SYLLABUS (updated March 20, 2020)
FREN 4420 Language and Culture in North Africa
Spring 2020, University of North Texas

COURSE DESCRIPTION

Study of linguistic and cultural products and practices in North Africa with an emphasis on French influences in the region.

DEFINITION OF NORTH AFRICA

There are many different ways to define and delimit the region of North Africa. For the purpose of this course, we will focus on the countries in the Maghreb and the G5 Sahel group where French is an official language or where French was an official language for most or all of the twentieth century: Tunisia, Algeria, Morocco, Mauritania, Mali, Burkina Faso, Niger, and Chad.

COURSE OBJECTIVES

The learning opportunities provided in this course will help you to do the following:
• find and evaluate resources for conducting research on a specific topic;
• synthesize and organize information in French (details, names, events, and so forth); and
• present information in French in written and spoken forms.

INSTRUCTOR

Lawrence Williams – E-mail
Office: LANG 405F
Phone [Department of World Languages, Literatures and Cultures]: (940) 565-2404
Office Hours: By appointment

REQUIRED TEXTBOOK

Dall, Ignace. (2013). *Maroc : histoire, société, culture.* Paris: La Découverte.
ISBN : 9782707176622

Links to additional (required and recommended) readings will be provided in Canvas.

ONLINE RESOURCES

Larousse – English > French
Larousse – French > English
Larousse – Dictionnaire de français
Le grand dictionnaire terminologique
Le trésor de la langue française informatisé

CANVAS

We will use Canvas for this course.
Help Desk: Sage Hall, Room 330 – (940) 565-2324 – e-mail – website

ATTENDANCE

UNT Policy 06.039 – Student Attendance & Authorized Absences

EDUCATIONAL PRIORITIES

This course seeks to provide students with various types of learning opportunities. I specifically want to promote active learning and encourage the development of research skills, which are two aspects of the educational experience that are priorities at the University of North Texas.

Active learning moves away from a totally teacher-centered, lecture-based model of education toward a context in which you become more responsible for your learning, and this includes allowing you to choose some aspects of the course that are related to your main field(s) of study. One way to encourage active learning in FREN 4420 is to give you some class periods designated as sessions for preparing homework that will allow you to be very well prepared for in-class discussions, and you will also have time to work on a research project. I will provide questions for the homework assignments that will motivate you to read and reflect so that you can be very familiar with the material that we will discuss in class. You will also have an opportunity to serve as a discussion leader for one of the chapters in the textbook.

The *development of research skills* will take place throughout the semester so that you can demonstrate your ability to put together some of the main pieces of a research project by the end of the semester. You will begin by choosing a topic and building a reading list of texts related to your topic. Then, you will summarize some of the texts that you have identified as main resources. Next, you will give an in-class presentation about your topic, and at the end of the semester, you will submit your project.

COMMUNICATION

- I will reply only to messages received from an official UNT e-mail address.
- I will make every attempt to reply to all e-mail from students within 24 hours.
- Please do not send messages to me through Canvas.
- You may send me e-mail in English or French. This choice will not affect your grade.
  [I often send administrative announcements, clarifications, and instructions in English in order to avoid misinterpretations or potential confusion.]
- Students should begin an e-mail to me written in French with just *Monsieur* (followed by a comma). The French form of address *Docteur* is typically used for medical doctors.
- Students should begin an e-mail to me written in English with *Professor Williams* (followed by a comma). I have a PhD, but I just prefer to be called *Professor Williams* instead of *Doctor Williams* because my degree is a doctorate, but *Professor* is my title.
- I address students by their first name, as is the custom in our program/department.
- I use *vous* and forms of *vous* when communicating with students in French.
  Please use *vous* and forms of *vous* when communicating with me in French.
- No one will be penalized for using *tu* or forms of *tu* when communicating with me in French since the use of *vous* and forms of *vous* is simply a recommendation, and I realize that learners sometimes "mix and match" second-person pronouns or forget which one(s) they are using.

PROFICIENCY LEVEL

Students who reach the fourth year of a university French program should set as their goal to reach the Advanced-Low Proficiency level, according to the American Council on the Teaching of Foreign Languages. French majors should pay special attention to this detail, especially if teaching French is one of your possible career paths. Teacher certification (for K-12 programs) often requires candidates to have a proficiency level of Advanced-Low or higher. Although teacher certification is not required to teach at a community college, a four-year college, or a university, candidates will normally be interviewed in French in order to determine the candidate's proficiency level.

