**task rubrics**

The rubrics to the right outline the various point values used to assess your work in Moodle task.2 and task.6 for each chapter. Each point value assumes that the task prompts were addressed to at least a basic degree.

A separate document will be provided when you arrive at the composition stage.

<table>
<thead>
<tr>
<th>poor</th>
<th>good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 assignment hardly completed (e.g. student entered only a punctuation mark, one or two words, gibberish, etc.) no detail, observation, etc.</td>
<td>3 adequately fulfills assignment mentions/references text and/or culture (as appropriate) comments remain at level of observations/no analysis</td>
<td>5 thoroughly completed keen observations connections to text and/or culture (when appropriate) evidence of critical or analytical thought</td>
</tr>
<tr>
<td>1 only a few words or phrases no connections to text observations, if any, are shallow and/or loose</td>
<td>4 thorough/attention to detail engages with text and/or culture (as appropriate) connections/analysis present</td>
<td></td>
</tr>
<tr>
<td>2 some words or phrases weak connections, if any, are general and/or superficial</td>
<td></td>
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</tbody>
</table>

**tips & tricks**

As with many things in life, slow and steady will likely be the best way to approach this course. There will be times when you’ll feel confident in your comprehension of a chapter’s content or a new construction, and there will be times when you’ll feel like you’re never going to understand what’s going on.

Some basic tips and tricks can help you succeed in your out-of-class and in-class work for the course. Creating a running list of vocabulary as you go through a chapter – even if you don’t know all of the English meanings for the words – is one simple way to start mastering the content.

Taking notes and paying attention to your inner monologue as you read – and to your peers, the peer mentor, and instructor in class – will reinforce and deepen your knowledge.

When in doubt, find the verb first. This is a rule of thumb that even the most advanced scholars still follow!

Use the context of the chapter, its illustrations, and its storyline. There’s a helpful podcast for how to use the book effectively on the Moodle site – have a listen to this resource.

**things to avoid...**

Don’t get bogged down in one chapter. It’s okay, of course, to take a little bit more time when you need it, but don’t let one chapter psych you out. In fact, a good rule of thumb is to plan to work through two chapters each week (this leaves you lots of time at the end of term, which will come in handy).

It will be tempting, but avoid Google or Google translate (etc.) at all costs. Often the vocabulary meaning provided online is different from what’s needed in the context of the chapter and leads to wasted time and effort.

Constantly checking your progress against that of others and/or creating (and re-creating...) a plan for completion usually has the effect of making students more anxious and less productive – exactly the opposite of what you hope to achieve. Focus on what’s in front of you, seek help when needed, and take time to enjoy the learning process.

The semester goes quickly – the work assigned in this course can definitely be completed, but not if you put it off until November. Front end work obviates rear end work: the more you do now, the better off you’ll be later.

**don’t forget!**

There are many resources in place to help you succeed in this course. You can ALWAYS email or visit Prof. Meinking, as well as the Latin tutor!