

This cover page must be completed and accompany each proposal.

Department: _____ Instructor: _____

Course subject and number: _____ Cross listing: _____

Course title: _____

Attached course syllabus should include:

- Rationale for General Education Requirement(s)
- Course objective
- Organization of course content
- Course requirements
- Grading Policy
- Disability Resource Services statement
- Academic Integrity Policy statement
- E-mail Communication Policy statement
- TurnItIn statement (if this service will be used in the course)
- Office Hours

Please include any additional information about the content, goals, or methods of the course that may be relevant.

Please check the General Education Requirement(s) requested

- | | |
|---------------------------------------|---|
| ___ Seminar in Composition | ___ Social Science |
| ___ Writing (W-Designated) Courses | ___ Historical Analysis |
| ___ Quantitative and Formal Reasoning | ___ Natural Sciences |
| ___ Second Language | Global Awareness and Cultural Understanding |
| ___ Diversity | ___ Global Issues |
| ___ Literature | ___ Geographic Region |
| ___ The Arts | ___ Cross-Cultural Awareness |
| ___ Creative Work | |
| ___ Philosophical Thinking or Ethics | |

Number of General Education Requirements requested: _____ (limit 3)

Include an assessment matrix for each General Education Requirement requested. Hence, multiple matrices may be required.

RATIONALE Classics Department

CLASS 1640: Think Like a Roman Fall 2020; Enrollment Limit 15; 3 credits; letter grade with S/N option

Instructor: Ellen Lee

Course Description:

The course explores the ancient world through the lens of cognition, examining a variety of socio-historical topics, like emotion, spatial and temporal perception, color cognition, and memory and mnemotechnics, as viewed through ancient literature and modern research in cognitive psychology. Through written assignments and group discussion, students practice interpreting psychological research and Classics scholarship that looks at ancient texts through the lens of cognitive science. In addition to studying ancient cognition, students reflect on their own learning, while engaging with research on metacognition to develop evidence-based practices for improving their writing and study habits. This course is designated as a Writing Intensive course, and students will conduct an independent research project that applies cognitive methods to ancient literature, history, or art.

We request approval for this course for the GER Philosophical Thinking/Ethics division attribute and the Writing Intensive attribute. The required documentation for both attributes is contained in this file.

General Education Requirements sought: Philosophical Thinking or Ethics

The course submitted here, Think Like a Roman (to be offered initially for 15 students), is an upper-level, writing-intensive undergraduate seminar for Classics majors. The course explores the ancient world through the lens of cognition, examining a variety of topics, like emotion, spatial and temporal perception, color cognition, and memory and mnemotechnics, as viewed through ancient literature and modern research in cognitive psychology. This theme was chosen because of its broad appeal to students and to allow direct comparison between ancient and modern modes of thinking about thinking. Through weekly reading assignments of both primary and secondary sources, students will engage in close and critical reading of ancient and modern theories of knowledge, learning, writing, and reading; of the physical and mental processes of memory and emotion; and of mental and physical health. For example, students will engage with Seneca's stoic philosophy, analyzing his model for anger's physical and mental processes, while also comparing his understanding of these emotional processes to models of emotion in modern psychology. In this course, students explore recent scholarship in the emerging discipline of cognitive humanities, to which they contribute substantively by building an independent and innovative research project that breaks ground in applying cognitive psychology to ancient literature and history. In addition to studying ancient cognition, students will reflect on their own learning, while engaging with research on metacognition to develop evidence-based practices for improving their writing and study habits. In this course, students engage in critical inquiry into the nature of thought, knowledge, and cognition on a number of levels, so that their research has relevance for understanding both the ancient world and their own.

General Education Requirements sought: Writing (W-designated) Course

The course was chosen because of its broad appeal to students and to allow direct comparison between modes of writing and researching in the fields of Classics and Cognitive Psychology. In addition to studying ancient cognition, students will reflect on their own learning, while engaging with research on metacognition to develop evidence-based practices for improving their writing and study habits. Furthermore, the course was designed to address a gap in Classics current curriculum, namely the paucity

of W-designated courses, and considerable attention will be paid to the development of critical research and writing skills.

As is clear from the syllabus and the rationale, writing and revision are thoroughly integrated into the course right from the beginning and continue throughout the term in conjunction with the reading, discussion, and critical analysis of literary texts. The students will participate in a full and demanding regimen of writing-and-revision activities, among which are:

- writing workshops
- peer review, instructor review, and self-evaluation of work
- meetings with instructor to discuss a variety of sources of feedback
- guidance in the conduct of research: critical reading workshop, library workshop, development of topic, construction of bibliography

Through these activities the students will develop their skills in clear and precise expression, organization of argument, critical interpretation and the structuring of an extended piece of expository prose; moreover, the presentation of their papers at the end of the term will give them experience in the oral communication of thesis, evidence and argument, and conclusion. Through regular class discussion of readings students will learn how writing in the disciplines of Classics and Cognitive Psychology is done and actively participate in constructing their own disciplinary discourse in the form of a research paper. The role of writing and revision is clearly explained in the instructions for the different types of assignments, in the rubrics for grading them, and in the schedules for their completion; in the course materials students are given clear guidance and deadlines for the timely completion of each task in the writing of the paper. At the end of the course the students will not only have improved their skills in doing research and writing a substantial paper, they will also have experienced the power of revision, through discussion and critique, in refining their ideas and improving their expression of those ideas.

Students will engage in three different types of writing:

Journals: Weekly journal entries, due at the end of every week (except weeks during which another assignment is due), encourage close reading, analysis, and metacognitive development. About half of the journal prompts require engagement with course readings, blog posts, or news articles relevant to the course, allowing students to delve deeper into course material in a low-stakes writing environment. The other half of the journal prompts give space for students' metacognitive evaluation of their own writing experiences and goals; these include post-writing exercises for the essays which require students to reflect on their writing and plan strategies for revision. Each journal entry (of which there are about 8) constitutes 1-2 pages of writing.

Brief essays: Two brief essays (3-4 pages each) are paired with in-class workshops to allow students to build up analytical skills for research in the disciplines of Classics and Cognitive Psychology, which will be required for their final paper. Both essays will allow students to develop a critical skill for reading scholarship and analytical writing: differentiating between summary and analysis. After completing both essays, students will choose to revise either Essay 1 or Essay 2, developing it further by incorporating evidence from primary sources and extending its length to 5-6 pages.