ASSIGNMENTS

Every assignment submitted in Canvas is due before midnight local time on the due date. See Appendix A in this syllabus for information about typing international characters.

Audio Recording (AR) [250 points]
- Each student is required to submit 5 audio recordings, each worth a maximum of 50 points.
- The due dates are provided in this syllabus.
- Each audio recording must be submitted in Canvas.
- See Appendix B in this syllabus for the list of acceptable audio file formats.
- See Appendix C in this syllabus for guidelines and a rubric.

Homework (HW) [250 points]
- There are 5 homework assignments, each worth a maximum of 50 points.
- Each homework assignment is due on a Monday, as indicated in the weekly schedule.
- If a homework assignment is submitted on the day immediately following the due date, the maximum credit you can receive is 10 points.
- If a homework assignment is submitted more than 1 day after the deadline, the maximum credit you can receive is zero points.
- Since each homework will be available from Thursday until Monday, you will have several days to complete each homework assignment. It is your responsibility to begin working on this as soon as possible so that you can submit it on time. If you wait until the last minute, and then you have a problem, you still will not—in most cases—have a valid excuse for not submitting the assignment on time.

Review Leader (RL) [50 points]
- This assignment is worth up to 50 points.
- For the class period (Thursday, February 27, 2020) when we review for Exam 1, each student will be randomly assigned to a group by computer software. Each group will be responsible for preparing—individually or collectively—questions that can be used to lead a whole-class discussion in the form of a review session. Each group will focus on 1 of the 7 countries that we cover during Unit 1 (before spring break).
- See Appendix D this syllabus for guidelines and an evaluation rubric.

Exams [250 points]
- There are 2 exams given during this course, as indicated in the weekly schedule.
- You can earn up to 100 points for Exam 1 and up to 150 points for Exam 2.

Research Project (RP) [200 points]
- You can earn up to 200 points for this project.
- The focus of this project is the *Connections* standard of the World-Readiness Standards for Learning Languages (American Council on the Teaching of Foreign Languages).
  - o "Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively."
  - o "Learners access and evaluate information and diverse perspectives that are available through the language and its cultures."
- See Appendix F in this syllabus for guidelines and an evaluation rubric.
- This is a project that you can work on little by little throughout the semester. In other words, the syllabus is not designed for you to work on each part of the project the night before each part of it is due. Since you have already been given all the due dates, there are very few possible circumstances that would result in my acceptance of a valid excuse for not respecting the due dates provided in this syllabus.

POINTS FOR ASSIGNMENTS & EXAMS

Category	Points
Audio Recordings	250
Homework	250
Review Leader	50
Exams	250
Research Project	200
TOTAL	**1,000**

IMPORTANT: You must complete the Syllabus Survey by Monday, January 27, 2020. If you do not submit the Syllabus Survey by Monday, January 27, 2020, **30 points will be deducted from your initial course grade** (before the final course grade is submitted to the registrar's office).

POINTS & COURSE LETTER GRADES

Point Range	Letter Grade
900-1,000	A
800-899	B
700-799	C
600-699	D
0-599	F

Calculate the total number of points that you earned during the semester.

Find the point range for your total number of points in the first column (Point Range), then look at the second column (Letter Grade) in order to know what your grade for the course will be.

MEDICAL INFORMATION

Please do not show me or send me any medical information. If you have a major medical issue that will cause you to miss a due date, you need to contact the Office of the Dean of Students, and someone in that office will review your case in order to make a recommendation to me. Your medical information is confidential, so I do not want to see it.

REMINDER

You must complete the Syllabus Survey by Monday, January 27, 2020. If you do not submit the Syllabus Survey by Monday, January 27, 2020, **30 points will be deducted from your initial course grade** (before the final course grade is submitted to the registrar's office).

