

Judaic Studies **Assessment Plan**

Mission Statement

The Judaic Studies Department is committed to rigorous, critical and serious teaching and research about Jewish civilization. Born in the ancient Middle East, Jewish civilization has flourished in a variety of forms in many places for more than three thousand years. The department's course offerings and programs reflect the chronological scope and geographic diversity of the Jewish experience, with particular strength in the fields of intellectual, religious and social history, founded on analytic study of primary sources. Courses on Hebrew and Yiddish promote access to broad Jewish literature that is also studied in translation, while students are urged to study Arabic, Spanish and other languages that facilitate access to primary sources. The department also actively seeks to promote study of the many Jewish communities of Brooklyn.

Program(s) Goals, Objectives, and Outcomes

GOALS AND OBJECTIVES

A. Knowledge Bases

Students should:

1. develop ability to understand and analyze primary and secondary sources relating to Jewish history and culture
2. develop understanding of primary and secondary sources within cultural, social, historical, scientific, psychological, and political contexts
3. understand and use historical terminology relating to Jewish history and culture
4. learn to identify historical periods
5. understand the significance of language, both oral and written, within Jewish history and culture
6. develop understanding of interrelation of language, culture, and society
7. learn a variety of approaches relating to Jewish history and culture
8. understand cross cultural influences
9. master basic concepts central to Judaism and the experience of the Jews

B. Academic Skills

Students should:

1. be able to reason, think critically, evaluate, use evidence, and make judgments
2. be able to write clearly
3. be able to use the library
4. understand the ethics of research and writing, including the proper citation in footnotes and bibliography

5. develop use of oral historical techniques

C. Social and Personal Skills

Students should:

1. learn to be self-reflecting
2. develop ability to work cooperatively
3. engage in civil debate
4. develop respect for both intellectual and cultural diversity

OUTCOMES

- response papers
- journals
- analytical papers
- research papers
- in-class essays
- in-class presentations
- subject tests, ranging from small, informal quizzes, to mid-terms, final exams
- discussion

ASSESSMENT CRITERIA

A. Evaluation Criteria for Class Participation:

Class participation is judged on how students engage the text, each other, and the professor. Students are expected to complete the required reading for any given session and to come to class prepared to participate.

B. Evaluation Criteria for Written Work:

The A Paper

The A paper has a solid thesis which reflects awareness and mastery of the relevant primary and secondary sources. It shows analytical skills to interpret the primary material. The writing is well paced, well organized, and grammatical. It also has proper footnoting as well as a comprehensive bibliography.

The B Paper

The B paper is lacking one or more major elements of the A paper.

The C Paper

The C paper is lacking many major elements of the A paper.

The Unsatisfactory Paper

The D or F paper lacks all of the elements of the A paper.

Assessment Cycle:

Goal/Objective to be assessed	Year	Method	Results/Data	Student Work Samples
Research Methods ?	Spring 2005	Senior Thesis (Scored by Rubric?)	Spring 2005 2 above 2 middle 2 below	On File in Department
Research Methods ?	2005-06	Senior Thesis (Scored by Rubric?)	Fall 2005: 3 above 5 middle 5 below Spring 2006: 1 above 0 middle 3 below	On File in Department
Research Methods ?	Fall 2006	Senior Thesis (Scored by Rubric?)	Fall 2006: 2 above 1 middle 2 below	On File in Department

Departmental Process for Analyzing and Sharing Assessment Results

The department holds an annual meeting in the spring devoted to the discussion of assessment results and the general pattern of the strengths and weaknesses of the current graduating class relative to the department's published mission, goals, objectives and standards. These discussions are the basis for the implementation of changes designed to improve student learning.