

Italian
Name: _____

Self-Evaluation Participation

2 to 4th WEEK
Turn in on ____ October

Read each category and mark the box in that category that most closely describes your participation in the last three weeks. The number of points for attendance are predetermined below. However, the other points may vary according to the degree to which you believe you made an effort. Count up the total number and put it in the space provided below. Your instructor will collect this sheet and agree or disagree with your self-evaluation.

Attendance

- | | |
|----|-----------------------------|
| 10 | I attended class every day |
| 8 | I missed one day |
| 6 | I missed two days |
| 4 | I missed three or more days |

*NOTE: Subtract 1 point for every tardi.

Participation

- | | |
|----|--|
| 10 | I spoke only Italian and was a contributing member of the class actively engaging with a positive attitude. |
| 9 | I volunteered to answer questions daily and I was a team player by helping fellow classmates who needed assistance with Italian. |
| 8 | I spoke Italian in class but used English on occasion to get a group activity started. Overall I engaged in most activities with a positive attitude even though occasionally I was not on task and may have spoken English. I did volunteer to answer questions several times at week and was a team player by occasionally helping fellow classmates who needed assistance with Italian. |
| 7 | I spoke Italian in class but used English on occasion to get a group activity started. Overall I engaged in most activities with a positive attitude even though occasionally I was not on task and may have spoken English. I did volunteer to answer questions several times at week and was a team player by occasionally helping fellow classmates who needed assistance with Italian. |
| 6 | I used more English in class than Italian. I rarely volunteered to answer questions and my presence in class did not make much difference in carrying out activities. |
| 5 | I used more English in class than Italian. I rarely volunteered to answer questions and my presence in class did not make much difference in carrying out activities. |
| 4 | I used more English in class than Italian. I rarely volunteered to answer questions and my presence in class did not make much difference in carrying out activities. |
| 3 | I used more English in class than Italian. I rarely volunteered to answer questions and my presence in class did not make much difference in carrying out activities. |
| 2 | I used more English in class than Italian. I rarely volunteered to answer questions and my presence in class did not make much difference in carrying out activities. |
| 1 | My instructor spoke to me about my behavior in the classroom more than once |
| 0 | My instructor spoke to me about my behavior in the classroom more than once |

* NOTE: If your instructor had to speak with you about your behavior more than once, you must give yourself a 0-1 in this category despite your over-all participation.

Preparation

- | | |
|----|---|
| 10 | I <u>always</u> came to class prepared. I <u>conscientiously</u> read, studied and completed my homework assignments the night before and was familiar with the materials to be covered in class. My high Evaluation grades reflected the time and dedication I put into preparing for this class. |
| 9 | I came prepared for class most of the time. I read, studied and complete my homework assignments but sometimes did not dedicate enough time to understanding the materials to be covered in class. |
| 8 | I came prepared for class most of the time. I read, studied and complete my homework assignments but sometimes did not dedicate enough time to understanding the materials to be covered in class. |
| 7 | I came prepared for class most of the time. I read, studied and complete my homework assignments but sometimes did not dedicate enough time to understanding the materials to be covered in class. |
| 6 | I came prepared for class most of the time. I read, studied and complete my homework assignments but sometimes did not dedicate enough time to understanding the materials to be covered in class. |
| 5 | I came prepared for class most of the time. I read, studied and complete my homework assignments but sometimes did not dedicate enough time to understanding the materials to be covered in class. |
| 4 | I lacked preparation. In general, I did not read, study or complete homework assignments on time. |
| 3 | I lacked preparation. In general, I did not read, study or complete homework assignments on time. |
| 2 | I lacked preparation. In general, I did not read, study or complete homework assignments on time. |
| 1 | My lack of preparation hindered my own advancement and that of those with whom I worked in group activities. |
| 0 | My lack of preparation hindered my own advancement and that of those with whom I worked in group activities. |

TOTAL POINTS: _____/30

I, your instructor, agree with your self evaluation.

I, your instructor, do not agree with your self-evaluation.
I allocate a total of _____points to your for this time period.