EXAM DATES & DUE DATES FOR GRADED ASSIGNMENTS

Assignment/Exam	Due Date	Points
AR 1	Monday, January 20, 2020	50
Syllabus Survey	Monday, January 27, 2020 **[see grade information on pages 4 & 5]**	---
HW 1	Monday, January 27, 2020	50
RP, Part 1	Friday, January 31, 2020	10
HW 2	Monday, February 3, 2020	50
HW 3	Monday, February 10, 2020	50
HW 4	Monday, February 17, 2020	50
HW 5	Monday, February 24, 2020	50
RL	Thursday, February 27, 2020	50
Exam 1	Tuesday, March 3, 2020	100
RP, Part 2	Thursday, March 5, 2020	20
AR 2	Tuesday, April 7, 2020	50
AR 3	Tuesday, April 7, 2020	50
RP, Part 3	Tuesday, April 7, 2020	20
AR 4	Thursday, April 16, 2020	50
AR 5	Thursday, April 16, 2020	50
Exam 2	Thursday, April 23, 2020	150
Research Project	Thursday, May 7, 2020	150

SCHEDULE

In the schedule provided below, specific dates are highlighted in gray indicating that there is no classroom meeting on each of these dates.

The dates of exams and the due dates for assignments are listed in the table above.
They are also listed—and underlined—in the weekly schedule below.

Week 1
- Tuesday, January 14 – Overview of the course/syllabus; Multilingualism in North Africa
- Thursday, January 16 – Explanation of the research project; Resources for research

Week 2
Audio Recording 1 is due in Canvas by Monday, January 20.

- Tuesday, January 21 – Geography of Africa; Languages in Africa
- Thursday, January 23 – Independent work [no classroom meeting]
   - ✓ Begin preparing Homework 1 (le Tchad et le Niger)
   - ✓ Begin working on the Research Project

Week 3
Syllabus Survey is due by Monday, January 27.

Homework 1 is due in Canvas by Monday, January 27.

- Tuesday, January 28 – le Tchad et le Niger
- Thursday, January 30 – Independent work [no classroom meeting]
   - ✓ Begin preparing Homework 2 (le Burkina Faso et le Mali)
   - ✓ Continue working on the Research Project

Research Project, Part 1 is due in Canvas by Friday, January 31.

Week 4
Homework 2 is due in Canvas by Monday, February 3.

- Tuesday, February 4 – le Burkina Faso et le Mali
- Thursday, February 6 – Independent work [no classroom meeting]
   - ✓ Begin preparing Homework 3 (la Mauritanie)
   - ✓ Continue working on the Research Project

Chapter Leader Request Form must be submitted by Friday, February 7.

Week 5
Homework 3 is due in Canvas by Monday, February 10.
- Tuesday, February 11 – la Mauritanie
- Thursday, February 13 – Independent work [no classroom meeting]
   - ✓ Begin preparing Homework 4 (l'Algérie)
   - ✓ Continue working on the Research Project

Week 6

Homework 4 is due in Canvas by Monday, February 17.

- Tuesday, February 18 – l'Algérie
- Thursday, February 20 – Independent work [no classroom meeting]
  - ✓ Begin preparing Homework 5 (la Tunisie)
  - ✓ Begin preparing for the Review Leader Assignment (see Week 7)

Week 7

Homework 5 is due in Canvas by Monday, February 24.

- Tuesday, February 25 – la Tunisie
- Thursday, February 27 – Review Leader Assignment (during classroom meeting)

Week 8

- Tuesday, March 3 – Exam 1
- Thursday, March 5 – Independent work [no classroom meeting]
  - ✓ Research Project, Part 2 is due in Canvas

[Spring Break – University Closed: March 9-13, 2020]

Week 9
[Classes canceled – March 16-22, 2020]

Online Module 1

[March 23, 2020 – April 7, 2020]

These assignments are due in Canvas on Tuesday, **April 7**, 2020:

- ✓ Audio Recording 2
- ✓ Audio Recording 3
- ✓ Research Project, Part 3

Online Module 2

[April 8, 2020 – April 16, 2020]

These assignments are due in Canvas on Thursday, **April 16**, 2020.

- ✓ Audio Recording 4
- ✓ Audio Recording 5

Exam 2

This exam is due in Canvas on Thursday, **April 23**, 2020.

Research Project

The final, complete version of this project is due in Canvas on Thursday, **May 7**, 2020.