Schedule for brief essays:

Week 1: The assignment for Essay 1 is introduced and discussed in class, along with a discussion of students' previous experiences in writing.

Week 3: Writing instruction before the first essay includes a workshop called "How to Read Classics Scholarship," and the first essay will require students to complete a summary and an analysis of a scholarly article that looks at ancient texts through the lens of Cognitive Psychology.

Week 4: The assignment for Essay 2 is introduced and discussed in class. As part of their journal, students will complete a post-writing exercise to reflect on their process for writing Essay 1, as well as set goals for what they would like to improve on in Essay 2.

Week 6: Another in-class workshop called “How to Read Cognitive Psychology Scholarship” precedes the second essay, which will require students to complete a summary and analysis of a scholarly article that describes a psychological study.

Week 7: The assignment for the Essay Revision is introduced and discussed in class. As part of their journal, students will complete a post-writing exercise to reflect on their process for writing Essay 2, as well as set goals for what they would like to improve on in their revision.

Week 9: Students will revise either Essay 1 or Essay 2, developing their arguments further by incorporating evidence from primary sources.

Final Paper: Students will engage in the in-depth exploration of a topic that combines analysis of ancient primary sources and research in both Classics and Cognitive Psychology, producing a 8-10 page research paper.

Schedule for Final Paper:

Week 7: The assignment for the Final Paper is introduced and discussed in class, and a list of possible topics will be distributed. Students will be encouraged to begin to meet with the instructor to begin working on topics.

Week 10: Students will submit a paper proposal, which will be discussed and evaluated during individual meetings between students and the instructor.

Week 11: Annotated bibliographies are submitted by students; they will be evaluated on a pass/no-pass basis by the instructor within a week. Students whose annotated bibliographies receive a no-pass score will be required to revise and resubmit their bibliographies.

Week 12: One class day this week will be devoted to an in-class workshop on developing and revising a thesis. Students will bring a draft thesis to workshop in class with their peers and the instructor. As part of their journal, students will review several types of rubrics and write a reflection on the purpose and use value of a rubric. The instructor will use their responses to finalize the rubric for the final paper.

Week 13: One class day this week will be devoted to an in-class peer review workshop, for which students will bring a 6-8 page draft of their final paper. Each student will be given a rubric for peer- and self-evaluation and assigned one of their peers’ drafts to review during class. Students will be evaluated on the quality of their critique and the depth of reflection in their self-evaluation. Along with the peer review exercise, the draft will also be submitted to the instructor. Students will meet individually with the instructor this week to discuss the feedback on their work (from both the instructor and their peers) and strategies for incorporating this feedback into the final version of their paper.

Week 15: Students will present a brief (10 minutes), engaging, and insightful introduction to the specific subject addressed in their research papers. Each student in the audience will be given an evaluation rubric and will be asked to critique the presentations. The rubrics will be collected after each presentation. Rubrics will be carefully read to assess the quality of each student's feedback, then the feedback will be collated and sent electronically to the students so that the reviewers can remain anonymous.

Finals Week: Final research papers are due and will be returned with comments electronically.

Revision: A considerable portion of the course will be devoted to revision. The revision schedule is as follows:

Week 4: Essay 1 Post-Mortem in class and Post-Write journal assignment, to allow students to reflect on their process for writing Essay 1, as well as set goals for what they would like to improve on in Essay 2

Week 7: Essay Revision assignment introduced and discussed in class. Essay 2 Post-Mortem and Post-Write journal assignment, to allow students to reflect on their process for writing Essay 2, as well as set goals for what they would like to improve on in their Essay Revision.

Week 9: Students will revise either Essay 1 or Essay 2, developing their arguments further by incorporating evidence from primary sources.

Week 11: Annotated bibliographies submitted by students; to be evaluated on a pass/no-pass basis by the instructor within a week. Students whose annotated bibliographies receive a no-pass score will be required to revise and resubmit their bibliographies.

Week 12: In-class workshop on developing and revising a thesis. Students will bring a draft thesis to workshop in class with their peers and the instructor. We will also discuss the basics of writing a research paper, including how to write an analytical question, how to formulate and revise a thesis, how to write an introduction, how to structure an argument, and how to write an effective conclusion.

Week 13: In-class peer review workshop, for which students will bring a 6-8 page draft of their final paper. Students will read another student's draft and respond to comments on their own writing in a peer review exercise. Students will also meet individually with the instructor this week to discuss the feedback on their work (from both the instructor and their peers), as well as their self-evaluations, and strategies for incorporating this feedback into the final version of their paper.

Week 15: Students will receive feedback from the instructor and their peers on their paper presentation and will incorporate pertinent feedback into the final version of their paper.

Finals Week: Final papers are due and will be returned with comments electronically.

Writing Activities: The following writing-related in-class activities will take place throughout the semester:

Week 3: In-class workshop called "How to Read Classics Scholarship"

Week 4: Essay 1 Post-Mortem: discussion of articles and metacognitive strategies for writing/revision

Week 6: In-class workshop called "How to Read Cognitive Psychology Scholarship"

Week 7: Essay 2 Post-Mortem: discussion of articles and metacognitive strategies for writing/revision

Week 10: Library Workshop. Students will meet in Hillman Library to become acquainted with the library and learn more about research resources and strategies. We will also discuss how to find sources, particularly in the fields of Classics and Cognitive Psychology, and how to write an annotated bibliography.

Week 12: Thesis Workshop. Students will bring a draft of a thesis to workshop with peers and the instructor during class. We will also discuss the basics of writing a research paper, including how to write an analytical question, how to formulate and revise a thesis, how to write an introduction, how to structure an argument, and how to write an effective conclusion.

Week 13: Peer Review Workshop.

Week 15: Paper presentations.

CLASS 1640: THINK LIKE A ROMAN
LOCATION/TIME: TBA

Instructor Information:

Ellen Cole Lee
ellen.lee@pitt.edu

Office Hours: TBA

Course Description:

In this course, we'll explore the ancient world through the emerging field of cognitive humanities, discussing a variety of socio-historical and literary topics, such as spatial and temporal perception, color cognition, emotion, and conceptions of memory, as viewed through ancient literature and modern research in cognitive psychology. We'll also investigate research on metacognition to develop evidence-based practices for improving our writing and study habits.

In this cognitive history course, we'll consider how the ancient Greeks and Romans thought, in two ways. One, we'll explore how ancient people wrote about their own cognition, that is, how they thought they acquired, organized, and processed knowledge. Two, we'll consider how research in cognitive science can give us insights into the minds of the ancient Greeks and Romans. To do so, we'll consider the following questions (and more):

- Can ancient Roman memory techniques help you pass your exams?
- Can Stoic philosophy really help you control your emotions?
- Why did Socrates think that writing made you bad at learning?

Course Objectives:

Skills: By the end of this course, you will be able to:

- understand and interpret research in the disciplines of Classics and Cognitive Psychology
- evaluate ancient literature through the lens of modern psychological research
- articulate clearly, both in discussion and in written assignments, how cognitive psychology may shed light on ancient experiences
- make clear, concise, and convincing arguments in writing, using evidence from primary and secondary sources

Content: By the end of this course, you will demonstrate:

- knowledge of ancient culture and history gleaned from primary and secondary sources
- knowledge of modern research in cognitive psychology and the science of learning
- a broader understanding of lived experiences in the ancient world

Course Materials:

All course materials will be distributed in class and/or posted on Blackboard.

Course Assessments:

Participation and Attendance: 20%

Each member of this class plays a key role in its daily functioning. As a member of the classroom community, you are expected to attend class on time, prepare reading assignments thoroughly, and participate actively in class.

Attendance: Daily attendance is essential. If you are unable to attend class, you should send me an email beforehand (or as soon as is reasonably possible, if it is an emergency) *and* come by during my office hours within one week of your absence. If your absence is a non-emergency (e.g., a religious holiday, a university-sponsored event), you should notify me by email at least one week in advance. If you anticipate being absent for two or more classes in a row (due to a serious illness, for example), please do your best to keep in touch with me, and we will make a plan to keep you on track in the course.

Participation: By enrolling in this course you have committed yourself to the community of the classroom and to being a good citizen of that community. Engaging in the classroom community includes:

- preparing for class by completing all assigned readings (and the other tasks listed below)
- responding thoughtfully to in-class writing exercises or discussion prompts
- asking questions about material you don't understand
- responding respectfully when others ask questions
- working with the rest of the class (whether as a whole or in small groups) to answer questions related to the course material

You must be both physically and intellectually present to participate effectively in the classroom community. If you choose to engage in activities that are not appropriate for class and/or are distracting to others in the class (including, but not limited to, tardiness; texting/checking email; falling asleep; doing work for other courses; doing work for this course instead of preparing it outside of class), you are violating the principles of the classroom community and interrupting your own and others' learning.

In addition to the assignments listed on the schedule below, you should prepare for class by completing the following tasks:

- taking and reviewing notes on readings, which will help you participate in discussion and/or complete writing exercises in class
- contributing, when required, to online discussion, wikis, or quizzes on our course Blackboard site - Any required online discussion, wiki, or quiz assignments will be announced via email and must be completed by the beginning of class on the due date.
- working to figure out the best strategies for you to synthesize new material
- coming up with questions to ask in class or office hours

Nota bene: If you must miss class due to a religious holiday, certain university-sponsored events, or serious/extended illness, your attendance/participation grade will not suffer, as long as you follow the procedures above, informing me of your absence in advance and visiting my office hours following your absence.

Discussion Facilitation: 10%

Each student, working with a partner, will facilitate classroom discussion two times during the course of the semester. On these occasions, you will prepare discussion questions based on one or more readings and lead the group in discussion however you choose (e.g., you may break students into small groups, have students respond to a related video or visual art, lead students in a game or exercise, etc.). Your grade for this assignment will be determined by the effort you put forth in both your discussion facilitation and your responses when other students facilitate discussion, as well as a self-evaluation.

Weekly Journals: 20%

In weekly journal entries, you'll respond to and reflect on course readings, news articles, your own writing and participation in class, and other relevant aspects of the course. These low-stakes writing assignments will not be graded as formal academic writing, but instead according to the amount of effort

and thought put into them. Journals will be kept through the Journal function on Blackboard; we'll discuss how to use the Journal function and formatting standards, etc. in class. (If you find another journaling medium, like a handwritten notebook or a blog, more useful for your learning, let me know and we'll discuss how to make it work for this course.) Each journal entry should be about 1-2 pages in length, and you should complete each week's journal entry by noon on Friday.

Short essays: 25%

Two brief essays (3-4 pages each) will require you to read, summarize, and analyze scholarship in the fields of Classics and Cognitive Psychology, which will build up the interpretative skills you will need for your final paper. Detailed essay topics and guidelines will be distributed at least two weeks in advance of the due date.

Essay 1, Analyzing Cognitive Methods in Scholarship: For the first essay, you will read, summarize, and analyze a scholarly article in the field of Classics that makes use of cognitive methods. Due Sept. 11.

Essay 2, Interpreting Cognitive Research: For the second essay, you will read, summarize, and interpret a psychological study. Due Oct. 2.

Essay Revision: You will revise EITHER Essay 2 or Essay 3, further developing your arguments and extending the length of the essay to 4-5 pages. Due Oct. 23.

Final paper: 25%

A research paper (8-10 pages) will require you to build an argument, drawing upon secondary scholarship, as well as primary sources. The paper assignment will be divided into four parts:

Paper proposal - You will submit a brief (approx. one page) proposal of your paper topic. This proposal does not need to be especially detailed or propose a thesis, but it should give an idea of the questions you want to explore and the sources you want to use as you build your argument. After submitting the proposal, each student will schedule a one-on-one meeting with me to discuss the paper. Due during individual meetings in Week 10.

Annotated bibliography - You will submit an annotated bibliography with at least 5 entries of secondary scholarship (books or articles) that you will cite in your paper. Each bibliographic entry should be accompanied by a brief (approx. one paragraph) description of the main point of each source and how it relates to your argument. Due Nov. 6.

Peer review - You will bring a full draft (6-8 pages) of your paper to class to exchange with a partner. You will read each other's papers and complete a peer-review worksheet to give constructive feedback on your partner's thesis, argument structure, and use of evidence. Peer Review Draft due in class Nov. 17.

Final paper - Final Paper, along with self-evaluation, due during finals week

Notes on Assessment:

After completing each formal written assignment and discussion facilitation, you will submit a self-evaluation, in which you will be asked to reflect on your work. The object of this self-evaluation is to foster metacognitive tools for taking charge of your own learning.

As this is a Writing Intensive course, a large part of the work will focus on improving your writing skills. To help you improve, I will give timely written feedback on all formal written assignments, including any drafts you may submit. However, this feedback will necessarily be brief and should be considered merely the beginning of a conversation about your work. I encourage you to visit me in office hours (or make an appointment) to discuss how we can work together towards improving your writing.

