paris” refers to a) the Greeks’ retribution on a major French city b) the trial during which Helen was condemned to hang c) a beauty contest between Hera, Aphrodite, and Athena d) the decision of King Priam of Troy to rescue his son from a life of ignominy e) Paris’ position of authority in the underworld.

89. Helen and Menelaos, brother of Agamemnon, ruled over the following city: a) Ithaca b) Mycenae c) Achaea d) Sparta e) Larissa.

90. The Greek word *hubris* refers to a) the flower of youth b) the superiority of one soldier over another c) a refusal to ask the gods for help d) ill-health sent by the gods e) intentionally dishonoring behavior.

91. According to Homer, the deciding factor in bringing about the death of Odysseus’ men was the following: a) their lack of love for their families b) the capriciousness of the gods, who toy with men’s lives as a kind of joke c) the unwillingness of Helen to admit her wrongdoing d) their recklessness during the return home, particularly the fact that they ate the cattle of Hyperion/Helios the sun god e) a storm sent by mistake by Poseidon.

92. Polyphemus was able to bring down a curse on Odysseus in the end because a) Odysseus left his knapsack in the cave b) some of the Greeks betrayed their leader by giving the Cyclops the location of Odysseus’ ship c) Odysseus gave out his real name d) Apollo healed Polyphemus of his blindness e) Odysseus returned to his island, blown by a stray wind.

93. Which of the following sins did Clytemnestra NOT commit? a) exiling her son Orestes b) killing Cassandra c) taking on a boyfriend even though married d) driving Aegisthus to drown his own daughter e) encouraging Agamemnon to walk on the tapestry of the gods.

94. Which of the following best describes the principle of *lex talionis*? a) trial by jury b) stay of execution c) an eye for an eye d) political asylum e) the right to rebuttal.

95. Laius, father of Oedipus, is cursed long before the birth of Oedipus because he kidnapped the child Chrysippus. After failing to produce a child with his wife Jocasta, Laius receives the following bad news from the oracle at Delphi: a) Jocasta will betray you and give the throne to her brother Creon b) You will produce a child who will rule over a foreign city c) You will have a child who will kill you and marry his mother d) You will never see the city of Thebes again e) Your son will go blind trying to protect you from harm.

96. The Sphinx had the head of a woman, the wings of an eagle, and the body of a a) lion b) deer c) bear d) fish e) wolf.

97. Oedipus blinded himself by the following means: a) spits used for roasting pigs for the gods b) burning stakes from the temple of Vesta c) the broaches that held up his mother’s dress d) jagged pieces of flint from the ground where he often made his pronouncements e) an eclipse.

98. How did the “golden fleece” end up in Colchis? a) a talking ram rescued Phrixus and Helle from their evil stepmother by flying there b) Medea created it using her magic herbs c) Jason stole it from Hylas and took it there on the Argo d) it washed ashore from Lydia where it was used for panning gold in the Didymus mountains e) king Pelias hid it there so that Jason’s father would lose power.
99. Which of these buildings or structures does not belong on the Acropolis of Athens?  a) A temple of Poseidon called the Erechtheum  b) a temple of Athena called the Parthenon  c) a temple to Nike, goddess of victory  d) a stadium for athletic contests called the Stadion  e) an art gallery called the Pinakothek.

100. What does Athena Parthenos wear on her head?  a) a helmet that includes horses  b) a wicker basket as a symbol of her weaving  c) coiled snakes  d) a wedding veil  e) the lambskin cap of Athenian school girls.
Rubric for FLLT (Classics Programs) Outcome 3: Students demonstrate critical thinking: Analysis

**Measure 3.1:** Written assessment in CL 384 or CL 385 demonstrates ability to interpret and analyze ideas based on relevant contexts. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding”

<table>
<thead>
<tr>
<th>EXCEPTİONAL (3 pts.)</th>
<th>SATİSFACTORİY (2 pts.)</th>
<th>DEVELOPING (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displays a number of insightful points from given information</td>
<td>Displays somewhat insightful points from given information</td>
<td>Rarely displays insightful points from given information</td>
</tr>
<tr>
<td>2. Fully discusses logical implications of topic</td>
<td>Discusses logical implications of topic somewhat</td>
<td>Seldom discusses logical implications of topic</td>
</tr>
<tr>
<td>3. Organizes evidence/arguments including various points of view/perspectives</td>
<td>Organizes evidence/arguments occasionally including more than one point of view/perspective</td>
<td>Seldom or never organizes evidence/arguments including more than one point of view/perspective</td>
</tr>
</tbody>
</table>

Averaging the rubric points per student, 80% of students sampled average at least 2.0

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Rubric for FLLT (Classics Programs) Outcome 3: Students demonstrate critical thinking: Synthesis

**Measure 3.2:** CL 380 final exam or essay demonstrates ability to synthesize various levels of complexity. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding”

<table>
<thead>
<tr>
<th>EXCEPTİONAL (3 pts.)</th>
<th>SATİSFACTORİY (2 pts.)</th>
<th>DEVELOPING (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizes thesis with concrete, original development of ideas</td>
<td>Organizes thesis with concrete development of ideas, but little or no originality</td>
<td>Organizes thesis with only somewhat or little concrete development of ideas, no originality</td>
</tr>
<tr>
<td></td>
<td>Demonstrates appropriate overarching conclusions based on the whole discussion</td>
<td>Demonstrates somewhat appropriate conclusions based on most of or a portion of the discussion</td>
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<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2.</td>
<td>Thesis and purpose are clear to the reader</td>
<td>Thesis and purpose are fairly clear to the reader, little if any confusion arises</td>
</tr>
</tbody>
</table>

Averaging the rubric points per student, 80% of students sampled average at least 2.0
III. Undergraduate Degree Program(s)
Include Targets (if any) in Measure box.

**Program Name: FLLT: Classical Civilization, Latin, Greek**

**Program Outcomes**

<table>
<thead>
<tr>
<th>Program Outcome 1. The program will improve and sustain a high level of recognized quality.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcome #1 Improvement Action(s) to be advanced (copied from 2009-10 report).</strong></td>
</tr>
</tbody>
</table>

| Measure 1.1 List of strengths from most recent accreditation review (specific to the degree program). |
| Measure 1.2 List of opportunities from most recent accreditation review (specific to the degree program). |
| Measure 1.3 List of actions taken based on most recent accreditation review (specific to the degree program). |
| Measure 1.4 Summary of impacts as a result of actions taken (specific to the degree program). |

<table>
<thead>
<tr>
<th>Program Outcome 2. The program will build and sustain an optimal level of annual program enrollments and degree completions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report).</strong></td>
</tr>
</tbody>
</table>

| Measure 2.1 Number of students in the undergraduate major for the last three fall semesters |
| Measure 2.2 Number of degrees in the undergraduate major for last August+December+May commencements |
| Measure 2.3 Relation of number of degrees awarded to ACHE viability standards |

<table>
<thead>
<tr>
<th>Program Outcome 3. The program will be highly valued by its program graduates and other key constituencies it serves.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report).</strong></td>
</tr>
</tbody>
</table>
Measure 3.1 On the graduating senior survey, the number and percent of majors who indicated that the quality of their major was good or excellent.

Measure 3.2 On the graduating senior survey, the number and percent of majors who indicated that the quality of courses as preparation for employment after graduation was good or excellent.

Measure 3.3 On the graduating senior survey, the number and percent of majors who indicated that the quality of the courses in preparation for graduate or professional school was good or excellent.

Measure 3.4 On the graduating senior survey, the number and percent of majors who indicated that their overall experience at UA was good or excellent.

Student Learning Outcomes
Note that a) at least one improvement initiative is required for each student learning outcome within a 2-year assessment cycle (see Map #2), and b) the impact of every improvement initiative needs to be assessed (see Measure 3 for each outcome). This requirement is only for student learning outcomes. A “direct” measure involves an instructor’s evaluation of students’ knowledge, performance, or skills. An “indirect” measure involves students’ perceptions of their knowledge, performance, or skills. (There are exceptions, of course.)

Student Learning Outcome 1. (Discipline Knowledge) Students will demonstrate intermediate (CL majors) or intermediate/high or advanced proficiency (GR, LA majors) in reading Greek or Latin.

Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report).

Measure 1.1 (direct) Written exit exam places at least 80% of CL majors into 200 level and 80% of GR or LA majors into 400 level.

Measure 1.2 Exam assessment in 200-level (CL majors) and 400-level (GR, LA majors) course demonstrates intermediate or advanced reading proficiency.

Measure 1.3 (measure addressing evaluation of improvement action, if any)

Student Learning Outcome 2 Students will demonstrate a broad understanding of the history and culture of the classical world.

Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report).
<table>
<thead>
<tr>
<th>Measure 2.1 (direct)</th>
<th>A pass/fail exit exam explicitly on history/culture yields at least an 80% success rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 2.2</td>
<td>Embedded assessments in CL 222 are basis for instructor to categorize at least 80% of students as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding.”</td>
</tr>
<tr>
<td>Measure 2.3</td>
<td>Embedded assessments in CL 380 are basis for instructor to categorize at least 80% of students as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding.”</td>
</tr>
<tr>
<td>Measure 2.4 (measure addressing evaluation of improvement action, if any)</td>
<td></td>
</tr>
</tbody>
</table>

**Student Learning Outcome 3**  (Discipline Methodological Skills) Students will demonstrate critical thinking

**Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report).**

<table>
<thead>
<tr>
<th>Measure 3.1 (direct)</th>
<th>Written assessments in CL 384 and CL 385 demonstrate ability to interpret and analyze ideas based on relevant contexts. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 3.2</td>
<td>CL 380 course final exam/essay demonstrates ability to synthesize various levels of complexity. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.</td>
</tr>
<tr>
<td>Measure 3.3 (measure addressing evaluation of improvement action, if any)</td>
<td></td>
</tr>
</tbody>
</table>

**Student Learning Outcome 4** Students will demonstrate advanced proficiency in the translation of complex linguistic structures **(LA/GR majors only)**

**Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report).**

<table>
<thead>
<tr>
<th>Measure 4.1 (direct)</th>
<th>Exit exam elicits 80% passing rate, which is 70% correct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 4.2</td>
<td>Embedded assessment in upper division GR/LA course yields 80% passing rate, which is 70% correct.</td>
</tr>
<tr>
<td>Measure 4.3 (measure addressing evaluation of improvement action, if any)</td>
<td></td>
</tr>
</tbody>
</table>

**Student Learning Outcome 5** Students will demonstrate understanding of cultural ties between the ancient and modern world **(CC majors only)**

<table>
<thead>
<tr>
<th>Measure 5.1</th>
<th>Embedded assessment in exit exam elicits 80% passing rate, which is 70% correct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 5.2</td>
<td>Embedded assessment in CL 380 yields 80% passing rate, which is 70% correct.</td>
</tr>
</tbody>
</table>
Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first addressed; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

<table>
<thead>
<tr>
<th></th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR or LA 201, introduce</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>GR or LA 202, introduce</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>GR or LA 301, reinforce</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>GR or LA 302, reinforce</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CL 222, reinforce</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CL 380, reinforce</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CL 384, reinforce</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL 385, reinforce</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GR or LA 490, master</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
<tr>
<th></th>
<th>SLO 1 Language Proficiency</th>
<th>SLO 2 Cultural Proficiency</th>
<th>SLO 3 Critical Thinking</th>
<th>SLO 4 Translation</th>
<th>SLO 5 Ancient/Modern cultural ties</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR or LA 201</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GR or LA 202 (each year)</td>
<td>Exam assess.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>GR or LA 301</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>GR or LA 302</td>
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<td></td>
</tr>
<tr>
<td>CL 222</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Embedded assess.</td>
</tr>
<tr>
<td>Subject</td>
<td>Assessment Method</td>
<td>Final Exam and Essay Assessment</td>
<td>Embedded Assessment</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------</td>
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<td>---------------------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL 380 (each year)</td>
<td>Embedded assess.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CL 384</td>
<td>Written assess.</td>
<td></td>
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</tr>
<tr>
<td>CL 385</td>
<td>Written assess.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>GR or LA 490</td>
<td>Exam assess. (GR, LA majors)</td>
<td></td>
<td>Embedded assess.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Lang. Exam (each term)</td>
<td>Written Exit Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Culture Exam (each term)</td>
<td>Passing of Exit Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Exam (each term)</td>
<td></td>
<td>Translation exam</td>
<td>Embedded assess.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Optional Additional Narrative: To simplify the new year’s plan set-up, we have adjusted the “Discipline Methodological Skills” Outcome from #2 to #3.
1.1: Latin exit exam; Greek exit exam. (in separate doc.)

1.2 (Embedded Assessment): These items used for assessment rotate according to the author/genre being read in a particular semester (obviously, it would be unwise to give the same passage for translation over and over every semester). Below I give some recent passages that were used on the 200 and 400 levels for Latin to show what our assessment questions are like.

200-level (for Class. Civ. Majors)

Translate the following passage into good English and answer the questions that follow:

Hīc templum Junoni ingens Sidonia Dido condebat, donis opulentum et numine divae, aerea cui gradibus surgebant limina nexaeque aere trabes, foribus cardo stridebat aenis. Hoc primum in luco nova res oblata timorem lēniit, hīc prīmum Aenēās spērāre salūtem ausus et adflictis melius confidere rebus. Namque sub ingenti lustrat dum singula templo reginam opperiens, dum quae fortuna sit urbi artificumque manus intra se operumque laborem miratur, videt Iliacas ex ordine pugnas bellaque iam famā totum vulgata per orbem, Atridas Priamumque et saevum ambobus Achillem.
1. Name the accusative of the first sentence and the two adjectives that go with it.
2. In the first sentence, in what case are *donis* and *numine*?
3. In line 450, explain the form *oblata*.
4. In line 451, what tense is *leniit*?
5. In line 454, what form of the verb, including tense, is *opperiens*?
6. In line 454, why is *sit* in the subjunctive mood?
7. In line 457, what does *vulgata* modify?
8. What prepositional phrase in this passage could be translated as the adjective “rival”?
9. Scan line 451 (all syllables that are long by nature are marked as such).
10. In line 458, why is *cui* in the dative?
400-level (for Latin Majors)

Translate the following passage of Martial into good English and answer the questions that follow (3 pts. each).

Hanc tibi, Fronto pater, genetrix Flaccilla, puellan
oscula commendo deliciasque meas,
parvola ne nigras horrescat Erotion umbras
oraque Tartarei prodigiosa canis.

Impletura fuit sextae modo frigora brumae,
vixisset totidem ni minus illa dies.
Inter tam veteres ludat lasciva patronos
et nomen blaeso garriat ore meum.
Mollia non rigidus caespes tegat ossa nec illi,
terra, gravis fueris: non fuit illa tibi.

1. What kind of clause is introduced by *ne* in line 3?
2. Explain the form *impletura* in line 5.
3. What tense and mood is *vixisset* in line 6?
4. In what case and number is *ora* in line 4, and what adjective modifies it?
5. What is the gender of Erotion?
6. Identify the meter of this poem and scan the first two lines.

2.1 Classical Civ History/Culture Exit Exam (*in separate doc.*)

2.2 Embedded Assessment is taken from the “city” questions on the 4 myth exams:

Test One

MYCENE QUESTIONS:
76. Which of these people did NOT live in the ancient city of Mycenae?  a) Odysseus  b) Clytemnestra  c) Orestes  d) Agamemnon  e) Electra.

77. Which of these is a famous find from the tombs of Mycenae?  a) a red-figured vase showing a girl juggling  b) a lamp with the symbol CHI-RHO on it  c) a gold
funeral mask  d) a silver drachma with a depiction of an owl  e) a statue of Poseidon hurling a spear.

78. What is the most notable architectural feature of the Mycenean citadel?  a) the well-preserved temple of Aphrodite on the acropolis  b) the gate capped by two lions and a pillar  c) the gold engraving of pelicans on the palace walls  d) the monumental fire tower behind the palace  e) the rams-head door knobs.

79. Which of these does not belong in Mycenae?  a) shaft graves  b) water cistern  c) beehive tombs  d) throne room  e) theater.

80. Which of these BEST describes the appearance of the shield of the Mycenaean warrior?  a) figure eight  b) square rectangle  c) round with brass knob  d) triangular with tassels  e) bull’s head.

Test Two

DELPHI
81. This divinity’s “tholos” temple was the first shrine that one would come to when visiting Delphi:  a) Athena Pronaia  b) Earth-shaker Poseidon  c) Dionysus Denditres  d) Subterranean Persephone  e) Zeus Soter.

82. He received a message that the oracle of Delphi was out of business:  a) Croesus  b) Socrates  c) Caligula  d) Caesar  e) Julian the Apostate.

83. The Sibyl needed which of the following to enhance her prophetic powers?  a) a shallow bowl called “patera”  b) a venomous snake  c) an open pomegranate  d) mystic scroll of Apollo  e) fire water.

84. Which of these is a famous votive offering found at Delphi?  a) the lion of Amphipolis  b) the mask of Agamemnon  c) Apollo-Centaurs statue group  d) a bronze statue of a charioteer  e) painting of Alexander the Great riding an elephant.

85. Which of these types of buildings or structures would you NOT find at Delphi?  a) treasuries  b) oracle  c) theater  d) palace  e) stoa.

Test Three

ANCIENT OLYMPIA
81. Which of these is NOT an ancient Olympic event?  a) boxing  b) chariot racing  c) pankration  d) long jump  e) rowing.
82. Which of these structures would you NOT find at ancient Olympia?  
   a) temple to Cybele  
   b) artist’s workshop  
   c) stadium  
   d) inscriptions about cheaters  
   e) wishing well.

83. Which of these would most likely be part of an athlete’s training?  
   a) dancing  
   b) diving  
   c) fire-walking  
   d) wrestling bears  
   e) fasting.

84. Which of these would serve as a prize for a winner while still at the site of 
   Olympia?  
   a) a night with the priestess of Hera  
   b) a statue of himself made by Praxiteles or some other famous sculptor  
   c) an olive wreath  
   d) 100 oxen and 50 pigs  
   e) a ship loaded with wine.

85. When athletes swore an oath before the contests, they swore it before the altar of Zeus with their hand on  
   a) the omphalos stone  
   b) a slab of boar’s meat  
   c) the head of a venomous snake  
   d) his wife’s shoulder  
   e) a vase filled with holy water supposedly from the river Styx.

Final

ANCIENT ATHENS

81. Which of these buildings or structures does not belong on the Acropolis of Athens?  
   a) A temple of Poseidon called the Erechtheum  
   b) a temple of Athena called the Parthenon  
   c) a temple to Nike, goddess of victory  
   d) a stadium for athletic contests called the Stadia Dios  
   e) an art gallery called the Pinakotheke.