Additional information

I have been asked to include this information as part of the course syllabus. This information was provided to me by the Department of World Languages, Literatures and Cultures.

Disability Accommodation
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at https://disability.unt.edu/. You may also contact ODA by phone at (940) 565-4323.

Acceptable Student Behavior
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://policy.unt.edu/policy/07-012.

Sexual Discrimination, Harassment, & Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.
UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources. *The UNT Survivor Advocates can be reached by emailing* SurvivorAdvocate@unt.edu *or calling 940-565-2648. The UNT Survivor Advocates connect students who have been impacted by violence to resources (counseling, health, safety, academics, legal, etc.), and act as their advocate. They can assist a student by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change (if needed), and connecting students to the many other resources that are available, both on and off campus. They are here to help*! *For more information see*
https://deanofstudents.unt.edu/sexual-misconduct/reporting-sexual-misconduct

Student Perceptions of Teaching
https://vpaa.unt.edu/news/spot-survey

Appendix A
Typing International Characters

There are many resources on line that explain how to type letters that include symbols that are not used in English. A few of these resources have been provided below for your convenience; however, you may prefer to use different online resources, and that is your choice.

In the field of Linguistics, international characters are called diacritics, even people often refer to them as *accents* or *accent marks*. French diacritics include 3 accents and 2 other symbols.

FRENCH DIACRITICS

Example	Name (in English)	Name (in French)
é	acute accent	l'accent aigu
è	grave accent	l'accent grave
ê	circumflex accent	l'accent circonflexe
ë	diaeresis	le tréma
ç	cedilla	la cédille

ONLINE RESOURCES

Microsoft Office Support - International Characters

Muhlenberg University - Typing Guide for Accents

University of Manitoba - How to Type Accents

Appendix B
Acceptable File Formats*

*If your preferred audio file format does not appear on this list, please send me a test file (with a very short message) at least 1 week before the due date as an e-mail attachment so that I can try to open it, then I will let you know if it is an acceptable audio format.

.ASX	Advanced Stream Redirector
.DTS	Digital Theater Systems Audio File
.GXF	General eXchange Format
.M3U	MP3 Uniform Resource Locator
.MXF	Material eXchange Format
.OGM	Ogg Multimedia Container File
.PLS	Playlist
.BUP	DVD Information File
.A52	Dolby Digital AC-3 Compressed Audio File
.AAC	Advanced Audio Coding Compressed Audio File
.B4S	Winamp 3+ Playlist
.CUE	Cue Sheet
.OMA	OpenMG Audio File
.SPX	Ogg Speex Audio File
.TS	DVD Video
.VLC	VLC Media Player Data
.VOB	DVD Video Object
.XSPF	XML Shareable Playlist Format
.IFO	DVD Information File
.PART	Partially Downloaded File
.FLAC	Free Lossless Audio Codec Compressed Audio File
.M4A	MPEG-4 Audio File
.MP1	MPEG-1 Audio Layer I
.OGG	Ogg Multimedia Container File
.WAV	Waveform Audio
.XM	Extended Module Audio File
.SRT	DVD Subtitles File
.AC3	Dolby Digital AC-3 Compressed Audio File
.MOD	MOD Audio File
.MP2	MPEG-1 Audio Layer II
.MP3	MPEG-1 Audio Layer 3
.MP4	MPEG-4 Part 14 Multimedia Container
.WMA	Windows Media Audio File
.MKA	Matroska Audio Stream
.M4P	Protected AAC File

Appendix C

Guidelines and Rubric for Audio Recordings

Guidelines

I have noticed that the Chrome browser seems to be the best web browser for OPTION 2 (instead of the Firefox browser) on a PC. I have not tested OPTION 2 on a Mac.
It is **your responsibility** to use an approved browser (and an approved version of that browser).
If you have any questions about your browser, it is **your responsibility** to contact the Help Desk.
If you have any other technical problems, it is **your responsibility** to contact the Help Desk.
A technical problem is not a valid excuse for submitting your work after the deadline in Canvas.
Another helpful online resource is the Canvas Student Guide.
It is **your responsibility** to give yourself enough time to resolve all issues before the deadline.

A) You have two options for preparing an audio recording to submit in Canvas:

OPTION 1 – Prepare an audio file with your phone, tablet, computer, or digital voice recorder, then save it as an audio file (in one of the acceptable audio file formats listed on page 9 of this document), then upload the file in Canvas.

