

# Undergraduate Academic Assessment Plan 2012 2013

Program Name

IDS Concentration in Middle  
Eastern Languages and Cultures  
(MELC): IDS MELC Arabic

College Name

Liberal Arts and Sciences

Contact Name & email

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# IDS MELC-Arabic

## Undergraduate Academic Assessment Plan

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### **Mission Statement**

The Arabic language is the key to understanding the culture and history of more than 22 nations and over 280 million speakers. It is the language of an ancient civilization and today is spoken widely across North Africa, the Middle East, and the Arabian Peninsula. Arabic is also the liturgical language of over a billion Muslims and it is one of the six official languages of the United Nations. The interdisciplinary major in Arabic language and culture expects students to develop an appreciation for the complexity of the many facets of the Arab world: its society, culture, history, languages, arts, religions, and literary heritage. The overarching purpose, which aligns with both the College and University mission, is to help students understand their place in the universe, and to help them shape their society and environment and further achievements, at home and abroad, in support of human values and improving the quality of life.

This major is ideal for students considering careers in diplomacy, journalism, consulting, business, foreign service, translation, and academia. Future graduates would be in great demand for advanced studies in any of these fields. The scholarly work contributed through this major meets the mission of the University and the College of Liberal Arts and Sciences. The mission of this program aligns with the university's mission to create a broadly diverse environment necessary to foster multi-cultural skills and perspectives for its students to contribute and succeed in the world of the 21<sup>st</sup> century. It also aligns with the college mission to conduct scholarly inquiry and mentor students to become the next generation of intellectual and pioneers.

Students must apply for admission to the IDS major in MELC Arabic by the end of the sophomore year at the latest, in consultation with two faculty sponsors (one of whom must be in CLAS). A 3.0 GPA is required for admission to the major, which consists of:

1. 6 hours of introductory course work at the 2000 level, and two years of a foreign language at UF (or the equivalent).
2. 20 hours of upper-division course work, of which ideally no more than 9 hours should be taken in any single department.
3. 7- 12 hours of IDS 4906 during work on the senior thesis under the supervision of the two faculty sponsors.

## Student Learning Outcomes

### Content

1. Identify, describe, and explain political, cultural, literary, linguistic and historical issues of the Middle East

### Critical Thinking

2. Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.

### Communication

3. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

## Curriculum Map

Curriculum Map for:

IDS- Middle Eastern Languages and Cultures - Arabic

College of Liberal Arts and Sciences

Key: Introduced

Reinforced

Assessed

Courses SLOs	Course1 IDS4906	Course2 IDS4906
<b>Content Knowledge</b>		
SLO #1	I, R, A Thesis	I, R, A Thesis
<b>Critical Thinking</b>		
SLO #2	I, R, A Thesis	I, R, A Thesis
<b>Communication</b>		
SLO #3	I, R, A Thesis	I, R, A Thesis

## Assessment Cycle

### Assessment Cycle Chart

Assessment Cycle for: IDS Concentration in MELC Arabic

College: Liberal Arts and Sciences

Frequency: Annually

Analysis and Interpretation: September and October

Improvement Actions: Completed by mid-November

Dissemination: Completed by the end of November

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		x	x	x	x	x	x
<b>Critical Thinking</b>							
#2		x	x	x	x	x	x
<b>Communication</b>							
#3		x	x	x	x	x	x

## Methods and Procedures

### SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

**Assessment Method** - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

**Measurement** – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

### SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
SLO #1	Thesis	Rubric
SLO #2	Thesis	Rubric
SLO #3	Thesis	Rubric

Students must satisfactorily complete IDS 4906 Interdisciplinary Research Thesis (capping 7-12 credits of thesis research to be taken over at least two semesters), graded according to department rubric.

With regard to assessment, it includes direct and indirect methods:

- Indirect assessment is based on, but not limited to, honors, awards, presentation at a conference
- Direct assessment is based on students' performance/thesis as a process (preparation, revision, etc.) and as a final product, and is to be done against a rubric.

We would like to add to this a link to a rubric that clearly states expectations with respect to each SLO. A thesis supervisor may modify the content of the rubric in order to better suit the specifics of her/his field and/or the student's topic. Thesis Supervisors are expected to send a copy of the modified rubric to the MELC-Arabic advisor. Upon evaluating a student's thesis, the supervisor is also expected to send the MELC-Arabic advisor a copy of the thesis and a filled copy of the rubric along with the final grade. These will be kept on file, and will be used for the purpose of assessment during the Assessment Cycle. Here is a generic rubric:

**Content:** The thesis as a process (preparation, discussions, revisions) and as a final product demonstrates one of the following:

A	A clear, accurate, detailed and comprehensive understanding of the relevant facts / data / theories/ terms.
B	An adequate understanding of the relevant facts / data / theories/ terms.
C	An uneven understanding of the relevant facts / data / theories/ terms.
E	An inadequate understanding of the relevant facts / data / theories/ terms.

**Critical Thinking:** The thesis as a process (preparation, discussions, revisions) and as a final product demonstrates one of the following:

A	<p>A consistent ability to</p> <ul style="list-style-type: none"> <li>- Interpret evidence, statements, graphics, questions, etc. accurately.</li> <li>- Identify the salient arguments (reasons and claims), pros, and con.</li> <li>- Analyze and evaluate major alternative points of view.</li> <li>- Draw warranted, judicious, non-fallacious conclusions.</li> <li>- Justify key results and procedures, and explain assumptions and reasons.</li> <li>- Follow where evidence and reasons lead.</li> </ul>
B	<p>An adequate ability</p> <ul style="list-style-type: none"> <li>- Interpret evidence, statements, graphics, questions, etc. accurately.</li> <li>- Identify the salient arguments (reasons and claims), pros, and con.</li> <li>- Analyze and evaluate major alternative points of view.</li> <li>- Draw warranted, judicious, non-fallacious conclusions.</li> <li>- Justify key results and procedures, and explain assumptions and reasons.</li> <li>- Follow where evidence and reasons lead.</li> </ul>
C	<p>A limited ability to</p> <ul style="list-style-type: none"> <li>- Interpret evidence, statements, graphics, questions, etc. accurately.</li> <li>- Identify the salient arguments (reasons and claims), pros, and con.</li> <li>- Analyze and evaluate major alternative points of view.</li> <li>- Draw warranted, judicious, non-fallacious conclusions.</li> <li>- Justify key results and procedures, and explain assumptions and reasons.</li> <li>- Follow where evidence and reasons lead.</li> </ul>
E	<p>An inadequate ability to</p> <ul style="list-style-type: none"> <li>- Interpret evidence, statements, graphics, questions, etc. accurately.</li> <li>- Identify the salient arguments (reasons and claims), pros, and con.</li> <li>- Analyze and evaluate major alternative points of view.</li> <li>- Draw warranted, judicious, non-fallacious conclusions.</li> <li>- Justify key results and procedures, and explain assumptions and reasons.</li> <li>- Follow where evidence and reasons lead.</li> </ul>

**Communication:**

The thesis, mainly as a final product, but also as a process (preparation, discussions, revisions), demonstrates one of the following:

A	<p>A consistent ability</p> <ul style="list-style-type: none"> <li>- To organize information (e.g., into sections, subsections, paragraphs) logically and coherently.</li> <li>- To identify sources and to quote and paraphrase appropriately.</li> <li>- To use language (i) correctly in terms of grammar and mechanics and (ii) appropriately in terms of style, tone, and word choice.</li> <li>- To use a style guide; e.g., MLA or APA.</li> </ul>
B	<p>An adequate ability</p> <ul style="list-style-type: none"> <li>- To organize information (e.g., into sections, subsections, paragraphs) logically and coherently.</li> <li>- To identify sources and to quote and paraphrase appropriately.</li> <li>- To use language (i) correctly in terms of grammar and mechanics and (ii) appropriately in terms of style, tone, and word choice.</li> <li>- To use a style guide; e.g., MLA or APA.</li> </ul>
C	<p>A limited ability to</p> <ul style="list-style-type: none"> <li>- To organize information (e.g., into sections, subsections, paragraphs) logically and coherently.</li> <li>- To identify sources and to quote and paraphrase appropriately.</li> <li>- To use language (i) correctly in terms of grammar and mechanics and (ii) appropriately in terms of style, tone, and word choice.</li> <li>- To use a style guide; e.g., MLA or APA.</li> </ul>
E	<p>An inadequate ability to</p> <ul style="list-style-type: none"> <li>- To organize information (e.g., into sections, subsections, paragraphs) logically and coherently.</li> <li>- To identify sources and to quote and paraphrase appropriately.</li> <li>- To use language (i) correctly in terms of grammar and mechanics and (ii) appropriately in terms of style, tone, and word choice.</li> <li>- To use a style guide; e.g., MLA or APA.</li> </ul>

Acknowledgement: The rubric is compiled using material, including direct quotes, from the following website and works within:

<http://academic.pgcc.edu/~wpeirce/MCCCTR/Designingrubricsassessingthinking.html>

## Assessment Oversight

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