

Term Information

Effective Term Spring 2020
Previous Value Autumn 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We propose that Jewish Studies 2704: Women in the Bible and Beyond be changed to Jewish Studies 3704: Women in the Bible and Beyond.

What is the rationale for the proposed change(s)?

As part of this curriculum revision, we propose changes to several course numbers, to differentiate between introductory courses (2000) and topical courses (3000). We would like to move this course to the 3000 level, to distinguish between introductory courses and more focused topical courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

This course being moved to 3000 level will provide students with more flexibility in meeting upper division course requirements.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Proposed Changes to the Hebrew major and minor as well as Jewish Studies major and minor have been submitted to Bernadette Vankeerbergen. This includes the major advising sheet, curriculum map, assessment plan, 4 year plan, and ASC minor sheet.

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Jewish Studies
Fiscal Unit/Academic Org	Near Eastern Languages/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3704
<i>Previous Value</i>	2704
Course Title	Women in the Bible and Beyond
Transcript Abbreviation	Women in Bib Lit
Course Description	An examination of the social, legal, and religious position of women as they appear in the Hebrew Bible and the ways in which they have been represented and interpreted in later textual, visual, and audio sources.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110 (110).
Exclusions	Not open to students with credit for Hebrew 2704, Hebrew 3704, or JewshSt 2704.
Previous Value	Not open to students with credit for Hebrew 2704 (374).
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed in Hebrew.
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Subject/CIP Code

Subject/CIP Code	38.0206
Subsidy Level	General Studies Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Literature; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• To analyze the representations of women in the Hebrew Bible, covering a wide spectrum of biblical narratives and characters.• To understand the historical and legal status of women in ancient Israel, and the ways in which that status is reflected in the Hebrew Bible.• To analyze ancient, early modern and modern rewritings and reinterpretations of biblical women in theology, art, music and literature.• To enable students to pursue interests in history, literature, art, literary criticism, feminism, and religious studies, as they relate to the images and interpretations of Biblical women.
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[Previous Value](#)

Content Topic List

- Reading the Bible in its time
- Creation
- Mothers and matriarchs
- Wives and their husbands
- Women and biblical law
- Sexual violence and power
- Victims
- Powerful Women
- Gender
- Religion and contemporary life

Sought Concurrence

No

Attachments

- Hebrew 3704 Women of the Bible and Beyond.doc: Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- Hebrew 3704 Diversity- Global Studies GE Assessment Plan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- Hebrew 3704 Literature GE Assessment Plan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)

Comments

- Please upload GE assessment plan. *(by Vankeerbergen,Bernadette Chantal on 03/21/2019 03:06 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	03/13/2019 02:02 PM	Submitted for Approval
Approved	Holub,Robert Charles	03/13/2019 02:16 PM	Unit Approval
Approved	Heysel,Garett Robert	03/19/2019 03:40 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/21/2019 03:06 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	03/27/2019 03:28 PM	Submitted for Approval
Approved	Holub,Robert Charles	03/27/2019 03:34 PM	Unit Approval
Approved	Heysel,Garett Robert	04/04/2019 10:32 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/04/2019 10:32 AM	ASCCAO Approval

Women in the Bible and Beyond

Instructor: Professor Naomi Brenner
Office Hours: Wednesdays, 12:45-2:45pm
Office: 315 Hagerty Hall
Email: brenner.108@osu.edu

From Eve to Deborah and from Rebecca to Delilah, this course examines the cultural images and legal status of women during biblical times and beyond. How have writers and readers found new meanings in these characters and narratives from biblical times to the present day? Why do so many people, from religious scholars to artists to contemporary feminists, keep coming back to women like Rachel, Miriam, and Ruth?

Tracing the many re-readings and re-writings of biblical and rabbinic texts over the centuries, we will consider diverse representations and interpretations of these ancient women in history, art, literature, feminism, and religious studies. We will begin with the Hebrew Bible, but we will also analyze a wide variety of texts and visual images from ancient to modern times.

GOALS

- ❖ To analyze the representations of women in the Hebrew Bible, covering a wide spectrum of biblical narratives and characters.
- ❖ To understand the historical and legal status of women in ancient Israel, and the ways in which that status is reflected in the Hebrew Bible.
- ❖ To analyze ancient, early modern and modern rewritings and reinterpretations of biblical women in theology, art, music and literature.
- ❖ To enable students to pursue interests in history, literature, art, literary criticism, feminism, and religious studies, as they relate to the images and interpretations of Biblical women.