Italian
Name: _____

Self-Evaluation Participation

5 to 7th WEEK
Turn in on ____ November

Read each category and mark the box in that category that most closely describes your participation in the last three weeks. The number of points for attendance are predetermined below. However, the other points may vary according to the degree to which you believe you made an effort. Count up the total number and put it in the space provided below. Your instructor will collect this sheet and agree or disagree with your self-evaluation.

Attendance

- | | |
|----|-----------------------------|
| 10 | I attended class every day |
| 8 | I missed one day |
| 6 | I missed two days |
| 4 | I missed three or more days |

*NOTE: Subtract 1 point for every tardi.

Participation

- | | |
|----|--|
| 10 | I spoke only Italian and was a contributing member of the class actively engaging with a positive attitude. |
| 9 | I volunteered to answer questions daily and I was a team player by helping fellow classmates who needed assistance with Italian. |
| 8 | assistance with Italian. |
| 7 | I spoke Italian in class but used English on occasion to get a group activity started. Overall I engaged |
| 6 | in most activities with a positive attitude even though occasionally I was not on task and may have spoken |
| 5 | English. I did volunteer to answer questions several times at week and was a team player by occasionally helping fellow classmates who needed assistance with Italian. |
| 4 | I used more English in class than Italian. I rarely volunteered to answer questions and my presence in class did not make much difference in carrying out activities. |
| 3 | |
| 2 | |
| 1 | My instructor spoke to me about my behavior in the classroom more than once |
| 0 | |

* NOTE: If your instructor had to speak with you about your behavior more than once, you must give yourself a 0-1 in this category despite your over-all participation.

Preparation

- | | |
|----|---|
| 10 | I <u>always</u> came to class prepared. I <u>conscientiously</u> read, studied and completed my homework assignments the night before and was familiar with the materials to be covered in class. My high Evaluation grades reflected the time and dedication I put into preparing for this class. |
| 9 | the night before and was familiar with the materials to be covered in class. My high Evaluation grades reflected the time and dedication I put into preparing for this class. |
| 8 | reflected the time and dedication I put into preparing for this class. |
| 7 | I came prepared for class most of the time. I read, studied and complete my homework assignments but sometimes did not dedicate enough time to understanding the materials to be covered in class. |
| 6 | sometimes did not dedicate enough time to understanding the materials to be covered in class. |
| 5 | |
| 4 | I lacked preparation. In general, I did not read, study or complete homework assignments on time. |
| 3 | |
| 2 | |
| 1 | My lack of preparation hindered my own advancement and that of those with whom I worked in group activities. |
| 0 | |

TOTAL POINTS: _____/30

I, your instructor, agree with your self evaluation.

I, your instructor, do not agree with your self-evaluation.
I allocate a total of _____points to your for this time period.

Italian
Name: _____

Self-Evaluation Participation

8 to 10th WEEK
Turn in on ____ December

Read each category and mark the box in that category that most closely describes your participation in the last three weeks. The number of points for attendance are predetermined below. However, the other points may vary according to the degree to which you believe you made an effort. Count up the total number and put it in the space provided below. Your instructor will collect this sheet and agree or disagree with your self-evaluation.

Attendance

- | | |
|----|-----------------------------|
| 10 | I attended class every day |
| 8 | I missed one day |
| 6 | I missed two days |
| 4 | I missed three or more days |

*NOTE: Subtract 1 point for every tardi.

Participation

- | | |
|----|--|
| 10 | I spoke only Italian and was a contributing member of the class actively engaging with a positive attitude. |
| 9 | I volunteered to answer questions daily and I was a team player by helping fellow classmates who needed assistance with Italian. |
| 8 | assistance with Italian. |
| 7 | I spoke Italian in class but used English on occasion to get a group activity started. Overall I engaged |
| 6 | in most activities with a positive attitude even though occasionally I was not on task and may have spoken |
| 5 | English. I did volunteer to answer questions several times at week and was a team player by occasionally helping fellow classmates who needed assistance with Italian. |
| 4 | I used more English in class than Italian. I rarely volunteered to answer questions and my presence in class did not make much difference in carrying out activities. |
| 3 | |
| 2 | |
| 1 | My instructor spoke to me about my behavior in the classroom more than once |
| 0 | |

* NOTE: If your instructor had to speak with you about your behavior more than once, you must give yourself a 0-1 in this category despite your over-all participation.

Preparation

- | | |
|----|---|
| 10 | I <u>always</u> came to class prepared. I <u>conscientiously</u> read, studied and completed my homework assignments the night before and was familiar with the materials to be covered in class. My high Evaluation grades reflected the time and dedication I put into preparing for this class. |
| 9 | |
| 8 | |
| 7 | I came prepared for class most of the time. I read, studied and complete my homework assignments but sometimes did not dedicate enough time to understanding the materials to be covered in class. |
| 6 | |
| 5 | |
| 4 | I lacked preparation. In general, I did not read, study or complete homework assignments on time. |
| 3 | |
| 2 | |
| 1 | My lack of preparation hindered my own advancement and that of those with whom I worked in group activities. |
| 0 | |

TOTAL POINTS: _____/30

I, your instructor, agree with your self evaluation.

I, your instructor, do not agree with your self-evaluation.
I allocate a total of _____points to your for this time period.

Grading Criteria for the oral exams

A 94-100	<ul style="list-style-type: none"> • The student included all the requested information and provided three additional features (see below) • Transition words were used and his/her grammar was almost impeccable. • The student spoke with no or almost no hesitation. You are extremely impressed 	Exceeds the standard
A- 90-100	<ul style="list-style-type: none"> • The student included all the requested information in the conversation and provided two additional features. • There were only a few minor errors. • Although there might have been slight hesitation, the student was prepared and in control of the subject matter. You are impressed. 	Exceeds the standard
B 80-89	<ul style="list-style-type: none"> • The student included all the requested information in the conversation and included at least one additional feature. • There were a few minor errors (e.g. incorrect use of articles/pronouns, noun/adjective agreement): infrequent major errors that are not repeated (e.g. subject/verb agreement) • Minor hesitation did not hinder the conversation. The student was prepared and enjoyed the conversation. 	Exceeds the standard
C 70-79	<ul style="list-style-type: none"> • The student included all the requested information in the conversation, however did not include any additional information. • There were some errors both major (e.g. subject/verb agreement, incorrect word choice) and minor (e.g. noun/adjective agreement) but overall they did not interfere with comprehension. • Hesitation at times was apparent, but the student was prepared and you were able to understand the conversation. 	Meets the standard
D 60-69	<ul style="list-style-type: none"> • The student included most of the requested information. • There were major errors (e.g. subject/verb agreement, incorrect word choice or use of English). • The flow of conversation was disrupted by hesitation. Although the student may have prepared, the conversation was labored. You were able to understand only some of the conversation. 	Below the standard
F 0-59	<ul style="list-style-type: none"> • The student included only part of the requested information. • He or She made numerous mistakes, major and minor or resorted to English. • Most of the conversation was incomprehensible and demonstrated little/no preparation. You feel exhausted! 	Below the standard

To receive a B or higher, students should do one or more of the following:

- go beyond the basic chapter vocabulary and incorporate the expressions and vocabulary used in class.
- provide extensive personal detail on the assigned tasks (not random material)
- demonstrate ability to maintain a conversation that is interactive, not just reactive NOTE: A memorized conversation does not meet the standard.

Grading Criteria for compositions

F	The student included part of the information requested. He/she made numerous major mistakes Most of the writing was incomprehensible.
D	The student included all or most of the requested information. There were many mistakes (i.e. subject / verb agreement, subject / adjective agreement, spelling errors, incorrect word choice or use of English). You were able to understand some of the content of the writing, but many ideas were incomplete.
C	The student included all of the requested information, however, did not include any additional information. There were few mistakes (i.e. subject / verb agreement, subject / adjective agreement, spelling errors, incorrect word choice or use of English). You were able to understand the content of the writing.
B	The student included all requested information and included some additional details. There were few errors of minor importance (i.e. spelling, some subject / adjective agreement errors). This is a good, solid writing, but not impressive.
A-	The student included all requested information and gave many additional details. Errors were minor, infrequent and not repeated. The student was in control of the subject matter. It was enjoyable to read.
A	The student included all requested information and gave many additional details. There were no or almost no mistakes. The student was obviously in control and you are extremely impressed.

