Student Learning Objectives

Judaic Studies

- Students will gain knowledge of the diverse cultures, societies, and histories of the Jews from ancient/biblical to contemporary times, including:
  - Sephardic, Mizrahi and Ashkenazic cultures and ethnicities
  - Jewish philosophy and religion; Biblical and rabbinic literature; Jewish law; Jewish secularism; classical texts
  - Critical issues of gender, nation, diaspora, and identity;
  - Major issues in contemporary Jewish life: Holocaust memory, Israel, and American Jewish experience.

- Students will master the following critical skills:
  - Critical reading and thinking
  - Effective writing that combines theory and evidence
  - Oral communication

- Students will consider study abroad, particularly in Israel, to broaden their educational experience

- Students will use practica and internships to develop and apply their skills.
  - Internships in local communities and schools, museums.
  - Develop the ability to work collaboratively with others.

Hebrew Language Program: Goals

- Achieving proficiency in Modern Hebrew in the realms of speaking, writing, reading and listening; achieving proficiency in reading and writing Biblical Hebrew.
  - Incorporating a Jewish and Israeli cultural component into the teaching of the language, to make it contextually meaningful.

Modern Hebrew

- By the end of Hebrew 120 (1st year non-intensive), students reach Intermediate- Low/Intermediate-Mid Proficiency level in ACTFL terms, i.e., being able to create with the language by combining and recombining learned elements, though primarily in a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; ask and answer questions
- By the end of Hebrew 240 (2nd year non-intensive), students reach Intermediate-High Proficiency level in ACTFL terms, i.e., being able to handle successfully most uncomplicated communicative tasks and social situations; emerging evidence of connected discourse, particularly for simple narration and/or description.
- By the end of Hebrew 302 (3rd year), students reach Advanced-Low or Advanced-Mid Proficiency level in ACTFL terms, i.e., converse in a clearly participatory fashion; initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require increased ability to convey meaning with diverse language strategies; satisfy the requirements of school and work situations; narrate and describe using paragraph-length connected discourse.
- By the end of Hebrew 352 (Readings in Modern Hebrew), students maintain Advanced Proficiency level (Advanced-Mid- to Advanced-High), and handle abridged literary readings.
- By the end of Hebrew 362 (Modern Hebrew Literature), students maintain Advanced-High proficiency level, and handle unabridged, unabridged literary readings.

Biblical Hebrew
By the end of Hebrew 121, students acquire basic skill in reading Biblical passages, general understanding of the vocalization system, basic sentence structure, and all regular paradigms of the verb system, pronominal critics included.

By the end of Hebrew 241, students are be able to read any Biblical passage, identify any irregular verb form, acquire good understanding of the aspectual system of the verb, identify all jussive and shortened verb forms normally associated with the waw consecutive, acquire understanding of the various devices used in Biblical poetry (parallelisms, etc.).

Arabic and Middle Eastern Studies

- Students are prepared in grammatical and conversational skills to eventually continue in either track on a graduate level.
- At the first year level students will acquire basic proficiency to handle functional tasks and some reading of newspaper articles.
- At the second year level students will acquire more complex grammatical structures, which can enable them to read texts relating to an area of specialization, such as biography, social or economic issues, or classical literature.
- The two year Arabic requirement for the Middle East major covers most of the grammar foundation necessary for career employment or preparation for graduate school.
- Study abroad: Middle East

Assessment tools

Direct methods:

- Judaic Studies: Evaluation of student work, including oral presentations, papers, exams, and capstone projects.
- Hebrew: ACTFL-like proficiency tests for Modern Hebrew program at least once a semester for each class, mostly through Oral Proficiency Interviews; in large classes (especially in the first year) where time constraints make it unfeasible, may conduct abbreviated interviews. To measure proficiency for students traveling to Israel, conduct pre-entry and exit proficiency interviews, to measure the effectiveness of extended stay in Israel on Hebrew proficiency levels.
- Arabic: Evaluation is on the basis of proficiency in Modern Standard Arabic (known as fusha). In the first year, ACTFL-like proficiency tests are given on grammatical topics and conversational statements. In the second year, tests are expanded to include more functional use, comprehension of media language and basic literary texts. Students read and write essays on various topics that include tours of a museum or a market, biography, description of a city, applying for a job, and short descriptions of culture. The Five College Arabic program uses ACTFL proficiency standards and guidelines in designing and conducting "proficiency-oriented" tests that address the four skills to be used in formative, summative and diagnostic assessment.

These assessment tools aim to measure the students' ability to convey and understand meaningful content and to use linguistic capacity in performing language tasks in different modalities (speaking, reading, writing, and listening) according to the proficiency level.

Indirect methods:

- Discussion at curriculum committee meetings
- Students' end of program reports
- Student focus groups
- Tracking alumni -- graduate education and professional development

Highlighted recent activities

University of Massachusetts Amherst – Office of Academic Planning and Assessment – Spring 2013
• no information