This course fulfills a General Education breadth requirement, with the following goals and learning outcomes:

Literature

Goals: Students evaluate significant text in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

By focusing on biblical and post-biblical narratives about women, students will become familiar with the Hebrew Bible and will analyze the ways in which this foundational text has been interpreted, rewritten and challenged in a variety of cultures, genres and historical time periods.

Diversity: Global

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Students in this course will understand key moments in the history of Biblical Israel and be able to situate the Hebrew Bible in the context of the Ancient Near East. They will also explore how different global cultures have read and interpreted the Bible, from classical Jewish, Christian and Muslim theologians to contemporary writers.

Note: This class will look at the Bible, and by extension, God and religious belief, from different perspectives. Depending on your background, you may find some of the ideas that we discuss offensive, naïve, sacrilegious, or subversive. This class does not seek to change your personal beliefs, but to expose you to a variety of approaches to reading and interpreting the Bible and to help you understand different beliefs and interpretive practices. Please come to class with an open mind and a willingness to discuss different perspectives in a respectful way.

TEXTBOOKS AND OTHER MATERIALS:

The following book will be used in this course, and can be found at local bookstores or online:

1. Bible.

Most versions are acceptable, but it is important to have a print version (not an online text) that you can bring to class every day. Some examples of common Bibles that are fine to use: Revised English, New English, [New] Jerusalem, New International, [New] Jewish Publication Society, New American, [New] Revised Standard, New American Standard, [New] King James). If you do not own a Bible, you can find copies at used book stores or online.

Other assigned readings will be made available on Carmen. Please make sure that you have access to this class on Carmen and let me know *immediately* if you have trouble accessing the course website. Readings must be completed by the day that they are assigned (ie, read the

“Hebrew/Israelite Literature” before coming to class on August 26th). Please be sure to bring the Bible and **hard copies** of other assigned readings to class, because we will be referring to and quoting from the text.

REQUIREMENTS

Attendance, Participation & Preparation (15%)

- Complete the assigned reading *before* class. Make sure to pace yourself – don’t leave everything to the night before or the day of class because you’ll have too much to process effectively. Use the questions posted on Carmen to help guide your reading.
- Participate in class discussions. This course revolves around class lectures and discussions, including significant material not necessarily included in the readings. Come to class prepared to be an active participant: ready to talk about the readings, to consider different viewpoints and to ask questions. You will be graded on how you engage the material and other students, not how much you know about the subject. Not everyone feels comfortable participating in class, but if it’s difficult for you to speak up in discussions, try to show your interest and preparation by asking questions, taking an active role in group work, and speaking to me outside of class.
- Take part in in-class assignments. There will be both individual and group assignments during class sessions. Quizzes may also be given during the semester.
- How can you do well on this portion of your grade? Attend class and keep up with the assigned readings and keep the reading questions (posted weekly on Carmen) in mind as you read. Jot down notes or brainstorm responses to those questions *even before* you come to class. This will also help you prepare for the final exam at the end of the semester.

Papers (35%)

- **Two papers** will be assigned over the course of the semester. The first is due February 9, 2018 and the second on March 30, 2018. Each paper will be 1200 words long (approximately 4 double-spaced pages).
- Papers will ask you to analyze specific moments in a text, compare different texts and in general, to relate ideas from different class sessions. There will be no outside research expected for these papers.
- Paper topics will be distributed 10 days before papers are due, and must be submitted electronically via the Carmen dropbox before class on the due date.
- Late papers will lose 3 points/day (A → A- → B+).
- You may rewrite any paper turned in on time that receives a grade lower than B. The final paper grade will be an average of the original and rewritten paper grades.

Project (20%)

- Over the course of the quarter, each student will give a short (8 minute) presentation on a biblical figure and later rewriting or interpretation of their own choosing.

- Within one week of the presentation, students must submit an argumentative paper (1200 words) related to the presentation.
- The project grade will be a combination of the presentation grade (45%) and the paper grade (55%).
- More information about the project will be provided in class.

Final Exam (30%)

- The final exam will be given at the end of the quarter during the university scheduled time, **Wednesday, April 25th, 12-1:45pm**. It will include short questions as well as longer essay questions, and will cover material from the entire semester.
- Guiding questions are posted on Carmen for each assigned reading or viewing. Those questions will for the basis of the Final Exam.

Final grades will be calculated as follows:

Attendance, Participation, Preparation	15%
Papers	35%
Project	20%
Final Exam	30%

Grading scale: A (93-100) A- (90-92) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

CLASS POLICIES

Absences: To do well in this class, you need to be present and awake. Since things do come up (illness, family issues, other commitments), you may be absent two times without penalty.