Course Policies:

Policy on Late Work: Written assignments and journal entries are due at noon on Fridays (unless otherwise noted in the syllabus). You may contact me at least 12 hours in advance to request a no-questions-asked 24-hour extension for any written assignment, *except the final draft of the final paper*. If you need more time or if you fall behind on several assignments in a row, you must meet with me to make a plan for submitting assignments. If you do not make an arrangement for an extension in advance, late assignments will incur a penalty of 5% per day.

Definition of Workload per Credit Hour: This course is equivalent to three semester hours. The University of Pittsburgh complies with federal regulations defining the credit hour. For each credit hour awarded, students are expected to complete no fewer than three hours of combined instructional time and out-of-class work per week. You should plan on spending two hours outside of class for every hour you spend in class (i.e., 6 hours per week, in addition to the 3 hours a week spent in class.)

Email: I will frequently communicate important information via email. Keep in mind that I may not have time to discuss all announcements during class, so it is especially important to read emails *thoroughly*. You are responsible for any course information sent via email. Feel free to email me with questions or concerns about the course. Keep in mind, however, that instructors are often on a tight schedule. I cannot always guarantee responses to emails in less than 24 hours. Please plan accordingly.

Blackboard: On our course Blackboard site, you will find the course syllabus, assignments, journal, announcements, readings, resources (including handouts, etc.), and gradebook.

Drop-In Office Hours: I encourage you to visit me during my scheduled office hours. Office hours provide students with additional opportunities to review or ask questions about the class discussions and assignments. This time is specifically reserved for you, and you can drop in, without an appointment, at any time during my scheduled office hours. Of course, if it is not possible to meet me during office hours, I am happy to arrange another time to meet with you if you let me know in advance.

Whether for this class or another, visiting faculty office hours is important. Pitt faculty encourage students to visit office hours so we might learn about you as a student and as a person. In addition to talking about class material and assignments, you may find we share common interests! Faculty might also be able to inform you about campus programs and activities or other opportunities like fellowships and scholarships. A professor who knows their students writes better letters of recommendation. Successful students make time to go to their professors' office hours. All Pitt faculty are required to have office hours posted on their office door. If you cannot make your professor's scheduled office hours, contact your professor to set up an appointment.

Academic Honesty:

All members of the Pitt community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. Academic dishonesty is a serious offense against the community and represents a significant breach of trust between professor, classmates, and student. Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and to include attribution for any ideas or language that is not their own. Academic dishonesty may include cheating on exams or homework, plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments.

Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz or exam will be imposed. View the complete policy at www.cfo.pitt.edu/policies/policy/02/02-03-02.html.

Statement on Classroom Recording:

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion, and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Campus Resources:

Office of Disability Resources and Services

If you have (or think you may have) a physical, mental or learning disability, either hidden or visible, which may require classroom, test-taking, or other reasonable modifications, contact the Office of Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit <http://www.studentaffairs.pitt.edu/drs/students/>.

If you need accommodations for this course, please contact me privately so that we can review your accommodations together and discuss how best to help you achieve equal access in this course this semester. Please do so as early in the semester as possible; I cannot guarantee alternate arrangements if you wait until later in the semester to request them.

Title IX Statement

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination.

Confidential resources on campus include the Title IX office and the University Counseling Center. For more information about your options for reporting and/or receiving support, please contact the Title IX office (5th floor of Craig Hall, 200 South Craig Street) or Katie Pope, Title IX Coordinator at 412-648-7860 or email titleixcoordinator@pitt.edu. The office can discuss available options, resources, and interim measures.

Course Schedule:

Readings should be completed before class on the dates indicated below. Journals should be completed by noon each Friday, unless otherwise noted. All readings and assignments are subject to change.

Week 1: Introductions: What is ‘cognitive humanities’? What is ‘metacognition’?

Topics/Questions: Introduction to cognitive humanities and metacognition. What is Theory of Mind and why is it important in a literary context? What strategies can we use to apply metacognitive strategies to student learning?

Activities: Introduction activity asks students to reflect on their learning style and study/writing habits

Readings:

Tues Aug. 25 Introductions

Thurs Aug. 27 Zunshine, *Why We Read Fiction*, Ch. 1, “Attributing Minds,” sections 1-6 (3-27)
Eyler, *How Humans Learn*, selections

Assignments:

Journal: How do we learn? Metacognition and Your Learning

Week 2: Cognition & Culture, Ancient and Modern

Topics/Questions: What is cognitive science? Why is categorization important to human cognition? Is categorization determined by culture or by biology? Why does conducting cross-cultural studies matter? How does Socrates categorize the world? How do his categorizations and analogies map onto what cognitive science tells us about cognition? What is the Socratic Method?

Activities: “Socratic seminar” format to discuss Socrates’ ideas about cognition on Thursday

Readings:

Tues Sept. 1 Sobel & Li (2018), *The Cognitive Sciences*, Ch. 2: “The Approach of Cognitive Science” (27-52)

Watters (2013), “We Aren't the World” (PSMag)

Thurs Sept. 3 Mintz (2018), *Plato: Images, Aims, and Practices of Education*, Ch. 5, “The Socratic Method: Plato’s Legacy in Pedagogy” (pp. 41-53)

Plato, *Republic*, trans. Reeve, Book I; Books VI-VII, 504d3-521c9

Assignments:

Journal: What is the relationship between cognitive science and humanities?

Week 3: Tragic Minds

Topics/Questions: How do we read Classics scholarship? What is Theory of Mind and how does it apply to ancient literature? How do characters in Greek tragedy perform “mind-reading”? How do scholars build arguments about ancient literature? How do we analyze those arguments?

Activities: Workshop: How to Read Classics Scholarship

Readings:

- Tues Sept. 8 Workshop: How to Read Classics Scholarship
Budermann & Easterling, "Reading Minds in Greek Tragedy"
Aeschylus, *Agamemnon*
- Thurs Sept. 10 Aeschylus, *Agamemnon*

Assignments:

Essay 1 due Friday Sept. 11

Week 4: Research, Writing, and Learning

Topics/Questions: How do scholars build arguments about ancient literature? Is handwriting notes better than typing them? Why? Why does Socrates think that writing inhibits learning?