82. Which of these other items do not belong on the Acropolis of Athens?  
   a) Athena’s sacred olive tree  
   b) an olive wood statue of Athena dressed in a beautiful garment called a peplos  
   c) an elaborate gate called the Propylaion  
   d) the statue of Athena Promachos, or “Athena the fighter on the front lines”  
   e) a short pillar with a large statue of Poseidon’s trident on top of it.

83. What does Athena Parthenos wear on her head?  
   a) a helmet that includes horses  
   b) a wicker basket as a symbol of her weaving  
   c) coiled snakes  
   d) a wedding veil  
   e) the lambskin cap of Athenian school girls.

84. What divinity had a large temple in the Athenian marketplace that still stands today and which is sometimes called, erroneously, the Theseion because it once housed the bones of Theseus?  
   a) Hephaestus  
   b) Apollo  
   c) Zeus  
   d) Ares  
   e) Attis.
85. The Theater of Dionysus on the south slope of the Acropolis had machines that lowered the gods from above. It also had a low area for the chorus to dance and sing. What lone object stood in the chorus area? a) a statue of Dionysus  b) the omphalos stone  c) an altar  d) a stone phallus  e) an unlit torch.

2.3 Embedded Assessment is taken from the Women in the Ancient World course.

Answer FIVE of the questions below in 8-10 lines.

1. What social prejudices influenced medical practices as they are described in the Hippocratic writings? Give, at least, one example.

2. Describe the social institution of concubines in Classical Athens. Consider (i) their legal status, (ii) protection, (iii) benefits, (iv) provisions for their children, (v) living arrangements, and (vi) financial independence.

3. Discuss the reasons that made the epikleros critical both for (i) the oikos and (ii) the city-state.

4. Discuss (i) the reasons and (ii) goals behind the custom of wife-sharing in Sparta. (iii) What were the social conditions that made it necessary? (iv) What is the legacy of that system in the modern world?

5. Plato in his Republic upheld equal opportunities and education both for men and women. Nevertheless, he maintained certain prejudices against women. Describe (i) his egalitarian system and (ii) the qualifications necessary for ultimate superiority in each profession. (iii) What is the basis of Plato’s prejudice against women and (iv) what is its origin?

6. (i) What reasons do the Hippocratic Writings give for women’s illnesses and (ii) what are some of the most typically prescribed cures? Give one example for each cure.

3.1 Written Assessments--Analysis

CL 385 (Greek History)

Answer all of the following in 8-10 sentences:

1. Who were the major players among the Greeks (cities, tribes, rulers) during the Trojan War period (roughly 1300 BC), how did they differ from Greeks of the Classical period (5th Century BC), and how did Classical Greeks perceive Greeks of that period?

2. What role did theater play in Greek society during the 5th Century BC (be sure to mention the connection with Dionysus).
3. Describe the character of the people of Sparta and explain why they came into conflict with Athens in the late 5th Century BC.

4. How and why did Alexander the Great project himself as a reincarnation of Herakles?

5. Describe one advancement/contribution that the Greeks made in the area of government, warfare, literature, and science between 500 and 300 BC.

CL 386 (Roman History)
Answer all of the following:
1. Choose either Pompeii, Trier, or Athens and explain how Roman domination transformed the character and appearance of the city.

2. Discuss Roman contributions to science. What did they do right and what limited them? What role did authority play in Roman science and what role did empirical observation play?

3. What factors in the early 1st Century BC led to the civil wars in the middle of that century?

4. Where did Rome’s wealth come from and why was economic growth so difficult for the Roman empire?

5. According to tradition, Servius Tullius changed Roman military tactics around 550 BC. From where did he get his ideas and what was the change? What changes were made after the Gauls sacked Rome in 390 BC?

3.2 Final exam or essay; Written Assessment--Synthesis
(CL 350: Roman Religion)
1. As part of his strategy to strengthen piety and promote certain political ideas, Augustus built major temple complexes to Apollo and Mars. Describe the social and political factors that led Augustus to choose these two divinities and explain what ideas he was attempting to represent through them.

2. Imagine that you live in the 2nd C. AD and are creating a typical magical curse tablet. Describe the process in detail.
3. Describe how and why the temple of Capitoline Jupiter changed over the years and explain what evidence we have for these changes.

4. How did Jews end up in Rome and how were they treated over the centuries?

**4.1 Latin Translation Exit Exam (in separate doc.)**

**4.2 Embedded Assessment**

LA 490

Take 15 minutes to read but not translate passage XXXVI in your textbook (*The Thought of Cicero*) and then answer the following questions.

1. What kind of clause or construction is represented by *cognitis perceptisque virtutibus*?
2. What kind of ablative is *obsequio*? (manner, means, agent, separation, specification, time, etc.)
3. Translate the phrase *sicut labem aliquam dedecoris oppresserit*.
4. Parse the word *coerit* and give the first principle part.
5. In what case is *natura* in line 5 and why did Cicero use that case here?
6. What kind of construction is *ad bona seligenda et reicienda contraria*? Be sure to explain how it fits together syntactically with the rest of the sentence.
7. Explain the construction *quid divinum aeternumque sit*.
10. Parse *obitura* in line 12. There is a word that is understood after it – what is that word?
11. What verb is missing and understood in this phrase? *se circumdatum agnoverit*.
12. Explain the form *dii* in line 18.
13. What is another way to translate *idem* (line 10) that we mentioned in class besides “the same person”?
14. Identify all the genitives in line 16.
15. Identify one fifth declension noun and one fourth declension noun.
16. How do you translate the *quam*’s in line 19?
17. Why did Cicero put *contemnet* in the subjunctive?
18. Explain the forms *disserendi* and *iudicandi*.
19. Translate the correlatives *non solum . . . sed etiam*.
20. Identify two present active participles in this passage.
Historical information is presented differently in different media, such as history books, primary sources (books written in antiquity) and historical films. Considering this, answer the following questions:

1. Why is information presented differently in these three different media? To make your point clearly, choose a specific story from the second half of the semester and describe how it is presented differently in each one of the aforementioned media; explain the purpose of the differences.

2. Describe one strength and one weakness of each one of the three historic media, considering how each medium rates in
   a. historical and political objectivity
   b. historical accuracy
   c. propagandistic tendencies
   Be sure to bring one specific example from each medium from the films you watched in the second half of the semester to explain your answers.

(Steps Taken) – Our main concern has been at the 200 level of Latin. We have just hired a new professor, Ben Hicks, to handle the lower-level Latin courses, including LA 201 and 202. We are already working to coordinate our readings (specifically, the authors and texts that we choose to teach on each level) so that students on the 200 level are reading easier, more standardized specimens of Latin so that they can gain experience in basic syntax and structure of the so-called Golden Age of Latin, and then gradually meet, in the upper-level Latin courses, increasing complexity and deviation from the norm. In other words, we are creating a more coherent and logical plan for our Latin sequence from start to finish.
## RUBRIC FOR ORAL PRESENTATIONS

**NAME:**

**LEVEL (please ☐):**
- ☐ Undergraduate
- ☐ MA
- ☐ PhD

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>100-90% Sophisticated</th>
<th>80-70% Competent</th>
<th>60-0% Not Yet Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOR MEASURE 4.2</td>
<td>Presentation is clear, logical, and organized. Listener can follow line of reasoning.</td>
<td>Presentation is generally clear and well organized. A few minor points may be confusing.</td>
<td>Listener can follow presentation only with effort. Some arguments are not clear. Organization seems haphazard.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td></td>
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<tr>
<td></td>
<td>Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper.</td>
<td>Pacing is sometimes too fast or too slow. The presenter seems slightly uncomfortable at times.</td>
<td>Aspects of presentation are too elementary for audience. Presenter seems uncomfortable and much of the information is read.</td>
</tr>
<tr>
<td><strong>Depth of Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOR MEASURE 2.1</td>
<td>Speaker provides accurate and complete explanation of key concepts and theories, drawing upon relevant literature.</td>
<td>For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.</td>
<td>Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td></td>
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<tr>
<td></td>
<td>Presentation is very original and shows creativity.</td>
<td>Presentation is somewhat original, but could be better.</td>
<td>Presentation lacks originality and creativity.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
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</tr>
<tr>
<td></td>
<td>Sentences are complete and grammatically accurate, and they flow together easily</td>
<td>For the most part, sentences are complete and accurate, and they flow together easily.</td>
<td>Some grammatical errors and use of slang. Some sentences are incomplete or halting.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
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<tr>
<td></td>
<td>Words are chosen for their precise meaning.</td>
<td>Use of vocabulary could improve.</td>
<td>Vocabulary is somewhat limited or inappropriate.</td>
</tr>
<tr>
<td><strong>Cultural and Social Acknowledgment</strong></td>
<td>Approaches to the target language, culture, and society are accurately incorporated.</td>
<td>Good approach to the target language, culture, and society. Good sensitivity to other cultures.</td>
<td>Cultural misunderstandings. Lack of appropriate cultural background.</td>
</tr>
<tr>
<td><strong>Use of Visual Aids</strong></td>
<td>Communication aids enhance the presentation. Main points stand out. Information maximizes audience understanding.</td>
<td>Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids.</td>
<td>Communication aids are poorly prepared or used inappropriately. Too much information is included. Unimportant material is highlighted.</td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>Presentation is very interesting and enriching.</td>
<td>Presentation is interesting for the audience.</td>
<td>The audience shows little interest in the presentation.</td>
</tr>
</tbody>
</table>
RUBRIC FOR ORAL PRESENTATIONS

NAME:

LEVEL (please □):  □ Undergraduate  □ MA  □ PhD

| FOR MEASURE 2.1 |  |  |
GN Majors Exit Exam

1. Welche berühmte Schlacht fand 9 n. Chr. im Teutoburger Wald statt?
   A. Die Arminiusschlacht
   B. Die Schlacht auf den Katalaunischen Feldern
   C. Die Varusschlacht

2. In dieser Schlacht besiegten
   A. die Römer die Germanen.
   B. die Germanen die Römer.
   C. die Römer die Sachsen.

3. Arminius / Hermann war
   A. ein Cherusker, der die Germanen anführte.
   B. ein Sachse, der eine römische Legion anführte.
   C. ein Römer, der eine römische Legion anführte.