Additional Details:

Students interested in receiving a B or above should be using the expressions and vocabulary used in class (taught by the professor, seen in Prego) or learned their own research and individual work.

Grades will be expressed in percentages according to the scale found in the syllabus.

How to use a dictionary

Using a dictionary is a very important part of learning a foreign language but it can be tricky. It is a skill you have work on to get things right. Keep in mind that using a dictionary can be a very fun and intellectually stimulating activity. Here are some points that might help you:

1. When you look up a word for the Italian equivalent of an English word (and vice versa), you have to know what part of speech it is (a noun, an adjective, a verb, a preposition, etc.). In this way you will avoid making mistakes.

ex. **croce** (noun) = *cross* but **attraversare** (verb) = *to cross*

Here is a more detailed example. Let's take the word '*break*'. At first hand, it can be a noun or a verb. In my dictionary, the first Italian equivalent of the word is a **noun** (and I know this because I have the symbol "s" meaning "sostantivo", i.e. "noun"), therefore I get **interruzione**, **intervallo** but these two nouns are different '*break*'s in English; the first one is '*break*' as in '*taking a break*' and the second one is an *interruption*.

Then we have the **verb** '*break*' the symbol here is "ir" meaning it is a transitive verb. Again there are several options: '*break*' as in 'smashing something is **rompere**' or '**spezzare**' (breaking sth. in to pieces), then there is '*break*' as *to tame* which is '**domare**' in Italian, etc. So, in order to be exact at this point, you can make a list of all the Italian words that are suggested and for each of those look up the Italian word in the Italian-English part of the dictionary. Check the English synonyms and see if it makes sense. Here are a couple of examples of student errors that are very cute but still wrong.

One student wanted to say that he broke an arm and wrote:

*Al verde il mio braccio.

What is going on here? The student looks up the word "broke" as a word entry in the dictionary. OK, "broke" is the past participle form of the verb 'break' in English but as a word entry it is an adjective and it means not to have any money and the expression we use in Italian is "essere al verde". So the student should have looked up for the verb 'break' and found in that section what the past participle of the verb is which is usually indicated by the symbol "pp" Here is another one. The student was trying to say that the car broke down and wrote:

*La macchina ha analizzato.

Now, the verb 'analizzare' means to break down something as in analyzing something. Here we could look up for the word 'broken' and say 'La macchina era rotta.'

2. Remember, there is not always a one-to-one equivalence between Italian and English words.

a paper (newspaper) is '**un giornale**'

a paper (that students write) is '**un tema**' or '**un saggio**'

a paper (piece of paper) is '**un foglio di carta**'

3. If you want to use an idiomatic expression like 'it's raining cats and dogs', 'to feel under the weather', etc. use a **BIG** dictionary, do not make a word for word translation.

So the really helpful thing to do is always to double check back and forth (Italian-English/English-Italian) to make sure that you find what you want to say.

Have fun with your dictionaries!

NOTE:

* denotes a linguistic mistake.

Learning grammar

Learning grammar is important, but this alone will not make it possible for you to communicate in Italian. To acquire a meaningful command of Italian, be sure to follow all of these steps:

Start by reading the grammar explanations, paying close attention to the examples.

The brief dialogues that introduce each point are very important, since they illustrate how the grammar is used in everyday communication. Read through them silently several times, and repeat them aloud with a partner.

Do the exercises in your text, Workbook, and Laboratory Manual. When you are certain your answers are correct, practice out loud with a partner. Keep repeating them until the answers "feel" natural to you.

Working with a partner, use the new material to talk about yourselves. Use the exercises and brief dialogues as starting points, create your own variations, and chat freely. Always remember that learning grammar is only a means to a much more important end: communication.

Learning a language is cumulative, so you will want to create flash cards and review material from previous chapters frequently. Just five to ten minutes a day of reviewing (rather than one long cram session each week) will bring you lasting confidence and success in communicating in Italian.

Learning New Vocabulary

Your different skills and senses reinforce one another, so be sure to say, write, read and listen to new expressions as you are learning them. Working in a group is always helpful.

Practice using new words in context. Write down and say out loud, short, original sentences using each new word.

Try brainstorming too: make lists of all the different expressions you associate with new vocabulary terms.

Learn gender and articles along with new vocabulary words: *il cinema, la radio, il problema, la gente.*

Pay special attention to accents and to the pronunciation of consonants in exceptions to the rule and special combinations: the *g* in *goloso*, the *c* in *pace*, the *ch* in *barche*, the *gn* in *bagno*.

Flash cards are extremely helpful, since they allow you to review vocabulary even when on the go.

Carefully study the words in vocabulary lists and drawings. If a word is a cognate or shares a root with an English word, be especially aware of differences in spelling and pronunciation. For example, note that *classe* has an *e* and that *stazione* is spelled with a *z*. Also be aware of false cognates that look like a similar word in English but actually have a different meaning. An example of cognate is *libreria* which means bookstore, not *library*.

At least twice a week, use your flash cards to review vocabulary from previous chapters. Small amounts of steady effort will bring lasting success!

Learning new verbs

Be sure to learn a complete conjugation (pronoun followed by stem + ending) for any new group of verbs and for all irregular verbs.

Your different senses reinforce each other, so practice saying, writing, reading and hearing all new verb forms. (Working with a partner helps!)

Once you feel confident of the forms, ask and answer simple questions with a partner. Touch on each new verb at least once.

Always learn the meaning of a new verb in context. Write out a brief; original sentence of your own illustrating its meaning: *Io studio i verbi irregolari.*

Whenever possible, break up your studying into several short periods rather than one major cram session. You will feel fresher, learn more quickly, and retain more.

Practicing Italian outside class

By itself; the time you spend in class each week will not allow you to gain a deep or lasting knowledge of Italian. Once you have completed the activities in your Workbook and Laboratory Manual, how else can you practice Italian?

Most importantly, take advantage of and create opportunities to speak Italian with others. Language is a social tool: it withers and fades in isolation.

Hold a regular conversation hour—perhaps at a café—with other students in your class. Practice your Italian with native speakers. Is there an International House and your campus? An Italian Table at lunch or dinner? Are there any Italian speaking professors or students? Try out a few phrases every chance you get.

Explore the myriad of Italian resources on the Internet, including chat rooms, Web pages, and virtual museums. Your instructor can provide you for can provide you with a list of these from the Instructor's Manual to accompany *Prego!* Make a habit of viewing Italian-language films: at the movies, on a VCR at the library or at home. Organize *serate* al cinema with classmates!

Check local bookstores, newsstands, libraries, and record stores for Italian-language publications and music. Listen to Italian-language radio broadcasts and watch Italian-language television programs. You may find them difficult at first, but if you persevere, you will be surprised how quickly your understanding grows. Contact your local cable any or Italian consulate for a list of Italian-language programs in your area.

For information about the Portland Italian Community, join **ITALY-PDX a Yahoo! Group**.

Italian conversation: 3rd Tuesday of 7pm of each month at Costello Travel Café 2222 Northeast Broadway. 503.287.0270
www.costellostravelcaffe.com

Italian Hour : Every other Sunday KBOO 90.7 at 9am

Simboli per le correzioni

- angl:** anglicismo (inappropriate translation from English)
- art:** articolo (article is missing or a different article is necessary)
- aus:** ausiliare (wrong auxiliary: avere vs. essere)
- gen:** genere (wrong gender: masculine /feminine)
- con:** concordanza (agreement: subject/verb - noun/adjective
past participle/direct' object)
- ort:** ortografia (spelling: accent, contractions, etc.)
- ?:** non si capisce (not clear)
- voc:** vocabolario (wrong word)
- pro:** pronome (wrong pronoun : direct vs. indirect/ ind.vs dir o reflex)
- tv:** tempo verbale (wrong tense)
- mod:** modo verbale (wrong mode: subjunctive vs. indicative/ ind vs subj)
- costr:** costruzione (wrong construction- misplacement of words)
- prep:** preposizione (wrong or missing preposition)
- num.:** numero (singular vs plural/ plural vs singular)
- missing word.