After those two absences, each additional unexcused absence will lower your overall grade, up to 5% per unexcused absence. This could potentially have a major effect on your grade – in fact, you could fail the class for missing too many classes.

- After 2 absences, please let me know by **email** if you need to miss class, preferably ahead of time. If you are ill for a significant period of time, or have other reasons that prevent you from attending class, please let me know as soon as possible. I will decide the grade penalty (up to 5% per absence) that will apply.
- 3-4 late arrivals or early departures (without explanation) will count as an absence.
- Sleeping through class lectures or discussion will be treated like late arrival/early departure, which means that 3-4 occurrences will count as an absence.
- You are responsible for all material that you miss in class, including films, film clips, lectures, discussions and assignments. Make sure you have the contact information (email, phone number) for one or two other students in class so that you can get the information that you need. **Do not email me to find out what you missed, please contact another student in the class.**

In Class: Please do not read newspapers, email, websites, text messages, etc. during class. **No phone or computers are allowed during class without special arrangement.** Using a phone in

any way during class, and especially during film screenings, will result in an automatic 0 for that session's Attendance and Participation grade. If you need to communicate with someone, step outside of the room for a minute and return when you're done.

Class Cancellations: If an emergency arises and I need to cancel class, I will send an email to the class, and ask that a sign be posted on the door. Please try to check your email before class in case anything comes up, especially if the weather is bad.

Fairness and Honesty: I expect students to complete all assignments with fairness and honesty. Plagiarism – the representation of someone else's words or ideas as one's own – is a very serious offense, and will result in serious consequences. By plagiarism, I mean failing to acknowledge someone else's work or ideas (word for word or paraphrasing), as well as cheating on quizzes and tests. All suspected cases of plagiarism will be reported to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)

This is not to say that you cannot use other people's ideas, just that you must **acknowledge** your sources (orally or with footnotes) and try to **build** on those ideas (agree, disagree, modify, give your own examples). One good reference is OSU's "Ten Suggestions for Preserving Academic Integrity" (<http://oaa.osu.edu/coamtensuggestions.html>). Please come and talk to me if you have any questions about this.

OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A of OSU's Code of Conduct (plagiarism) as appropriate. For more information about Turnitin, please see Dropbox: the Turnitin Suite (for students): <https://odee.osu.edu/resourcecenter/carmen/dropbox-turnitin-suite-students>. Note that submitted papers become part of the OSU database.

Writing Center: The Writing Center (www.cstw.osu.edu) is a great (free!) resource on campus for helping improve your writing skills and work on specific assignments. You can set up an appointment or drop in at certain times for one-on-one help with your writing.

Contact Me: Please come talk to me over the course of the quarter if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It's great

to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk. For quick questions or concerns, email (brenner.108@osu.edu) is the best way to reach me. I will do my best to respond within 24 hours.

DISABILITIES

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://ods.osu.edu/>

HEBREW 2704 SCHEDULE ~ SPRING 2018

Date	Topic	Readings	Assignments
1/10	In the Beginning	Syllabus	
1/12	Reading the Bible in Its Time	Ehrlich, "Hebrew/Israelite Literature" Recommended: "The Hebrew Bible – Contents"	Bring Bible to class
1/17	Creating Woman	Genesis 1-2 Hesiod, "Pandora" Babylonian Epic of Creating, "Enuma Elish." Read Summary and Tablet VI lines 1-37 (scroll down) Sumerian "Birth of Humanity"	
1/19	In the Garden	Genesis 2:25-4:26 Kugel, from How to Read the Bible	
1/24	Out of the Garden	The Apocalypse of Moses	
1/26	Mothers: Sarah & Hagar	Genesis 16:1-18:15 Genesis 21:1-21	
1/31	Mothers: Sacrifice	Genesis 22:1-23:2 Ginzburg, "The Journey to Moriah" Ginzburg, "The Death and Burial of Sarah" Rosen, "The Unbinding of Sarah"	Presentations begin
2/2	Women and Wells	Genesis 24:1-67 Robert Alter, from The Art of Biblical	