4. Das Hildebrandslied aus der ersten Hälfte des 8. Jahrhunderts ist
   A. ein althochdeutsches Heldengedicht in Stabreimen.
   B. ein mittelhochdeutsches Heldengedicht in Endreimen.
   C. ein mittelhochdeutsches höfisches Epos.

5. Die Merseburger Zaubersprüche stammen aus dem
   B. 10. Jahrhundert und sollen Fesseln lösen und ein Pferd heilen.
   C. 11. Jahrhundert und sollen ein Kind heilen und Glück bringen.

6. Der Merowinger Chlodwig war ein fränkischer König, der sich 496 (oder später?)
   A. vor seiner Hochzeit zum Papst krönen ließ.
   B. nach dem Sieg über die Alemannen taufen ließ.
   C. nach schwerer Krankheit zu Fuß auf den Weg nach Jerusalem begab.

7. Karl der Große aus dem Haus der Karolinger
   A. hatte keine Kinder und wurde im Jahre 800 in Aachen als Papst geweiht.
   B. war eigentlich nicht sehr groß und gründete im Jahre 800 das erste Kloster.
   C. kämpfte lange gegen die Sachsen und wurde im Jahre 800 zum Kaiser gekrönt.
8. Die karolingische Renaissance bezeichnet eine von Karl dem Großen geförderte kulturelle Erneuerung und führte
A. zum Untergang des Hauses der Merowinger und dem Bau des Kölner Doms.
B. zur Gründung von vielen Klöstern und einer Reform der Schrift (karolingische Minuskel).
C. zur Erfindung von Tinte und Pergament.

9. Typisch für romanische Architektur sind:
A. Kuppelkirchen mit ornamentalem Schmuck und Deckenmalerei.
B. Spitzbögen, Rosetten und Strebpfeiler, so dass der Kirchenraum sehr hoch ist.
C. Rundbögen und dicke Mauern und Säulen.

10. Das *Nibelungenlied* ist ein mittelalterliches Heldenepos, in dem
A. Siegfried Kriemhild heiratet und von Hagen umgebracht wird.
B. Siegfried Brunhild heiratet und von Gunther umgebracht wird.
C. Gunther Brunhild heiratet und von Siegfried umgebracht wird.

11. Erasmus von Rotterdam war ein Humanist, der mit seiner Herausgabe des altgriechischen Neuen Testaments
A. sehr viel Geld verdiente.
B. vom Papst mit dem Bann belegt wurde.
C. eine Grundlage für Martin Luthers Übersetzung des Neuen Testaments schuf.

12. Martin Luther ist für die deutsche Sprachgeschichte wichtig, weil er
A. durch seine Bibelübersetzung eine Einheit der deutschen Schriftsprache förderte.
B. während der Woche lateinisch, aber am Sonntag in deutscher Sprache predigte.
C. die erste deutsche Grammatik geschrieben hat.

13. Eine große Rolle bei der Verbreitung der Reformation spielte
A. die Erfindung der Taschenuhr, weil man sich zum ersten Mal pünktlich treffen konnte.
B. die Erfindung des Buchdrucks, weil Flugblätter schnell und billig gedruckt werden konnten.
C. die Astronomie, weil im heliozentrischen System die Sonne im Mittelpunkt steht.
14. Der Dreißigjährige Krieg
A. bestand eigentlich aus mehreren Kriegen zwischen 1618 und 1648.
B. führte zum ersten Pestausbruch in Deutschland und dauerte von 1618 – 1648.
C. fand im heutigen Österreich statt und endete 1648 in Westfalen.

15. Der Dreißigjährige Krieg
A. war ein Glaubenskrieg, bei dem Protestanten gegen Katholiken kämpften.
B. führte zu Seuchen und Hungersnöten und so auch riesigen Bevölkerungsverlusten.
C. A und B.

16. Wallenstein war im Dreißigjährigen Krieg
A. ein Astronom und Astrologe und das Vorbild für Goethes Theaterstück Faust.
B. ein schwedischer Heerführer, der von Gustav Adolf ermordet wurde.
C. ein berühmter General, über den Friedrich Schiller später ein Theaterstück schrieb.

17. Tränen des Vaterlands ist
A. ein Theaterstück von Andreas Gryphius über die französische Revolution.
B. ein Roman von Martin Opitz über das Leben Martin Luthers.
C. ein Gedicht von Andreas Gryphius über den Dreißigjährigen Krieg.

18. Typisch für die Zeit des Barocks sind
A. Carpe Diem und Vanitas.
B. Memento Mori und Carpe Diem.
C. Vanitas, Memento Mori und Carpe Diem.

19. Friedrich der Große war ein preußischer Herrscher, der
A. von seinem Vater, dem „Soldatenkönig“ Friedrich Wilhelm I., sehr streng erzogen worden war.
B. der sich neben Politik auch mit Philosophie und Musik befasste.
C. A und B.

20. Der wichtigste deutsche Philosoph der Aufklärung war
A. Immanuel Kant, der auch die Preisfrage „Was ist Aufklärung“ beantwortete.
B. Gotthold Ephraim Lessing, der auch ein berühmter Musiker war.
C. Friedrich Schiller, der eine Reise nach Italien gemacht hatte.
21. Der junge Friedrich Schiller schrieb
A. die Theaterstücke *Kabale und Liebe* und *Die Räuber*, die zur Epoche des Sturm und Drang gehören.
B. den Roman *Die Leiden des Jungen Werther*, der zur Epoche des Sturm und Drang gehört.
C. nur Gedichte, die zur Epoche der Aufklärung gehören.

22. Johann Wolfgang von Goethe schrieb
A. das Theaterstück *Nathan, der Weise*, das zur Epoche der Aufklärung gehört.
B. den Roman *Die Leiden des Jungen Werther*, der zur Epoche des Sturm und Drang gehört.
C. das Gedicht *Ode an die Freude*, das zur Epoche der Romantik gehört.

23. Friedrich Schiller
A. hat sein ganzes Leben in Weimar verbracht und ist dort auch 1832 gestorben.
B. hat eine Italienerin geheiratet und ist 1759 in Italien gestorben.
C. ist in Württemberg geboren und 1805 Weimar gestorben.

24. Johann Wolfgang von Goethe
B. hat sich auch sehr für Naturwissenschaften interessiert, *Faust* geschrieben und ist 1832 in Weimar gestorben.
C. hat sich mehr für Musik als Literatur interessiert und ist 1786 in Frankreich gestorben.

25. Goethe und Schiller
A. waren befreundet, haben beide in Weimar gelebt und dort zusammen am Weimarer Theater gearbeitet; ihre frühen Werke gehören zur Epoche des Sturm und Drang und die späteren zur Klassik.
B. waren Feinde, aber haben sich nie getroffen; ihre frühen Werke gehören zur Epoche des Sturm und Drang und die späteren zur Aufklärung.
C. waren eigentlich Naturwissenschaftler; ihre frühen Werke gehören zur Epoche der Aufklärung und die späteren zum Sturm und Drang.

26. Der Wiener Kongress fand
A. unter dem Vorsitz Napoleons statt.
B. nach Napoleons Niederlage statt.
C. nach der Revolution 1848 statt.
27. Die Biedermeier waren
A. treue Untertanen der konservativen Monarchen, deren Interessen auf Privatleben und Wirtschaft beschränkt waren.
B. Proletarier, die unter den Bedingungen, die die Industrialisierung hervorgebracht hatte, litten.
C. Revolutionäre, die eine gemeinsame deutsche Nationalversammlung anstrebten.

28. Caspar David Friedrich war
A. ein Komponist.
B. ein Maler.
C. ein Filmemacher.

29. Die 9. Symphonie mit der Vertonung der *Ode an die Freude* stammt von
A. Mozart.
B. Beethoven.
C. Wagner.

30. Das Gedicht *Ich weiß nicht, was soll es bedeuten* ist auch als *Lorelei-Lied* bekannt und stammt von
A. Goethe.
B. Heine.
C. Eichendorff.

31. Das Drama *Woyzeck* stammt von
A. Hebbel.
B. Büchner.
C. Hauptmann.

32. Der Opernzyklus *Der Ring des Nibelungen* stammt von
A. Beethoven.
B. Wagner.
C. Strauß.
33. Das Gedicht, dessen erste Strophe mit „Deutschland Deutschland über alles“ beginnt, stammt von
A. Novalis.
B. Hoffmann von Fallersleben.
C. Adolf Hitler.

34. Die heutige deutsche Nationalhymne nimmt zum Text die _______ Strophe des oberen Gedichts.
A. erste
B. zweite
C. dritte

35. Wilhelm I. war Kaiser des Deutschen Reiches von
A. 1871-1872.
B. 1871-1888.
C. 1871-1918.

36. Otto von Bismarck war Kanzler von
A. Friedrich dem Großen.
B. Hitler.
C. Wilhelm I. und II.

37. Einer der großen anglophilen Autoren des deutschen Realismus heißt
A. Heinrich von Kleist.
B. Ludwig Börne.
C. Theodor Fontane.

38. Die deutschen Länder schließen sich zu einem vereinigten Deutschland unter der Führung Preussens zusammen im Jahr
A. 1848.
B. 1870.
C. 1871.
39. Eine deutsche Künstlerin, die die Schrecken des Ersten und Zweiten Weltkriegs in ihrer Kunst verarbeitet, heißt
   A. Alma Mahler-Werfel.
   B. Käthe Kollwitz.
   C. Rosa Luxemburg.

40. Der Autor des Romans *Der Zauberberg*, der auch den Nobelpreis für Literatur bekommen hat, heißt
   A. Franz Kafka.
   B. Thomas Mann.
   C. Arthur Schnitzler.

41. Die schrecklichen Ereignisse des Ersten Weltkriegs werden verarbeitet von Künstlern, die _______________________ zugeordnet werden.
   A. der Postmoderne
   B. der Trümmerkunst
   C. dem Expressionismus

42. Der Deutsche Film der Zwanziger Jahre hat eine berühmte Schauspielerin und Sängerin hervorgebracht
   A. Hildegard Knef
   B. Ute Lemper
   C. Marlene Dietrich

43. Die Weimarer Republik war eine Zeit politischer Unruhen, aber umspannt auch die künstlerisch sehr fruchtbare Zeit der
   A. Goldenen Zwanziger Jahre.
   B. Goldenen Dreißiger Jahre.
   C. Goldenen Vierziger Jahre.

44. Die Nazidiktatur dauerte in Deutschland von
   A. 1929-1944.
   B. 1933-1945.
   C. 1936-1946.
45. Der Film *Die Mörder sind unter uns* bearbeitet das große Thema der
A. Vergangenheitsbewältigung.
B. Industrialisierung.
C. Modernisierung.

46. In seinem Roman *Die Blechtrommel* stellt Günter Grass hauptsächlich dar:
A. Das Ende eines Spielzeugladens aus der Sicht eines kleinen Mädchens.
B. Eine Orchestertruppe in Deutschland und Frankreich.
C. Ereignisse in Deutschland während der Nazi- und Nachkriegszeit.

47. Die Deutsche Demokratische Republik umfasste das Gebiet der heutigen neuen Bundesländer von

48. Am 13.8.1961 wurde gebaut:
A. Das Hauptwerk der Bauhaus Architektengruppe
B. Der Kölner Dom
C. Die Berliner Mauer

49. Die erste Bundeskanzlerin des vereinten Deutschlands heißt
A. Gesine Schwan.
B. Angela Merkel.
C. Ulrike Meinhof.

50. Eine bekannte ostdeutsche Schriftstellerin, die *Der Geteilte Himmel* und *Selbstversuch* geschrieben hat, heißt
A. Christa Wolf.
B. Elfriede Jelinek.
C. May Ayim.

**PLEASE INDICATE WHAT YOUR PLANS ARE AFTER GRADUATION:**
SECTION A. CASES, NOUN-ADJECTIVE AGREEMENT. Convert the following nominative singular nouns and adjectives into the case and number indicated:

1. *dominus maestus* = genitive singular
   - a) domini maestī
   - b) dominorum maestorum
   - c) dominis maestīs
   - d) dominos maestros
   - e) domino maesto

2. *tempus breve* = ablative singular
   - a) tempusi brevere
   - b) tempuso brevo
   - c) temporalis brevis
   - d) tempori brevi
   - e) tempore brevi

3. *vir iratus* = dative plural
   - a) viribus iratibus
   - b) viribus iratis
   - c) viris iratis
   - d) viros iratos
   - e) viris iratibus

4. *domus magnum* = genitive singular
   - a) domi magnī
   - b) domus magnae
   - c) domusi magnī
   - d) domo magno
   - e) domorum magnorum

5. *mare vastum* = genitive plural
   - a) marum vastarum
   - b) mararum vastarum
   - c) maria vasta
   - d) marorum vastorum
   - e) marium vastorum

6. *civis omnis* = ablative singular
   - a) cives omnes
   - b) cive omni
   - c) cive omne
   - d) civibus omnibus
   - e) civium omnorum

SECTION B. CHOOSE THE BEST TRANSLATION

7. Caesar was braver and more violent than Cicero.
   - a) Caesar erat fortior et vehementior Cicerone.
   - b) Caesar erat fortis et vehemens Cicerone.
   - c) Caesar erat fortissimus et vehementissimus quam Cicero.
   - d) Caesar erat fortiores et multo vehemens quam Cicero.
   - e) Caesar erat fortius et vehementius Cicerone.

8. They tried to make the laws of Solon better and more free from faults. (St. Augustine)
   - a) Leges Solonis boniores et emendatiores facere conati sunt.
   - b) Leges Solonis optimores et emendatiores facere conati sunt.
   - c) Leges Solonis boniora et emendatiora facere conati sunt.
   - d) Leges Solonis meliora et emendatiora facere conati sunt.
   - e) Leges Solonis meliores et emendatiores facere conati sunt.

9. My conscience is worth more to me than what anybody else says.
   - a) Mea mihi conscientia pluris est quam omnium sermo.
   - b) Mea mihi conscientia plura est quam omnium sermo.
   - c) Mea mihi conscientia multitissima est quam omnium sermo.
   - d) Mea mihi conscientia plurima est quam omnium sermo.
e) Mea mihi conscientia multi est quam omnium sermo

SECTION C. TENSES AND MOODS. Identify the tense, voice, and mood of the following verbs.

10. laudatur (1st conjugation)
   a) present passive indicative
   b) present active subjunctive
   c) future active indicative
   d) perfect passive subjunctive
   e) imperfect passive indicative

11. cepi (3rd -io conjugation)
   a) present passive infinitive
   b) perfect passive participle
   c) perfect active indicative
   d) future perfect active indicative
   e) pluperfect active indicative

12. venerant (4th conjugation)
   a) pluperfect active indicative
   b) future perfective active indicative
   c) imperfect passive indicative
   d) pluperfect passive subjunctive
   e) present passive indicative

13. mittet (3rd conjugation)
   a) present active indicative
   b) future perfect active indicative
   c) present active subjunctive
   d) perfect active indicative
   e) future active indicative

14. audientur (3rd conjugation)
   a) future passive indicative
   b) present passive indicative
   c) present passive subjunctive
   d) perfect passive subjunctive

15. amatus est (1st conjugation)
   a) perfect passive indicative
   b) pluperfect passive indicative
   c) pluperfect passive subjunctive
   d) present active indicative

SECTION D. SYNTAX. Choose the correct syntactical explanation for the underlined words or phrases.

   a) Indirect Question
   b) Causal Clause
   c) Purpose Clause
   d) Result Clause
   e) Gerundive
17. Senatores, cum regnum Caesaris non iam ferre possent, coniuraverunt.
   a) Gerund
   b) Relative Clause
   c) Causal Clause
   d) Conditional
   e) Indirect Statement

18. Reges barbari Augustum orabant ut sibi auxilium daret.
   a) Indirect Command
   b) Passive Periphrastic (Gerundive of Obligation)
   c) Purpose Clause
   d) Relative Clause of Characteristic
   e) Clause after Verb of Fearing

   a) Indirect Command
   b) Ablative Absolute
   c) Ablative of Means
   d) Double Dative
   e) Passive Periphrastic (Gerundive of Obligation)

20. Dicit patrem ab urbe abisse sed fratrem esse domi.
   a) Ablative of Means
   b) Dative of Reference
   c) Locative
   d) Objective Genitive

21. Magno corpore vir erat.
   a) Ablative of Characteristic
   b) Ablative of Means
   c) Ablative of Manner
   d) Ablative of Separation
   e) Ablative with Preposition

22. Milo Ciceroni defendendus est.
   a) Passive Periphrastic (Gerundive of Obligation)
   b) Perfect Passive Participle
   c) Accusative of Respect
   d) Gerund
   e) Perfect Passive Indicative

23. Vivamus, mea Lesbia, atque amemus. (Catullus)
   a) Imperatives
   b) Subjunctives expressing exclamation
   c) Future Perfects
   d) Complementary Infinitives
   e) Hortatory Subjunctives
24. Gaius dicit litteras scriptas esse ab eo.
   a) Indirect Speech
   b) Complementary Infinitive
   c) Verbal Noun
   d) Appositional Clause
   e) Indirect Question

SECTION E. LATIN IN CONTEXT.

Pater et filius Romam venerunt ut ludos spectarent. ut per forum ambulabant, "pater," puer inquit, "aedificia tam pulchra numquam vidi." pater, manum in filii capite ponens, "sic est." dixit. "in hac urbe sunt templae maiora quam in nostro oppido."

25. ut ludos spectarent
   a) to watch the games
   b) while they were watching the games
   c) how they were watching the games
   d) because they were watching the games
   e) should they watch the games

26. ut per forum ambulabant
   a) for the purpose of walking through the forum
   b) when they were walking through the forum
   c) although they were walking through the forum
   d) as a result of their walking through the forum
   e) how they were working through the forum

27. aedificia tam pulchra numquam videram
   a) beautiful buildings could be seen there
   b) the buildings that I see now are beautiful
   c) should I ever see these beautiful buildings again
   d) I will see these beautiful buildings later
   e) I have never seen such beautiful buildings

28. manum in filii capite ponens
   a) his son's hand was placed on his head
   b) placing his hand on the head of his son
   c) his sons placed their hands above their head
   d) having placed his son's hand on his head
   e) he placed his head on his son with his hand

29. in hac urbe sunt templae maiora quam in nostro oppido
   a) in this city the temples are larger than in our town
   b) in this city are the large temples which are also in our town
   c) in this city there are the greatest temples besides those in our town
   d) in our town there are temples that are greater than in our city
   e) in this city, which is our town, there are great temples
Caesar Imperator salutatem dicit Ciceroni Imperatori
Cum properarem atque essem in itinere, praemissis iam legionibus, tamen non dubitavi quin et scriberem
ad te et gratias tibi agerem, etsi hoc et feci saepe et saepius mihi facturus videor. Ita de me mereris. In
primis a te peto, quoniam confido celeriter ad urbem venturum, ut te ibi videam, ut tuo consilio,
gratia, dignitate, ope omnium rerum uti possim. Festinationi meae brevitatique litterarum ignosces.

30. One example of a future active participle.
   a) videam
   b) facturus
   c) dubitavi
   d) essem
   e) videor

31. One example of an ablative absolute.
   a) in primis
   b) praemissis legionibus
   c) tuo consilio
   d) festinationi meae
   e) saepe et saepius

32. One example of a comparative adverb.
   a) celeriter
   b) dignitate
   c) de me
   d) saepius
   e) uti

33. non dubitavi quin et scriberem
   a) I did not hesitate to write
   b) I was afraid, but I wrote
   c) I was not afraid to write
   d) I am not hesitating to write
   e) I doubt whether I wrote you or not

34. gratias tibi agerem
   a) I am leading you to grace
   b) I am driving you away from pleasure
   c) thank you
   d) please, I am asking a favor
   e) I am doing you a favor

35. a te peto ut te ibi videam
   a) I am looking for you, but cannot see you
   b) I would like to see you there
   c) I am making my way from you there where I saw you
   d) I demand that you look away from your own concern
   e) I demand to know what you see
SECTION F. READING COMPREHENSION.

From Vergil's *Aeneid*. Dido burns with passion for Aeneas.

_Dido has listened intently to Aeneas as he described the fall of Troy and his adventures on the high seas. She now shares her thoughts with her sister Anna._

At regina gravi iamdudum saucia cura
vulnus alit venis et caeco carpitur igni.
Multa viri virtus animo multusque recursat
gentis honos: haerent infixi pectore vultus
verbaque, nec placidam membris dat cura quietem.
Postera Phoebea lustrabat lampade terras
umentemque Aurora polo dimoverat umbram,
cum sic unanimam adloquitur male sana sororem:
"Anna soror, quae me suspensam insomnia terrent!
Quis novus hic nostris successit sedibus hospes,
quem sese ore ferens, quam forti pectore et armis!
Credo equidem, nec vana fides, genus esse deorum.
Degeneres animos timor arguit. Heu, quibus ille
iactatus fatis! Quae bella exhausta canebat!"

36. What imagery does Vergil use to describe Dido's emotions in lines 1 and 2?
   a) She suffers from a wound
   b) She is like a wild animal in a cage
   c) Her heart swells like a winter storm on the sea
   d) She blindly stumbles about in the dark

37. How are Dido's cares affecting her, as described in line 5?
   a) They are alienating her from the rest of society
   b) They make her restless
   c) They make her feel paralyzed and helpless
   d) They make her feel equal with the gods

38. What is being described in lines 6 and 7?
   a) The beginnings of an athletic contest
   b) The removal of the dishes from the banquet table
   c) The feeling of death sweeping over Dido
   d) The coming of daylight

39. How is Aeneas being characterized in line 10?
   a) An enemy who intends to conquer us
   b) A stranger come to our shores
   c) The future king of our country
   d) A man surpassing any of our own people in virtue

40. In line 11, what amazes Dido most about Aeneas?
   a) His good fortune from the gods
   b) His noble appearance and strength
   c) His ability to tell stories
   d) His intelligence and wisdom
SECTION G. ROMAN CULTURE & HISTORY

41. This god’s temple stood most prominently on the Capitoline Hill at Rome.  
a) Apollo  b) Jupiter  c) Mars  d) Quirinus  e) Neptune.

42. The temple dedicated to Hercules the Victor along with the Ara Maxima stood along the banks of the Tiber River in this area.  a) Velabrum  b) Subura  c) Cattle Market  d) Esquiline Hill  e) the forum.

43. The picture below was a symbol of power that the Romans borrowed from the Etruscans. What was it called?  a) fasces  b) genius  c) lararium  d) exta  e) gladium.

44. These four letters were placed on Roman standards and represented the government of Rome.  a) VBGR  b) AVES  c) SPQR  d) TOGA  e) RESP.

45. Which of these is an “Alexandrian” poet who had great influence on Roman writing?  a) Callimachus  b) Aristophanes  c) Phaedrus  d) Xenophon  e) Homer.

46. He was Augustus’ minister of culture who supported many writers and artists, including Vergil and Horace.  a) Tiberius  b) Marc Antony  c) Maecenas  d) Ovid  e) Marcus Aurelius.

47. Cicero is known for what?  a) military exploits over the Germans  b) oratory  c) epic poetry  d) three successive consulships  e) effecting religious reform at Rome.

48. Lucretius wrote a didactic poem expounding this philosophy:  a) Pythagorean  b) Stoic  c) Sceptic  d) Epicurean  e) Peripatetic.

49. This city was buried after the eruption of Vesuvius and has since been partially excavated.  a) Pompeii  b) Veii  c) Arpinum  d) Alba Longa  e) Tarentum.

50. A “triumph” ended with  a) the appointment of a new king for Rome  b) human sacrifice of Rome’s enemies  c) the beating of the victorious general  d) the exile of the Vestal Virgins  e) a sacrifice in the temple of the Dioscuri.

51. Which of the following is associated with Alexander the Great?  a) Gordium  b) the Hephaestion c) Scyros  d) the siege of Babylon.

52. Which of these Roman priests was most interested in observing the flight of birds?  a) augur  b) haruspex  c) flamen Dialis  d) duumviri sacris faciundis  e) rex sacrorum.

53. Which of these Roman priests was most interested in studying the entrails of animals about to be sacrificed?  a) augur  b) haruspex  c) flamen Dialis  d) duumviri sacris faciundis  e) rex sacrorum.

54. During the war with Hannibal, the Sibylline Books advised the Romans to introduce the worship of this goddess into Rome:  a) Isis  b) Astarte  c) Thetis  d) Bellona  e) Cybele.

55. Which of these would not be part of a Roman religious ritual?  a) washing a statue  b) sexual surrender of a matron to the Pontifex Maximus  c) circus games  d) dramatic performance  e) dining with the statues of the gods.

56. If a Vestal Virgin was caught breaking her vow of chastity, this would be her punishment:  a) exile  b) life imprisonment in a cage in the forum  c) buried alive  d) dropped from the Tarpeian Rock  e) torn apart by horses.
57. The doors of this god’s temple were closed when Rome was not at war anywhere:  a) Mars Ultor b) Janus c) Hercules Victor d) Pales e) Apollo of the Palatine.

58. Which of these activities was part of the February feast called Lupercalia?  a) scaling the western slopes of the Esquiline hill  b) near-naked boys striking the bellies of girls with straps  c) sacrificing a goat and horse that had been tied together with vines  d) digging up a time capsule in the forum  e) driving geese from the temple of Juno Moneta.

59. At the Robigalia, the Romans sacrificed this animal to rid the crops of “rust”.  a) red dog b) giraffe c) dormouse d) leopard e) horse.

60. He wrote a work called the *Fasti* that poetically describes the first six months of the Roman religious calendar.  a) Vergil b) Tibullus c) Ovid d) Propertius e) Livy.

61. The fetial priests were involved with this:  a) the making of the mola salsa  b) declaring war  c) blessing the fleet  d) wrapping the feet of the god Saturn during the Saturnalia  e) building altars to the various gods.

62. In 186 BC, the Romans tried to suppress a cult centered on this divinity:  a) Apollo  b) Bellona  c) Bacchus  d) Romulus  e) Mithras.

63. The *manes* were the  a) collection of grains given to Ceres  b) spirits of the dead  c) stones that made up the city walls  d) magistrates concerned with the business of foreigners  e) oracles.

64. Every Roman household had *penates*, that is,  a) slaves b) household gods c) a set of rules d) genealogical tables e) rooms for clients to spend the night in.

65. At this lake in 217 BC, the Roman army, including the consul Flaminius, was annihilated by the Carthaginians:  a) Trasimene  b) Pescara  c) Ormo  d) Alike  e) Lugano.

66. This emperor’s reign early on was influenced by his mother Agrippina and his tutor Seneca.  a) Claudius  b) Tiberius  c) Nero  d) Otho  e) Galerius.

67. This emperor introduced a golden age of Rome by rebuilding temples and supporting the arts.  a) Galba  b) Augustus  c) Septimius Severus  d) Caligula  e) Domitian.

68. With the help of foreign astronomers, especially Egyptian, this Roman leader revised the calendar.  a) Vitellius  b) Varro  c) Julius Caesar  d) Constantine  e) Nerva.

69. This emperor decreed Christianity to be the official religion of the Roman empire.  a) Vitellius  b) Varro  c) Julius Caesar  d) Constantine  e) Nerva.

70. The name of Marius is most associated with this person.  a) Octavian  b) Trajan  c) Remus  d) Tarquin the Proud  e) Sulla.

71. He received a message that the oracle of Delphi was out of business:  a) Croesus  b) Socrates  c) Caligula  d) Caesar  e) Julian the Apostate.

72. When the oracle tells king Acrisius that his daughter Danae would give birth to a male heir who will bring about the king's demise, he  a) attempts to thwart fate by imprisoning his daughter, Danae, in an underground vault  b) murders his daughter, Danae  c) abdicates the throne  d) forces his daughter to marry her brother  e) sends Danae to Crete to be eaten by the Minotaur.
73. What caused Vergil's vision of the underworld to be more optimistic than that of Homer? a) mystery religions  b) Christianity  c) it was a new view of the afterlife being promoted by the Roman senate  d) the closer bond among parents and children among the Romans as compared to the Greeks  e) the effects of the war with the Carthaginians.

74. Which of the following best describes the principle of *lex talionis*? a) trial by jury  b) stay of execution  c) an eye for an eye  d) political asylum  e) the right to rebuttal.

75. What was the nationality of most Roman kings? a) Etruscans  b) Greeks  c) Trojans  d) phoenicians  e) Spaniards

76. What great Roman leader was a member of the First Triumvirate? a) Cicero  b) Virgil  c) Julius Caesar  d) Augustus  e) Romulus

77. Who was the founder of Rome? a) Jupiter  b) Romulus  c) Remus  d) Aphrodite  e) Aeneas

78. What years did the Roman Republic span? a) 753-508 BC  b) 508-30 BC  c) 500 BC – 500 AD  d) 275-146 BC

79. Who did the Roman fight in the Punic Wars? a) the Parthians  c) the Phoenicians  d) the Britons  e) the Carthaginians

80. What Roman general conquered Hannibal? a) Zama the Great  b) Scipio Africanus  c) Pompey the Great  d) Crassus  e) Julius Caesar

81. What was the first pair of generals who started the Roman Civil War? a) Marius & Sulla  b) Pompey & Caesar  c) The Gracchi Brothers  d) Marc Antony & Augustus  e) Cicero & Antony

82. What was the Social War about? a) Roman clients demanding more benefits.  b) The Italian cities wanting more voting rights.  c) Roman slaves rebelling and seeking their freedom.  d) Roman aristocrats resisting the redistribution of land.

83. Who was the first Roman emperor? a) Julius Caesar  b) Augustus Caesar  c) Tiberius  d) Nero

84. What was the first and most important Roman road ever built? a) Via Appia  b) Via Flaminia  c) Via Egnatia  d) Via Salaria

86. What were the Gracchi brothers known for?
   a) Their determination to pass a law for the redistribution of land.
   b) Their assassination by Roman aristocrats.
   c) Their mother Cornelia.
   d) All of the above.
   e) None of the above.

87. What happened at the battle of Actium?
   a) Julius Caesar defeated Pompey the Great.
   b) Pompey was decapitated.
   c) Octavian defeated Marc Antony.
   d) Marc Antony defeated the Parthians.
   e) Cleopatra seduced Julius Caesar.

88. Who was Spartacus?
   a) a slave  b) an aristocrat from Greece  c) a tribune of the people
   d) a senator  e) a Roman general

89. What was the topic of Vergil’s *Aeneid*?
   a) the foundation of Rome  b) the story of Rome told in the manner of Homer  c) the Roman Civil War  d) the feats of Aeneas in battle against the Greeks  e) the achievements of Caesar Augustus

90. Who introduced the proscriptions as a means of obliterating one’s political opponents?
   a) Marius  b) Sulla  c) Julius Caesar  d) Caesar Augustus  e) Nero

WHAT DO YOU PLAN TO DO AFTER YOU GRADUATE?
<table>
<thead>
<tr>
<th>GRANDES EPOQUES HISTORIQUES ou ARTISTIQUES, VESTIGES et le LEGS DE CES EPOQUES; PHENOMENES DU MONDE MODERNE ET FRANCOPHONE</th>
<th>REPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. La période historique</td>
<td>a) Chartres et Notre Dame</td>
</tr>
<tr>
<td>2. Les vestiges romains en France</td>
<td>b) Chambord et Amboise</td>
</tr>
<tr>
<td>3. L’exemple de l’architecture médiévale en France</td>
<td>c) La prise de la Bastille le 14 juillet 1789</td>
</tr>
<tr>
<td>4. Les cathédrales du Moyen-Age</td>
<td>d) L’assainissement (les cimetières); les rues principales pavées</td>
</tr>
<tr>
<td>5. L’apport de Philippe-Auguste au renouveau de Paris</td>
<td>e) Les arenes, les amphitheatres, les aqueducs</td>
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<tr>
<td>6. Les exemples de l’architecture de la Renaissance en France</td>
<td>f) La perte des territoires d’outre-mer (le Traite d’Utrecht), la mauvaise gestion du pays (XVIIe siècle)</td>
</tr>
<tr>
<td>7. L’apport de Fran ois Ier à l’image de la France</td>
<td>ff) Expulsées de la Nouvelle France (le Canada) par les Britanniques en 1755, ils se sont refugées en Louisiane</td>
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<tr>
<td>8. L’apport d’Henri IV à l’image de Paris</td>
<td>g) Le Louvre comme forteresse</td>
</tr>
<tr>
<td>9. Le protestantisme</td>
<td>h) L’amenagement ou la construction des chateaux de la Loire</td>
</tr>
<tr>
<td>10. Les explorations de Samuel de Champlain</td>
<td>i) Le fondateur de la ville de Quebec au Canada (la Nouvelle-France)</td>
</tr>
<tr>
<td>11. Les Cadiens</td>
<td>j) Le chateau de Versailles</td>
</tr>
<tr>
<td>12. L’apport de Louis XIV à l’architecture du XVIIe siècle</td>
<td>k) Les grottes de Lascaux</td>
</tr>
<tr>
<td>13. Les grands mouvements de pensée à l’époque de Louis XIV</td>
<td>l) Le classicisme; les salons; la preciosite; le jansenisme; le theatre et la philosophie</td>
</tr>
<tr>
<td>14. Les problemes causes par Louis XV et leurs consequences pourle developpement de la France</td>
<td>m) L’antisemitisme, 1894-1906; « J’accuse » d’Emile Zola</td>
</tr>
<tr>
<td>15. La fin du regne de Louis XVI</td>
<td>n) La dictature de Napoleon III; la Commune de Paris</td>
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<tr>
<td>16. La Revolution Fran aise</td>
<td>o) Le Pont-Neuf, La Place Royale(= La Place des Vosges)</td>
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<tr>
<td>17. La Terreur</td>
<td>p) L’expansionnisme, les guerres en Europe, la bataille de Waterloo</td>
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<tr>
<td>18. Les grands evenements de l’Empire</td>
<td>q) Monet - Renoir; la peinture dans la nature</td>
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<tr>
<td>19. La Restauration</td>
<td>r) Le retour des Bourbons au pouvoir (XIX: siExile)</td>
</tr>
</tbody>
</table>
20. La Monarchie de Juillet                    s) La langue africaine par/ée au Sénegal
21. La Deuxième République                     t) La chute de la royauté, en 1792, et l’instauration de la Ie République
22. Le Second Empire et sa fin                  u) Les massacres entre 1792 et 1794, la guillotine
23. L’impressionnisme                          v) La bataille de Verdun, 1916; l’Armistice /e 11 novembre 1918
24. La Troisième République                    w) 1848-1852 (la chute de la monarchie avant /e Second Empire)
25. L’Affaire Dreyfus                           x) La religion traditionnelle de l’Afrique noire, ses plantes, ses animaux et les phénomènes naturels ant une âme
26. La Première Guerre mondiale                 y) 1939-1944; le maréchal Pétain; le général de Gaulle; le débarquement des Allies (1944)
27. La Seconde Guerre mondiale                   z) Martin Luther, Jean Calvin, etc.
28. La négritude                                aaj 1830-1848; le « roi-citoyen » Louis-Philippe ; la monarchie constitutionnelle; les Orléanais /ascension de la grande bourgeoisie
29. L’animalement                                bb) L’école obligatoire, publique et /aique (Jules Ferry); la république parlementaire (1870-1940)
30. Le wolof                                     cc) Mouvement littéraire, philosophique et politique qui exprime la valeur de la personne/ité

LES GRANDES PERSONNALITÉS ET LEUR LEGS (qu’ont-ils- ou qu’ont-elles fait pour qu’on se rappelle d’eux ou d’elles?)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. Vercingétorix</td>
<td>a) L’Edit de Nantes</td>
</tr>
<tr>
<td>2. Jules César</td>
<td>b) Le Collège de France</td>
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<tr>
<td>3. Charlemagne</td>
<td>c) BrOée vive pour avoir voulu sauver la France; sanctifiée par la suite</td>
</tr>
<tr>
<td>4. Aliénor d’Aquitaine</td>
<td>d) Le massacre des protestants la nuit de la Saint-Barthélemy, en 1572</td>
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<tr>
<td>5. Philippe-Auguste</td>
<td>e) Legrand heros gaulois vaincu par Jules Cesar</td>
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<tr>
<td>6. Jeanne d’Arc</td>
<td>f) L’Empereur de l’Occident, unificateur d’Europe</td>
</tr>
<tr>
<td>7. François Ier</td>
<td>g) Il a conquis la Gaule en 52 av.J.C.</td>
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<tr>
<td>8. Jacques Cartier</td>
<td>h) La Terreur, periode de la Revolution Française</td>
</tr>
<tr>
<td>9. Catherine de Medicis</td>
<td>i) La charte de l’Université de Paris, au XIe siècle</td>
</tr>
<tr>
<td>10. Henri IV</td>
<td>j) l’épouse d’Henri II et mere de Richard Creur de Lion</td>
</tr>
<tr>
<td>11. Jules Mazarin</td>
<td>k) Le Premier Consul, l’Empereur de France</td>
</tr>
<tr>
<td>12. Rene-Robert Cavalier de la Salle</td>
<td>kk) Neveu de Napoleon Bonaparte; le Second Empire (1852-1870)</td>
</tr>
<tr>
<td>13. Armand Jules du Plessis, dit de Richelieu</td>
<td>l) Sa participation à la guerre de l’Indépendance américaine et sa contribution à la Révolution</td>
</tr>
<tr>
<td>No.</td>
<td>Personne</td>
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<tr>
<td>14</td>
<td>Louis XIV</td>
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<td>15</td>
<td>Louis XV</td>
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<tr>
<td>16</td>
<td>Louis XVI</td>
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<tr>
<td>17</td>
<td>Marquis de La Fayette</td>
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<td>18</td>
<td>Maximilien Robespierre</td>
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<td>19</td>
<td>Napoleon Bonaparte</td>
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<td>20</td>
<td>Toussaint Louverture</td>
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<tr>
<td>21</td>
<td>Napoleon III</td>
</tr>
</tbody>
</table>

**LES GRANDS AUTEURS (OU LES GRANDS TEXTES) DE LA LITTERATURE FRANÇAISE**

<table>
<thead>
<tr>
<th>No.</th>
<th>Auteur</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marie de France</td>
<td>a) L'épère des Essais; XVIe siècle</td>
</tr>
<tr>
<td>2</td>
<td>Chanson de Roland</td>
<td>b) L'auteur dramatique connu pour ses comédies (XVIe siècle)</td>
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<tr>
<td>3</td>
<td>Catherine de Pizan</td>
<td>c) Les sonnets sur l'amour de la Belle Cordière, femme poète de la Renaissance; XVIe siècle</td>
</tr>
<tr>
<td>4</td>
<td>Marguerite de Navarre</td>
<td>d) Philosophe et mathématicien du XVIIIe siècle; Les Pensees</td>
</tr>
<tr>
<td>5</td>
<td>François Rabelais</td>
<td>e) Écrivaine du Moyen-Age, Les Lais écrits en ancien français, XIIIe siècle</td>
</tr>
<tr>
<td>6</td>
<td>Michel de Montaigne</td>
<td>f) Auteur dramatique connu pour ses tragédies classiques et sa tragi-comédie Le Cid, XVIIe siècle</td>
</tr>
<tr>
<td>7</td>
<td>Pierre de Ronsard</td>
<td>g) Première écrivaine professionnelle; La Cité des Dames; XIVe- XVe siècle</td>
</tr>
<tr>
<td>8</td>
<td>Joachim du Bellay</td>
<td>h) Auteur classique connu pour ses tragédies-Phédre; XVIIIe siècle</td>
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<tr>
<td>9</td>
<td>Louise Labe</td>
<td>i) « Je pense, donc je suis » (Cogito ergo sum); XVIIIe siècle</td>
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<td>10</td>
<td>Jean-Baptiste Poquelin, dit Molière</td>
<td>j) La grande épopée médiévale pour honorer Charlemagne (Moyen Âge)</td>
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<td>11</td>
<td>Jean Racine</td>
<td>k) Gargantua et Pantagruel; XVIIIe siècle</td>
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<td>12</td>
<td>Pierre Corneille</td>
<td>l) La reine écrivaine, L’Heptameron, scieur de</td>
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<td>No.</td>
<td>Écrivain</td>
<td>Époque</td>
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<tr>
<td>13</td>
<td>Blaise Pascal</td>
<td>XVI ^2 siècle</td>
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<td>14</td>
<td>René Descartes</td>
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<td>15</td>
<td>Voltaire</td>
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<td>16</td>
<td>Denis Diderot</td>
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<td>17</td>
<td>Jean-Jacques Rousseau</td>
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<td>François-René de Chateaubriand</td>
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<td>19</td>
<td>Victor Hugo</td>
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<td>20</td>
<td>Honoré de Balzac</td>
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<td>21</td>
<td>George Sand</td>
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<td>22</td>
<td>Charles Baudelaire</td>
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<td>23</td>
<td>Gustave Flaubert</td>
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<td>24</td>
<td>Guy de Maupassant</td>
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<td>25</td>
<td>Stéphane Mallarmé</td>
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<td>26</td>
<td>Émile Zola</td>
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<td>27</td>
<td>Marcel Proust</td>
<td>aa) Écrivaine et philosophe féministe et existentialiste; Le Deuxième Sexe; XXe siècle</td>
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<tr>
<td>28</td>
<td>André Gide</td>
<td>bb) Écrivain français du XIXe siècle; le cycle des romans Les Rougon-Macquart</td>
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<tr>
<td>29</td>
<td>Jean-Paul Sartre</td>
<td>cc) Poète et homme politique d'origine martiniquaise, champion de la négritude; XIXe siècle</td>
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<tr>
<td>30</td>
<td>Simone de Beauvoir</td>
<td>dd) Romancier français, Les Faux-Monnayeurs, L'immoraliste... XIXe- XXe siècle</td>
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<tr>
<td>31</td>
<td>Leopold Sedar Senghor</td>
<td>ee) René, Atala, Memoires d'outre-tombe; l'engagement dans les affaires politiques; XVIIIe- XIXe siècle</td>
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<tr>
<td>32</td>
<td>Aime Césaire</td>
<td>ff) Écrivain français du XIXe siècle; La Comédie humaine; la critique sociale; le roman réaliste</td>
</tr>
</tbody>
</table>
Rubric for FLLT (Classics Programs) **Outcome 1**: Reading Knowledge at Intermediate level.

**Measure 1.2:** Exam assessment in 200-level (“Intermediate” for CL majors) and 400-level (“Intermediate High” for GR and LA majors) course demonstrates reading proficiency.

**Intermediate level (Adapted from 2012 ACTFL Proficiency Guidelines)**


**General Intermediate Characteristics (followed by specifics of each sublevel)**

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a simple story.

Intermediate-level readers are able to understand texts that convey basic information such as that found in relatively predictable stories and plays. These texts are non-complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, basic contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

**Intermediate High**

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures and writing conventions of the language.

**Intermediate Mid**

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

**Intermediate Low**

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of concrete topics, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.
RUBRICS FOR FLLT (French and German) and Spanish: 2.2, 3.1, and 3.2

A. Rubric for Outcome 2: Students demonstrate a broad understanding of the history and culture of the target language area(s)

Measure 2.2: Final exam/project in either French (331, 431), German (371, 372), or Spanish (364, 366) are basis for instructor to categorize at least 80% of students as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding”

<table>
<thead>
<tr>
<th>EXCEPTONAL</th>
<th>SATISFACTORY</th>
<th>DEVELOPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays exceptional understanding of key historical figures and events, and their sequential relationship with one another</td>
<td>Displays satisfactory understanding of key historical figures and events, and their sequential relationship with one another</td>
<td>Displays only superficial or less understanding of key historical figures and events, and their sequential relationship with one another</td>
</tr>
</tbody>
</table>

Exceptional understanding is 90% correct on exam or 90% of possible project score  
Satisfactory understanding is 70-89% correct on exam or 70-89% of possible project score  
Developing understanding is 69% or less correct on exam or 69% or less of possible project score

B. Rubric for Outcome 3: Students demonstrate critical thinking

Measure 3.1: Written assessment in 400-level class demonstrates ability to interpret and analyze ideas based on relevant contexts. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding”

| EXCEPTONAL (3 pts.) | SATISFACTORY (2 pts.) | DEVELOPING (1 pt.) |
1. Displays a number of insightful points from given information
   - Displays somewhat insightful points from given information
   - Rarely displays insightful points from given information

2. Fully discusses logical implications of topic
   - Discusses logical implications of topic somewhat
   - Seldom discusses logical implications of topic

3. Organizes evidence/arguments including various points of view/perspectives
   - Organizes evidence/arguments occasionally including more than one point of view/perspective
   - Seldom or never organizes evidence/arguments including more than one point of view/perspective

Averaging the rubric points per student, 80% of students sampled average at least 2.0

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C. Rubric for UG Outcome 3: Students demonstrate critical thinking

Measure 3.2: Literature course final exam demonstrates ability to synthesize various levels of complexity. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding”

<table>
<thead>
<tr>
<th>EXCEPTİONAL (3 pts.)</th>
<th>SATİSFAC TY (2 pts.)</th>
<th>DEVELOPING (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizes thesis with concrete, original development of ideas</td>
<td>Organizes thesis with concrete development of ideas, but little or no originality</td>
<td>Organizes thesis with only somewhat or little concrete development of ideas, no originality</td>
</tr>
<tr>
<td>2. Demonstrates appropriate overarching conclusions based on the whole discussion</td>
<td>Demonstrates somewhat appropriate conclusions based on most of or a portion of the discussion</td>
<td>Demonstrates a partial conclusion based on only a portion of the discussion</td>
</tr>
<tr>
<td>3. Thesis and purpose are clear to the reader</td>
<td>Thesis and purpose are fairly clear to the reader, little if any confusion</td>
<td>Thesis and purpose are not clear, confusion distorts the message</td>
</tr>
</tbody>
</table>
arises

Averaging the rubric points per student, 80% of students sampled average at least 2.0