



## Classical Studies Minor

### ASSESSMENT REPORT REMOTE/DISTANCE LEARNING ACADEMIC YEAR 2019 - 2020

**REPORT DUE DATE: December 4, 2020**

#### I. LOGISTICS

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##### 1. Identifying Information

**Name of Program:** Classical Studies

**Type of Program:** Minor

**Division:** College of Arts and Sciences

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**Submitted:** November 19, 2020

3. Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.

No changes have been made to the Curricular Map this year.

#### II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2019?

No changes have been made to the program mission statement this year.

##### **Mission Statement (Minor):**

The Classical Studies Program is an interdisciplinary program that provides knowledge and understanding of the language, history, and cultures of Ancient Greece and Rome. Students in the Classical Studies program will acquire the linguistic and analytical skills to draw meaningful connections between past and present with a historical perspective that enables them to be successful in their academic and professional endeavors, but also in service to others. By thinking multiculturally in historically grounded ways, students in

the program will develop an understanding of the Classical world as one of the foundations of a Jesuit education, and its evolution in modern intellectual traditions as a lens through which to explore a diversity of languages and cultures.

**2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019?**

No changes have been made to the program learning outcomes this year.

**PLOs (Minor):**

Students will:

1. develop an understanding of the ways in which ancient languages and literatures (in the original or in translation) reflect social and political institutions.
2. acquire knowledge of and integrate literary, historical, and archaeological evidence in order to develop and investigate cultural and historical questions from a multiplicity of perspectives.
3. recognize, articulate, and analyze the major intellectual, cultural, and institutional traditions in the Greek and Roman worlds, as well as their continuity and differences with the contemporary world.
4. analyze sources in writing and orally with a critical awareness of a plurality of meanings and perspectives.

### **III. REMOTE/DISTANCE LEARNING**

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**1. What elements of the program were adaptable to a remote/distance learning environment?**

Most of the elements of our program were fairly adaptable to remote/distance learning. Since our foundational classes (CLAS 110, 120, 130, 140) are mostly lecture-based, the instructors were able to combine recorded lecture segments with real-time discussion, supplemented by discussion boards for students who had to participate asynchronously. As Core C1 classes, assessment in these courses also transferred easily into remote/distance format, including short essays, group projects using google docs, and reading comprehension questions.

Similarly, the advanced language class is largely discussion-based, so we were able to conduct class synchronously, with students submitting written work in advance of each class and reviewing the material in real time. Assessments for this course are take-home, and we added in

a creative project and presentation as part of the final, in order to create different forms of engagement with the material.

In Spring 2020, the HONC 310 class also ran for the first time, and was able to meet largely synchronously, recording class sessions for one student who was abroad. Discussion shifted more towards Canvas discussions boards, enabling all students to participate equally without adding too much extra work to the course. Students posted and commented on content asynchronously, which we then integrated with discussion of assigned material in class. This was largely successful, though it required adjustment throughout the semester. We also altered the final assessment for this class, to invite students to incorporate the environment around them and take advantage of the remote format.

**2. What elements of the program were not adaptable to a remote/distance learning environment?**

The element of the program least adaptable to remote/distance learning was assessment in the introductory language classes. Because we test every day in LATN 101/102 on forms, syntax, and vocabulary, the format needed to be completely overhauled for a take-home format. After some research on online language pedagogy, we switch formats to emphasize composition, syntactical analysis, and translation. Student feedback was integral to this process, and suggests that the new format has been largely effective.

**3. What was the average proportion of synchronous versus asynchronous learning for your program or parts thereof? A rough estimate would suffice.**

For language classes, the proportion was and continues to be approximately 90% synchronous/10% asynchronous.

For CLAS 140 (Spring 2020) the proportion was approximately 50/50.

For CLAS 120 (Summer 2020) the proportion was approximately 60/40 synchronous.

For CLAS 110 (Fall 2020) the proportion is approximately 95/5 synchronous.

For CLAS 130 (Fall 2020) the proportion is approximately 90/10 synchronous.

**4. For what aspects of learning is synchronous instruction effective and for which ones is asynchronous instruction more effective?**

Synchronous instruction is far more effective for seminar discussions and language instruction. Asynchronous discussion boards, group projects, and recorded mini-lectures can offer different modes of engagement that help students learn in the times and environments that work best for them.

**5. As remote/distance learning continues in the current environment, what changes has the program instituted based on experiences with remote instruction?**

We will continue to integrate different assessment structures and types of projects into our courses throughout Spring 2021. In the courses in translation in particular, we have found more opportunities for close reading exercises and online quizzes. Additionally, we are compiling recorded mini-lectures on specific topics as a permanent resource for CLAS classes going forward.

**OPTIONAL ADDITIONAL MATERIALS**

<b>Course Code</b>	<b>Title</b>	<b>PLOs</b>	<b>Methodology</b>
CLAS 130	Self and State in Ancient Rome	1, 2, 3, 4	literature in translation
CLAS 140	From Athens to Alexander	1, 2, 3, 4	literature in translation
CLAS 110	Ancient Epic	1, 3, 4	literature in translation
CLAS 120	Mythology	1, 3, 4	literature in translation
CLAS 220	Pop Culture in the Ancient World	1, 2, 3, 4	literature in translation
HONC 310	Satire from Athens to SNL	1, 2, 3, 4	literature in translation
HONC 313	Sport & Spectacle	1, 2, 3, 4	literature in translation
LATN 101	Language in Ancient Rome	1, 2	language
LATN 102	Language and Power	1, 2	language
LATN 301	Love & Friendship in Ancient Rome	1, 2	language
LATN 301	Cicero's Rome	1, 2	language
GREK 101/102	Intensive Greek	1, 2	language
THRS 315	Greek and Roman Religion	1, 2, 3, 4	literature in translation
THRS 320	Pagans, Christians, and Jews	1, 2, 3, 4	literature in translation
ARTM 318	Roman Art	2, 3, 4	

HIST 311	The Classical Mediterranean World	2, 3, 4	literature in translation
HIST 312	The Roman Empire	2, 3, 4	
PHIL 211	Ancient Philosophy	3, 4	literature in translation
PHIL 310	Ancient and Medieval Philosophy	3, 4	literature in translation