Activities: Essay 1 Post-Mortem: discussion of articles and metacognitive strategies for writing/revision; Student Discussion Facilitation of articles begins

Readings:

- Tues Sept. 15 Choose two of the three articles below to read:
- Budermann, et al. "Cognition, Endorphins, and the Literary Response to Tragedy"
 - Meineck, "The Neuroscience of the Tragic Mask"
 - Scodel, "Ignorant Narrators in Greek Tragedy"
- Thurs Sept. 17 Mueller & Oppenheimer, "The Pen is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking" (pp. 1159-1168)
Kellogg, "Long-term working memory in text production" (pp. 43-52)
Plato, *Phaedrus*, selections

Assignments:

Journal: Essay 1 Post-Write

Week 5-7: Memory

Week 5: What is Memory?

Topics/Questions: What are the different cognitive models for how memory works? What do we know about how we remember things? What is the art of memory? How did ancient people think memory works?

Activities: Student Discussion Facilitation of articles continues

Readings:

- Tues Sept. 22 Sobel & Li (2018), *The Cognitive Sciences*, Ch. 2: "The Approach of Cognitive Science" (52-80)
- Thurs Sept. 24 Yates, *The Art of Memory*, Chs. 1-2 (pp. 1-49)

Assignments:

Journal: How are you learning? Metacognition and Your Learning, Part 2

Week 6: Visual Memory & Virtual Reality

Topics/Questions: How do we read Cognitive Psychology scholarship? What is the “mind’s eye”? How does mental imagery work? How do images aid in our memory? How did ancient people think spatial perception aids memory? Can viewing ancient spaces have an effect on our perception of the past?

Activities: Workshop: How to Read Cognitive Psychology Scholarship; Visit to Virtual Reality Open Lab @ Hillman; Student Discussion Facilitation of articles continues

Readings:

Tues Sept. 29 Workshop: How to Read Cognitive Psychology Scholarship
Tulving, “Memory and Consciousness”
Bergmann, “The Roman House as Memory Theater”
Thurs Oct. 1 Visit to Virtual Reality Open Lab @ Hillman

Assignments:

Essay 2 due Friday Oct. 2

Week 7: Poetic Memory

Topics/Questions: How do scholars build studies and arguments about cognition? How did ancient bards remember thousands of lines of oral poetry? Do the features of epic poetry, like epic similes, speeches, and catalogues, boil down to the mechanics of mnemonics?

Activities: Essay 2 Post-Mortem: discussion of articles and metacognitive strategies for writing/revision; Student Discussion Facilitation of articles continues

Readings:

Tues Oct. 6 Choose two of the three articles below to read:
● Rolls, “A Scientific Theory of Ars Memoriae”
● Bower, Black, and Turner, “Scripts in memory for text”
● Loftus, “The reality of repressed memories”
Thurs Oct. 8 Selections from Homer, *Odyssey* (Wilson, trans.)
Minchin, *Homer and the Resources of Memory*, Ch. 4: “Similes in Homer: Image, Mind’s Eye, and Memory” (pp. 132-160)

Assignments:

Journal: Essay 2 Post-Write

Week 8: Mental Health in the Ancient World

Topics/Questions: How does culture influence how we define ‘mental health’ and ‘mental illness’? Did ancient peoples define ‘mental health’ and ‘mental illness’ differently from the way modern, Western medicine defines these concepts?

Activities: Second round of Student Discussion Facilitation begins

Readings:

- Tues Oct. 13 Marsella & Yamada, "Culture and Psychopathology: Foundations, Issues, and Directions" (pp. 797-818)
- Thurs Oct. 15 Hughes, "If only the ancients had had DSM, all would have been crystal clear: Reflections on Diagnosis" (pp. 41-58)
- Konstan, "The Rhetoric of the Insanity Plea" (pp. 427-438)

Assignments:

Journal: Culture and 'Abnormal' Psychology

Week 9-12: Emotions

Week 9: What is Emotion? Are Emotions Culturally Determined or Universal?

Topics/Questions: What is emotion? Are emotions culturally determined or universal? How did the Romans define and value the concept of *verecundia*? What can this emotional tell us about their culture?

Activities: Student Discussion Facilitation continues

Readings:

- Tues Oct. 20 Frith, "Social Cognition" (pp. 2033-2039)
- Mulligan & Scherer, "Toward a Working Definition of Emotion" (pp. 345-357)
- Barrett/Lindquist/Gendron, "Language as context for the perception of emotion" (pp. 327-332)
- Thurs Oct. 22 Kaster, *Emotion, Restraint, and Community*, Intro & Ch. 1, "Between Respect and Shame: *Verecundia* and the Art of Social Worry" (pp. 3-27)

Assignments:

Essay 1 or 2 Revision due Oct. 23

Week 10: Anger Management & Library Day

Topics/Questions: How do we conduct research in the fields of Classics and Cognitive Psychology? How can we apply psychological models of the cognitive processes of emotion to ancient philosophy? How does Seneca explain the emotional processes of anger? What strategies does he recommend for anger management? How do these strategies map onto those recommended by psychologists today?

Activities: Research Workshop at Hillman Library; Student Discussion Facilitation continues

Readings:

- Tues Oct. 27 Seneca, *On Anger*
- Thurs Oct. 29 Library Day! Research Workshop at Hillman

Assignments:

Paper Proposal due during Individual Meetings in Week 10

Week 11: Envy & Jealousy

Topics/Questions: Can ancient texts tell us about how ancient people experienced emotions? Did the ancient Greeks have a concept equivalent to sexual jealousy? How can reading literature help us find out?

Activities: Student Discussion Facilitation continues

Readings:

- Tues Nov. 3 Sanders, *Envy and Jealousy in Classical Athens*, selections from Ch. 8, “Sexual Jealousy in Classical Athens”
Euripides, *Medea*
Thurs Nov. 5 Euripides, *Medea*

Assignments:

Annotated Bibliography due Friday, Nov. 6

Week 12: Thesis Workshop & Shared Emotions

Topics/Questions: How do we formulate and revise a thesis? What does a strong thesis look like? Can emotions be spread or shared among a group? How can we understand the allure of gladiatorial combat through the lens of cognitive and social psychology?

Activities: Thesis Workshop; Student Discussion Facilitation continues

Readings:

- Tues Nov. 10 Thesis Workshop
Thurs Nov. 12 Thonhauser, “Shared emotions” (pp. 997-1015)
Fagan, *The Lure of the Arena: Social Psychology and the Crowd at the Roman Games*, Ch. 7, “The Attractions of Violent Spectacle”

Assignments:

Journal: What is a rubric for?

Week 13: Peer Review & Color Terms

Topic/Questions: How do we give useful feedback to our peers? How do we incorporate feedback into our own revisions? Is perception of color culturally determined? Can ancient texts tell us about how ancient people experienced color?

Activities: Peer Review Workshop; Student Discussion Facilitation continues

Readings:

- Tues Nov. 17 Peer Review Workshop
Thurs Nov. 19 Clarke, “The Semantics of Colour in the Early Greek Word-Hoard”
Bradley, “Colour as synaesthetic experience in antiquity”

Assignments:

Peer Review Draft due in class Nov. 17

Post-Review Self-Evaluation and Draft due during Individual Meetings in Week 13

Week 14, *Thanksgiving Break*

Week 15, Closing Thoughts

Topics/Questions: Topics determined by individual student paper presentations

Activities: Student Paper Presentations

Readings:

Tues Dec. 1 - Paper Presentations

Thurs Dec. 3 - Paper Presentations and Closings Thoughts

Assignments:

Journal (due at beginning of class Thurs Dec. 3): Metacognition and Your Learning, Part 3

Final Paper and Self-Evaluation due during Finals Week

Sample Assignment #1

Essay 1, Analyzing Cognitive Methods in Scholarship: For the first essay, you will read, summarize, and analyze a scholarly article that makes use of cognitive methods in the field of Classics.

Due Date: noon on Friday, September 11.

Instructions:

1. Choose one of the articles from the list below. Read the article very closely.
 - Budelmann, et al. "Cognition, Endorphins, and the Literary Response to Tragedy"
 - Meineck, "The Neuroscience of the Tragic Mask"
 - Scodel, "Ignorant Narrators in Greek Tragedy"
2. Summarize the chapter in a paragraph or two (100-200 words). Your summary must be selective, but should still convey the main points of the article, stated in your own words. (Do not summarize through lengthy quotations of the article.)
3. Respond to the article by analyzing its arguments. Analysis is different from summary, in that it does not state what the arguments are, but rather focuses on 'picking apart' and closely looking at the way the author makes their argument. Consider questions like the following:
 - How does the author use evidence to make their arguments? Does the author overlook evidence that might invalidate their claims? Can you think of other evidence that might support their claims?
 - Do you see any shortcomings in the author's arguments or methods? Or do you agree with their argument? Why?
 - What does this article tell us about ancient Greek/Roman culture? How is this article relevant to the broader questions we're asking in this course?

NB: You may consider one of these questions, or all of them, or come up with your own in your analysis.

4. Build an argument to frame and justify your responses. Write a thesis statement that briefly answers one or more of the questions posed above. Your thesis statement should be clear and focused enough that it can be fully argued in this brief paper. Do not make your statement too broad or you risk it being unpersuasive. Make sure that you fully incorporate evidence from the text into your argument. Do not make your reader fill in any gaps in your reasoning.

Bonus Greek Lesson: The English word 'analysis' comes from two Greek words '*ana*' (up) and '*lisis*' (release, a breaking apart). The Greek roots therefore express the essential activity of analysis, namely, the 'picking apart' or breaking up of something into its constitutive elements and examination of each element in turn.

What NOT to include:

- This assignment is NOT a research assignment. Your focus should be on closely reading only the article provided, and you should not consult other sources in writing your analysis.
- Do NOT include introduction or conclusion paragraphs. Instead, divide your paper into clear 'summary' and 'analysis' sections, and open your analysis section by stating a thesis that responds to one or more of the questions posed above.

Formatting notes:

Your essay should be 2-3 pages. Please use a standard 12-pt font, double-spaced, with 1-inch margins. You may creatively title your assignment, if you wish. Since you will be citing only one secondary source, there is no need to include formal citations or a bibliography. Please use parenthetical references to page numbers when you quote or closely paraphrase the article.

Essay 1 Rubric

	Excellent	Good	Needs Improvement	Poor
Thesis	<p>Points Range: 23 - 25</p> <p>Thesis is clear, focused, and debatable, and it fully expresses the arguments put forward in the paper.</p>	<p>Points Range: 20 - 22</p> <p>Thesis is mostly clear and focused, but it is either not debatable or it does not fully express the arguments put forward in the paper.</p>	<p>Points Range: 17 - 19</p> <p>Thesis is too broad and/or unclear and is not debatable. It does not express the arguments actually put forward in the paper.</p>	<p>Points Range: 0 - 16</p> <p>Thesis is not present or is so unclear or vague that it is not recognizable as a thesis.</p>
Argument/Analysis	<p>Points Range: 23 - 25</p> <p>Analysis is clear and consistently connects back to thesis.</p>	<p>Points Range: 20 - 22</p> <p>Analysis is mostly clear, but does not always connect back to thesis.</p>	<p>Points Range: 17 - 19</p> <p>Analysis is unclear and often does not connect back to thesis.</p>	<p>Points Range: 0 - 16</p> <p>There is very little analysis. The paper is mostly summary of the text.</p>
Evidence	<p>Points Range: 23 - 25</p> <p>Evidence is sufficient, relevant, and well-contextualized.</p>	<p>Points Range: 20 - 22</p> <p>Evidence is relevant and sufficient, but is not always well-contextualized.</p>	<p>Points Range: 17 - 19</p> <p>Evidence is often unrelated or insufficient, and it is often not well-contextualized.</p>	<p>Points Range: 0 - 16</p> <p>There is little or no use of evidence from the text.</p>
Style & Readability	<p>Points Range: 5 - 5</p> <p>Essay is organized clearly and has been proofread carefully. As instructed, it does not contain an introduction or conclusion, it is formatted properly, and it conforms to the correct word count.</p>	<p>Points Range: 4 - 4</p> <p>Essay is organized clearly, but has a few errors. As instructed, it does not contain an introduction or conclusion, but it may be formatted slightly improperly, or it may be slightly too long or too short.</p>	<p>Points Range: 2 - 3</p> <p>Essay is not very clearly organized, and it contains several errors. Contrary to instructions, it may contain an introduction/conclusion, it is not formatted properly, and/or it is significantly too long or too short.</p>	<p>Points Range: 0 - 1</p> <p>Essay has no clear organizational pattern and is full of errors. Contrary to instructions, it may contain an introduction/conclusion, it is not formatted properly, and/or it is significantly too long or too short.</p>

Sample Assignment #2

Final Research Paper

This research paper will require you to build an original argument applying some aspect of cognitive science to one or more ancient primary sources, drawing upon modern secondary scholarship in the fields of both classics and psychology (or another field relevant to studying human cognition). The topic and sources you choose are entirely up to you, although you may certainly draw from the readings we've done for class. You may choose to work on any aspect of the ancient world (e.g., history, literature, art), but your analysis must address some aspect of human cognition (e.g., theory of mind, medical knowledge, cognition of emotions) as represented in ancient primary texts.