		Narrative	
2/7	Matriarchs	Genesis 29:1-30:24; 35:16-20 Susan Starr Sered, "Rachel's Tomb and the Milk Grotto of the Virgin Mary"	
2/9	David and His Wives	I Samuel 17:12-19:17; 25:2-44 II Samuel 3:1-16	Paper #1 Due
2/14	David and Bathsheba	II Samuel 11:1-12:24 Perry and Sternberg, "The King through Ironic Eyes"	
2/16	David and Bathsheba Reimagined	From Joseph Heller, God Knows	
2/21	Tamar, David's Daughter	II Samuel 13:1-39 Tikva Frymer-Kensky, "Trauma and Tragedy" Federico García Lorca, "Tamar and Amnon"	
2/23	Women in Biblical Law I	Exodus 20:1-14; 21:7-11 Numbers 27:1-11; Numbers 36:1-12 Deuteronomy 21:10-17; 24:1-5; 25:5-12	
2/28	Women in Biblical Law II	Exodus 22:15-17 Numbers 5:11-31 Deuteronomy 22:13-29 Matthews, "Honor and Shame in Gender-Related Legal Situations in the Hebrew Bible"	
3/2	Victims: Dinah	Genesis 34:1-31 Bechtel, "What if Dinah is Not Raped?"	
3/7	Retelling Stories	Anita Diamant, The Red Tent	
3/9	Retelling Stories	Anita Diamant, The Red Tent	
3/14-16	No Class – Spring Break		
3/21	Victims: Jephthah's Daughter	Judges 10:17-11:40 Trible, "The Daughter of Jephthah"	
3/23	Victims: Jephthah's Daughter	Georg Friedrich Handel, from Jephtha	
3/28	Victims: The Concubine	Judges 19:1-21:25 Bach, "Rereading the Body Politic: Women and Violence in Judges 21"	
3/30	Powerful Women: Tamar, Judah's Daughter-in-Law	Genesis 38:1-30 Frymer Kensky, "Royal Origins: Tamar"	Paper #2 Due
4/4	Powerful Women: Deborah and Yael	Judges 4:1-5:31 Examine images related to Deborah and Yael	

4/6	No Class		
4/11	Powerful Women: Delilah	Judges 13:1-16:31 Start watching Samson and Delilah (Cecil B. DeMille, 1949, 131 minutes)	
4/13	Powerful Women: Delilah	Finish watching Samson and Delilah (Cecil B. DeMille, 1949, 131 minutes) Online at the OSU Secured Media Library	
4/18	Passion: The Shulammite	Song of Songs 1-5	
4/20	TBA		
4/25	Final Exam, 12-1:45pm		

**GE Assessment Plan for Diversity: Global Studies
Hebrew/Jewish Studies 3704 Women of the Bible and Beyond**

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p><u>Direct:</u> Embedded questions in writing assignments and final exam <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be</p>
<p><u>ELO 2</u> Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p><u>Direct:</u> Embedded questions in writing assignments and final exa. <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

Diversity: Global Studies

Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Two examples of direct measures:

1. **Students will be given two papers overs the course of the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *ELO 1 example question:* How does life in the ancient near east as represented in the Bible compare with Anita Diamant's novel *The Red Tent's* modern representation of that time?
 - b. *ELO 2 example question:* How does reading the Bible in English translation differ from reading the Bible in Hebrew or another language? Please use a specific example to illustrate your point.
2. **Sample of the questions of final exam that will be used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
 - a. *ELO 1 example question:* The Ancient Near East was primarily a patriarchal society. Please give three examples from the Hebrew Bible that demonstrate the patriarchal nature of this society.
 - b. *ELO 2 example question:* Compare one American interpretation or rewriting of a biblical narrative with one non-American interpretation of rewriting. What are the most important differences: national? cultural? theological? artistic? Explain with specific references to the interpretations.

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

Diversity: Global Studies ELO 1

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Diversity: Global Studies ELO 2

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

GE Assessment Plan - Literature
Hebrew/Jewish Studies 3704 Women in the Bible and Beyond

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students analyze, interpret, and critique significant literary works.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final exam <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><u>ELO 2</u> Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final exam <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	

Appendix: Assessment Rubric for Hebrew 3704

Two examples of direct measures:

1. **Students will be given two papers over the course of the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor.**
Example questions include:
 - a. *ELO 1 example question:* How does Anita Diamant's novel *The Red Tent* transform the biblical narrative in Genesis? What motivates this literary rewriting?
 - b. *ELO 2 example question:* Explain the "Jezebel phenomenon" and analyze two twentieth-century examples. What do modern interpretations of Jezebel suggest about the society that produces them?

2. **Questions from final exam will be used to assess achievement ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
 - a. *ELO 1 example question:* Itzik Manger's poems take aspects of the biblical narrative and reconfigure them to suit a new context. Are these poems interpretations of the Bible or independent literary works? Please explain your answer with quotations from the relevant texts.
 - b. *ELO 2 example question:* Choose one text that we have studied this semester, and explain how its relationship to the Hebrew Bible is influenced by contemporary American society.

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

Literature ELO 1

Students analyze, interpret, and critique significant literary works.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Literature ELO 2

Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain: