Italian Language Program @ Duke University

Italian Learning Portfolio Guidelines for FL credit

with Community Standard

Your course has been pre-approved for graduation credit. In order to receive FL transfer credit you must submit a language learning portfolio as described below. *FL will only be granted if each component of the portfolio has been completed and reflects in full the language learning objectives indicated in the course syllabus.* **NOTE: Your portfolio and the FL application must be submitted at the same time.**

A. Learning Portfolio (LP) in summary:

The portfolio is a dossier containing examples of your personal work which have been purposefully selected to illustrate how your competencies, interests, and strengths have developed and progressed throughout the semester.

A successful foreign language portfolio will engage a variety of media and formats (*video, text, images,* etc.) to showcase a variety of abilities (*speaking, writing, reading comprehension, intercultural competence*, etc.) while offering a cohesive portrait of your experiences this semester as a student of language and culture.

B. LP Guidelines in Detail

1. Introductory note in Italian (500 words min): your portfolio will begin with an introductory note in which you reflect upon your learning experiences during your semester abroad. This note should provide the framework in which your portfolio is developed and should clearly establish the relationship(s) among the items you decide to showcase. Imagine your learning as **a journey** and look for **a narrative thread** which can tie the various items in the portfolio together rather than presenting a chronology of disparate components.

Topics you might wish to consider in your introductory note:

- your changing ideas with regard to language study
- your new understanding of Italian culture and how it compares to American culture
- comments on how you learned specific new language skills
- which content you found most interesting
- what areas you would like to learn more about and comments on how you would go about continuing your learning Italian outside the classroom.

2. You will select a minimum of **12 items** to include in your portfolio.

An **item** is a piece of evidence (e.g. an essay, ablog, a videoblog, a test with feedback, a grammar exercise, a comment on an extracurricular experience, on a meeting with Italians, review of a film, an in or out of class assignment etc..) which supports the growth that you discuss in your introductory narrative. Accompanying each item will be a **commentary**. In the commentary you will need to:

a) *Summarize the instructions and the objectives of the assignment. What were you asked to do?*
b) *Explain your selection. Why did you choose this item? What does it highlight? What relationship does this item have to the other items in your portfolio?*
c) *Reflect and comment on how the assignment illustrates "X" abilities and your improvement in speaking, writing, and understanding the culture and language.*

Your commentary/annotation is a crucial part of the assignment and should be complete and comprehensive. Your commentary should contain a minimum of 120 words.

3. In the selection of items to include in the portfolio, include a minimum of the following:

- **2 oral recordings (VIDEO** BLOGS) 3 minutes: Your commentary will include both a reflection on the learning which has taken place and the skills you notice need further development including ideas you have about how to promote that development (i.e. learning strategies). Please be specific! **The videos should contain spontaneous speaking; Please note that if you submit audio without video then you must schedule a face to face interview with the Italian Language Program Faculty. NO READING! If you are reading the video will not be counted.**

- **3 grammar exercises**. Your commentary should address the specific objective of the exercise and your assessment of it. Has your understanding of the structure improved as a consequence of the exercise? Address any questions you still have and strategies which come to mind as to how you can further your progress with the structure in question.

- **1 assessment (quiz or test).** Your commentary should include reflection on how you prepared for the assessment, your strengths and weaknesses on the assessment (citing specifics from exercises), how you did on the test and insights into how to improve your weak points and further strategies for future assessments. Please include a snapshot of the quiz/or part which you are commenting on.

- **2 extracurricular/cultural activities**: Give details of the activity and explain how it is connected to your experiences in real life. What did you learn about yourself and your culture in addition to knowledge about Italian culture? Include visuals (photos or video).

- **2 writing exercises**: Include details of the assignment, how you prepared for the task, and what you notice about your strengths and weaknesses. Which errors did you make and how did/would you go about correcting them on a revision of the assignment?

- **2 readings:** Summarize the content of the article and what you were asked to do with it. Reflect on your learning and on strategies which may help you in the future on tasks of this type.

C. Format

Your portfolio will be housed on *Wordpress*, a publishing application accessible through Duke. Training workshops are available at CIT for those not familiar with this tool. Alternatively, you can use or Wibli, which is a free site. Please include a signed Duke Community Standard.

D. Deadline

Please submit your Portfolio as soon as possible upon your return. The due date to hand in your portfolio is Dec 16 for the Fall semester and May 25th for Spring semester. Send the link to your portfolio along with the FL application to Kim Travlos at kt125@duke.edu, with the subject line "Italian Portfolio and FL Application."

For questions regarding the portfolio and the cumulative exam, please contact Professors Della Chambless ([dc94@duke.edu)](dc94@duke.edu) or Luciana Fellin (fellin@duke.edu).

E. Assessment in brief

A committee of instructors will assess your portfolio, using the following evaluation criteria:

- Global Assessment Criteria (organization, inclusion of all elements indicated in the instructions and various formats, evidence of progress, range, commitment and effort) **40%**
- Introductory Essay in Italian (content and language use) **25%**
- Commentary in English **35%**

F. Assessment in detail

Please consult the attached pages for the detailed rubric, which will be used to evaluate your portfolio.