The paper assignment will be divided into four parts:

Paper proposal and meeting, due during Week 10 (submitted during meeting)

You will submit a brief (approx. 1-2 pages) proposal of your paper topic. This proposal does not need to be especially detailed or propose a thesis, but it should give a description of the topic you've chosen, the questions you want to explore, and the primary ancient sources you want to use as you build your argument. To submit the proposal, you'll schedule a one-on-one meeting with me during Week 10.

Annotated bibliography, due Friday, Nov. 6 at noon (submitted on Blackboard)

You will submit an annotated bibliography with at least 5 entries of secondary scholarship (books or articles) that you will cite in your paper. Among the five sources, you must have at least two sources from secondary scholarship in the field of classics and at least one source from a scientific field relevant to studying human cognition (e.g., psychology). Each bibliographic entry should be accompanied by a brief (approx. one paragraph) description of the main point of each source and how it relates to your argument.

Keep in mind that the quality of your sources will affect the quality of your paper. The best papers will make use of research that moves beyond basic reference works and includes focused scholarly discussions of issues, like those in journal articles and books.

Peer review, due Nov. 17 (bring a paper copy of your draft to class; a digital copy should be submitted on Blackboard by Nov. 20)

You will bring a rough, 6-8-page draft of your paper to class to exchange with a partner. You will read each other's papers and complete a peer-review exercise to give constructive feedback on your partner's thesis, argument structure, and use of evidence. If you wish, you may continue to work with your partner outside of class to further revise your papers. Following the peer review workshop in Week 13, each student will meet with me to discuss peer feedback and self-evaluation to plan strategies for revising this draft. After this meeting, you may briefly revise your paper before you submit it for my comments; you should submit a digital copy of your paper on Blackboard by Friday, Nov. 20.

Final draft of paper, due during Finals Week (submitted on Blackboard)

You will submit the final, 8-10-page draft of your paper, along with a brief final self-evaluation.

Note: We will discuss library resources and how to do research in the fields of classics and psychology. We will also work together to build a rubric for the final paper.

Formatting notes:

The final paper should be 8-10 pages. Please use a standard 12-pt font, double-spaced, with 1-inch margins. You may creatively title your assignment, if you wish.

You must credit the secondary sources that you use (using footnotes or in-text citations referring to specific page numbers) and include at the end of your paper a complete bibliography of works that you cite. You may use whatever citation format (MLA, Chicago, etc.) you prefer, as long as you are consistent. Please use parenthetical references to page/line numbers when you quote or closely paraphrase.

You should submit all assignments as noted above. For those assignments submitted via Blackboard: save your assignment as a .pdf or Word (.docx) document, and upload it using the Assignments function on Blackboard.

Final Paper Rubric:

As mentioned in the justification above, students will have a role in designing the rubric for the final paper. The rubric that follows was produced by students in a previous iteration of this course.

Research Paper Rubric

	Excellent (19-20 pts)	Good (17-18 pts)	Needs Improvement (15-16 pts)	Poor (13-14 pts)	F
Thesis 20 pts	Thesis is specific, debatable, supported, and original. Author directly addresses main question or issue and adds new insight to the subject not provided in their sources. The author has synthesized knowledge gleaned from their sources and related it to new material.	Thesis is specific, debatable, supported. Author competently addresses main question or issue, but does not add much new insight into the subject. The author has synthesized knowledge gleaned from their sources, but has not successfully related it to new material.	Thesis is too broad, not debatable, or unsupported. Author attempts to address main question or issue, but fails. The author has synthesized some knowledge gleaned from their sources, but does not fully understand/explain its meaning or context.	Thesis is not present or is too broad, not debatable, and unsupported. Author does not address main question or issue and has not synthesized any knowledge gleaned from their sources.	P L A G I A R I S M
Argument/ Analysis 20 pts	Essay contains a clear argument that lets the reader know exactly what the author is trying to communicate. Argument fully develops main points and consistently connects back to the thesis.	Argument is mostly clear, well-developed, and is usually connected to the thesis, but sometimes veers off-topic.	Author attempts, but fails, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context). Argument is only sometimes connected to the thesis.	No attempt is made to articulate an argument.	
Evidence 20 pts	Essay provides compelling and accurate evidence that convinces the reader to accept the argument. Essay thoughtfully responds to counter-evidence and alternate interpretations of evidence, when appropriate. Evidence is drawn from both primary and quality secondary sources. The relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning (i.e., the reader does not need to assume anything or do additional research to accept main argument).	Essay provides necessary evidence to convince the reader of most aspects of the argument. Essay acknowledges but does not respond to counter-evidence and alternate interpretations of evidence that invalidate their argument. Evidence is drawn from both primary and quality secondary sources, but author relies heavily on a more limited set of sources. The relevance of some evidence presented may not be clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Essay does not consider counter-evidence and alternate interpretations of evidence that invalidate their argument. Evidence is not drawn from both primary and quality secondary sources.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. No evidence is drawn from primary or quality secondary sources.	

	Excellent (19-20 pts)	Good (17-18 pts)	Needs Improvement (15-16 pts)	Poor (13-14 pts)	F
<p>Organization</p> <p>20 pts</p>	<p>Essay contains an intro, main body, and conclusion. The introduction is succinct, lays out the main argument, and gives an outline of what the reader can expect in the essay. The conclusion brings everything together and gives the reader a sense of what further work might be done to advance the argument on this or a related topic.</p>	<p>Essay contains an intro, main body, and conclusion. The introduction is succinct and lays out the main argument, but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.</p>	<p>Essay contains an intro, main body, and conclusion. The introduction is too broad and/or does not effectively lay out the main argument. (It may begin with a set of rhetorical questions, or an anecdote that is never fully explained.) The conclusion does little more than restate the problematic introduction. Intro and/or conclusion are too wordy or too short.</p>	<p>Essay has no clear organizational pattern.</p>	
<p>Clarity and Style</p> <p>20 pts</p>	<p>All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms and words from other languages and historical periods are always explained. All information is accurate and up-to-date. Paper has been proofread (ideally by the author and someone else) and contains no errors. All sources are properly and consistently cited.</p>	<p>All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms and words from other languages and historical periods are usually, but not always, explained. All information is accurate and up-to-date. Paper has been proofread and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay. All sources are cited, but there are some minor problems with completeness or format of some citations.</p>	<p>A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms and words from other languages and historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has been proofread, but still contains several errors, which may compromise the reader's ability to understand the essay. Some sources are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations.</p>	<p>Paper is full of grammatical errors and unclear writing. Several words are misused. Technical terms and words from other languages and historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has not been proofread and contains numerous errors. Reader has a difficult time understanding essay because of errors. No attempt is made to cite evidence.</p>	

ASSESSMENT MATRIX



PROGRAM OR SCHOOL	Dietrich School of Arts and Sciences, General Education Requirement: Philosophical Thinking or Ethics		
Assessment Coordinator	Name: D. Mark Possanza	Email: possanza@pitt.edu	Phone: 4-4486
Department	Classics		
Course	Classics 1640 Think Like a Roman		
Assessment Schedule	AY 1	AY 2	AY 3
Learning Outcome 1			
Learning Outcome 2			
Learning Outcome 3			
Learning Outcome 4			

Learning Outcomes <i>What will students know and be able to do after finishing this course?</i>	Assessment Methods <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	Standards of Comparison <i>How well should students be able to do on the assessment?</i>	Interpretation of Results <i>What do the data show?</i> Please leave this column blank	Use of Results/Action Plan <i>Who reviewed the finding? What changes were made after reviewing the results?</i> Please leave this column blank
1. Students will engage in close and critical reading of research in the disciplines of Classics and Cognitive Psychology.	Using a rubric developed for the course, the instructor will assess a random sample of 10 essays from the Essay 1 and Essay 2 assignments. The first assessment will occur in Fall 2020 and every three years thereafter.	On a scale of marginal, acceptable, capable, and proficient, 80% of the students are usually able to perform at an acceptable level or better and 45% at a level of capable or better.		
2. Students will engage in close and critical reading of ancient primary sources to evaluate ancient literature through the lens of modern psychological research.	Using a rubric developed for the course, the instructor will assess a random sample of 10 Revision Essays. The first assessment will occur in Fall 2020 and every three years thereafter.	On a scale of marginal, acceptable, capable, and proficient, 80% of the students are usually able to perform at an acceptable level or better and 45% at a level of capable or better.		
3. Students will draw upon concepts learned in class in order to compare and contrast ancient and modern modes of thinking about cognition.	Using a rubric developed for the course, the instructor will assess a random sample of 10 relevant Journal Entries. The first assessment will occur in Fall 2020 and every three years thereafter.	On a scale of marginal, acceptable, capable, and proficient, 80% of the students are usually able to perform at an acceptable level or better and 45% at a level of capable or better.		
4. Students will be able to articulate their own metacognitive	Using a rubric developed for the course, the instructor will assess a random sample of 10 Final Self-	On a scale of marginal, acceptable, capable, and proficient, 80% of the students		

Learning Outcomes <i>What will students know and be able to do after finishing this course?</i>	Assessment Methods <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	Standards of Comparison <i>How well should students be able to do on the assessment?</i>	Interpretation of Results <i>What do the data show?</i> Please leave this column blank	Use of Results/Action Plan <i>Who reviewed the finding? What changes were made after reviewing the results?</i> Please leave this column blank
development regarding their writing and learning skills.	Evaluations. The first assessment will occur in Fall 2020 and every three years thereafter.	are usually able to perform at an acceptable level or better and 45% at a level of capable or better.		

ASSESSMENT MATRIX



PROGRAM OR SCHOOL	Dietrich School of Arts and Sciences, General Education Requirement: W-Course		
Assessment Coordinator	Name: D. Mark Possanza	Email: possanza@pitt.edu	Phone: 4-4486
Department	Classics		
Course	Classics 1640 Think Like a Roman		
Assessment Schedule	AY 1	AY 2	AY 3
Learning Outcome 1			
Learning Outcome 2			
Learning Outcome 3			
Learning Outcome 4			

Learning Outcomes <i>What will students know and be able to do after finishing this course?</i>	Assessment Methods <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	Standards of Comparison <i>How well should students be able to do on the assessment?</i>	Interpretation of Results <i>What do the data show?</i> Please leave this column blank	Use of Results/Action Plan <i>Who reviewed the finding? What changes were made after reviewing the results?</i> Please leave this column blank
<p>1. Comprehend principles and dimensions of the discipline. Students will use writing to engage in the modes of inquiry in the field of Classics (including theoretical, historical, and literary analyses, as well as primary source research), demonstrating depth and breadth of understanding, commitment to accuracy, and informed analysis. In particular, students will engage with secondary sources that evaluate ancient literature through the lens of cognitive psychology and produce their own original contribution to this area of research.</p>	<p>The Undergraduate Council (UC) will assess these four outcomes triennially by reviewing a sample of student papers drawn from the writing-intensive course(s) offered in a given semester. Nine faculty members serving on the writing committee will evaluate the papers, using criteria derived from the Learning Outcomes (see Appendix A), to determine how well students in Arts and Sciences are meeting these goals in their writing.</p> <p>UC will provide questions to be included triennially in the Arts & Sciences survey of graduating seniors. These questions will be designed to determine the degree to which A&S writing-intensive courses are helping students achieve the Learning Outcomes.</p>	<p>At least 50% of the papers reviewed should be rated at proficient or above for this learning outcome.</p>		

Learning Outcomes <i>What will students know and be able to do after finishing this course?</i>	Assessment Methods <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	Standards of Comparison <i>How well should students be able to do on the assessment?</i>	Interpretation of Results <i>What do the data show?</i> Please leave this column blank	Use of Results/Action Plan <i>Who reviewed the finding? What changes were made after reviewing the results?</i> Please leave this column blank
2. Modes of analysis. Through substantial revision, students will demonstrate that they are able to make decisions about the purpose, logic, and design of their own writing.				
3. Modes of interpretation. Students will be able to write coherently about complex issues and ideas related to Classics, with attention to alternative positions, competing explanations, or disputed conclusions.				
4. Communicate clearly and effectively. Students will write with precision, clarity, and fluency, demonstrating awareness of textual conventions appropriate to Classics (including its practices of citation and documentation).				