Introductory Essay 10% portfolio grade	Excellent A (100-90)	Good B (89-80)	Sufficient C (79-70)	Improvement Needed D (69-60)
CONTENT 50%	A+ / A- The content of the introductory essay shows critical reflection and depth of thought. It is clearly presented, and provides a detailed consideration of the items in the portfolio. The essay presents evidence of growth in the linguistic and cultural understanding of the student. It is evident that the student has devoted considerable thought to the relationship of the items in the portfolio and what the student has learned from them. The student has paid attention to the style and accuracy of the writing. The essay shows evidence of careful editing.	B+ / B- The essay has a relatively clear focus. The relationship between the items in the portfolio is expressed with reasonable clarity. The content shows some critical reflection and provides a fairly detailed consideration of the course materials and objectives, but the link between the portfolio items is less well developed. It is evident that the student has devoted a reasonable amount of time and effort to the essay.	C+ / C The content of the essay is not always clear. The essay addresses the course materials only on a superficial level, and is repetitive. The portfolio is not introduced as an integrated whole but merely a list of items. It appears that the student has devoted some time and effort to the assignment but the essay fails to create a narrative thread that indicates growth in the student's understanding of linguistic and cultural topics. There are numerous lapses in editing.	D- The essay lacks coherence. It does not meet the format requirements (min words etc.) There is little evidence that the student has engaged with the themes of the course (body/space/relations) or considered what he/she has learned through the semester. Faulty editing. F Does not meet the criteria. Handed in late.
LANGUAGE 50%	**A (100-90)**	**B (89-80)**	**C (79-70)**	**D (69-60)**
	Nearly perfect grammar with virtually no errors in agreement, spelling, prepositions, articles, verb forms. Sentence structure is varied and syntax is correct. Vocabulary is accurate, precise and varied.	Mostly correct use of grammatical structures with only minimal errors, particularly where interference of English structures occurs. Sentence structure is somewhat varied with only minor syntactical errors. Errors do not compromise comprehension. Vocabulary is not repetitive and mostly accurate, with occasional usage errors which do not obscure meaning.	Some structural errors, which may hinder comprehension. Inconsistent accuracy in usage. Vocabulary lacks sufficient variety to avoid being repetitive, literal translations from English.	Numerous and significant structural errors which obscure meaning. Vocabulary is often an impediment to comprehension; numerous literal translations and inaccurate usage.

Global assessment criteria (20%)		Excellent A (100-90)	Good B (89-80)	Sufficient C (79-70)	Improvement needed D (69-60)
1.	Holistically meets cultural and linguistic purposes	❑	❑	❑	❑
2.	**Organization** of content and explanation/rationale furnished and effort put into Wordpress layout	❑	❑	❑	❑
3.	Documentation of **progress** towards achieving course objectives (cf. syllabus and EU B1 guidelines)	❑	❑	❑	❑
4.	**Range:** extent to which your selected items display the range of tasks, abilities and communication modes developed throughout the course	❑	❑	❑	❑
5.	Demonstrates that the student challenged himself /herself to reflect on work completed for the course and demonstrates considerable **effort to** showcase progress in language ability and cultural knowledge	❑	❑	❑	❑

Commentary 70% Portfolio grade	Excellent A (100-90)	Good B (89-80)	Sufficient C (79-70)	Improvement needed D (69-60)
	The item description shows critical reflection and depth of thought. Analysis of how the item relates to the course objectives is detailed, compelling, and well supported.	The item description shows critical reflection. The analysis of the item is convincing and carefully presented with some attention to detail.	The item description presents some evidence of reflection but little critical thought. The relationship of the item to the course objectives is unclear, poorly presented or only partially articulated.	The item description does not show evidence of reflection. No analysis presented to link the item to the broader context of the course objectives

*Common European Framework of Reference for Languages

Level B: Independent User B1: Threshold or Intermediate competency

Please attach a signed and dated "Duke Community Standard" to your Portfolio submission.

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DUKE UNIVERSITY COMMUNITY STANDARD --- Italian Studies

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. The Italian Language Program (ILP) takes the *Duke University Community Standard* very seriously. To promote a climate of academic integrity we specify what it means to follow the Community Standard in our program. All students enrolled in Italian courses are required to show that they have read and understood this commitment by signing this pledge. This pledge will apply to the current term and holds for any activity or product turned in for a grade in the Italian language program.

As a member of the Duke University Community:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

As a student in the Italian Language Program:

- ✎   I will not reveal to other students the contents or structure of any exam, be it oral or written. This holds true for students in later sections of the same level and for students in the same class section who take the exam after I do.
- ✎   I will not attempt to obtain access to an examination question or questions prior to my instructor's distribution of an exam or quiz.
- ✎   I will not copy or attempt to copy during an exam from an unauthorized resource (such as the textbook, written notes, or another student's exam).
- ✎   Except for my Italian instructor, I will not allow anyone else to draft, write any portion of, or proofread my compositions. This includes students of higher levels, tutors, and native speakers of Italian.
- ✎   In my written assignments I will not use any computer software that compromises my learning process. This includes translation programs.
- I will NOT use Goggle Translate or other translation software and present the work as my own.
- ✎   I will not present the work of another person as if it were my own.
- ✎   In my written assignments I will not include words, phrases, or ideas from another source without citing that source appropriately. This applies to a variety of sources, including but not limited to: Web materials, journals, and newspapers. If I have any doubts in this matter I understand that it is my responsibility to consult my instructor about them well before the assignment is due.
- ✎   In my written assignments, I will document the use of any grammatical structures that have not been presented in class, in accordance with the guidelines detailed on the course syllabus.
- ✎   I understand that plagiarism in Italian is as serious as plagiarism in English.
- ✎   Upon completion of each academic assignment in Italian, I will reaffirm my commitment by signing this statement: "I have adhered to the Italian Language Program of Duke University Community Standard in completing this assignment."

By signing this document, I acknowledge that I have read and understood its contents.

Date _____,   Signature_____