OR

OPTION 2 – Use the Canvas audio recording feature (inside the audio recording assignment) to record, save, preview, and submit your audio recording.

B) Regardless of the option that you choose, it is **your responsibility** to preview the file to make sure that the audio file that you submit is a correctly functioning audio file. If you submit an audio file that is not a correctly functioning audio file, you will not receive any points for the assignment.

C) FOR OPTION 1, FOLLOW THESE STEPS:
Step 1 – Click on the link on Canvas for the Audio Recording 2 assignment (AR 2).
Step 2 – Select the green **Submit Assignment** button.
Step 3 – Select the **Record / Upload Media** button.

Step 4 – Select the **Upload Media** tab, as shown in the image below.
Step 5 – Select the **Select Audio File** button, as shown in the image below.

Record/Upload Media Comment

Record Media   Upload Media

🔊 Select Audio File   📹 Select Video File

Step 6 – If you have uploaded a pre-recorded/pre-saved audio file, you will not be able to preview it in Canvas before you submit it. Therefore, you need to preview the pre-recorded / pre-saved audio file before you upload it and submit it in Canvas.

Select the green Submit Assignment button in order to submit the assignment, as shown in the image below.

Media

Use the link below to record your submission. Click "Save" when you're finished and ready to submit.

Ready to Submit! Click 'Submit Assignment' button to finish.

▶

Comments...

Cancel   Submit Assignment

◂ Previous

Step 7 – Be sure that you see a confirmation message in Canvas so that you know that your audio recording has been submitted.

One type of confirmation message sometimes appears on the top of your screen, as shown in the image below.

Another type of confirmation message is shown in the upper-right area of your screen, as shown in the image below.

F) FOR OPTION 2, FOLLOW THESE STEPS:

Step 1 – Click on the link on Canvas for the Audio Recording 2 assignment (AR 2).
Step 2 – Select the green **Submit Assignment** button.
Step 3 – Select the **Record / Upload Media** button, as shown in the image below.

◂ Previous

Step 4 – If the correct microphone (audio input source) is selected, you can click on the green **Start Recording** button.

Record/Upload Media Comment

Record Media	Upload Media

🎤 Mic   **Start Recording**   ▶ Webcam

Step 5 – When you have finished speaking/recording, click on the green **Finish** button.
If you want to start over at any point while recording, click on the **Start Over** button, but please note that this will erase everything that you have already recorded. This means that the main disadvantage of using the Canvas recording feature is that you cannot edit the audio recording.

Record/Upload Media Comment

Record Media	Upload Media

● 00:08

Finish   ↻ Start Over

Step 6 – Preview your audio recording by clicking on the white arrow inside the blue box, as shown in the image below.

Step 7 – If you decide that your audio recording is acceptable, click on the green **Save** button. If you decide that your audio recording is not acceptable, click on the **Start Over** button, then return to Step 4 (OPTION 2).

Record/Upload Media Comment

Record Media	Upload Media

PREVIEW

▶ 00:00   00:01

[Untitled Fri Mar 13 2020 12:13:   Save   ↺ Start Over

Step 8 – If you are ready to submit the assignment, select the green **Submit Assignment** button. Please note that you can add comments in the **Comments** box before you submit the assignment. You are not required to add comments.

Media

Use the link below to record your submission. Click "Save" when you're finished and ready to submit.

Ready to Submit! Click 'Submit Assignment' button to finish.

▶

Comments...

Cancel   Submit Assignment

◂ Previous

Step 9 – Be sure that you see a confirmation message in Canvas so that you know that your audio recording has been submitted.

One type of confirmation message sometimes appears on the top of your screen, as shown in the image below.

Another type of confirmation message is shown in the upper-right area of your screen, as shown in the image below.

If you do not see one of these confirmation messages, it is **your responsibility** to contact the Help Desk in order to resolve any technical issues that you might have.

As a reminder, information about the Help Desk is provided in the syllabus.

Another helpful resource is the Canvas Student Guide, which is available on line. https://community.canvaslms.com/docs/DOC-10701

If you do not submit an audio recording or any other assignment by the deadline, you must provide a valid medical excuse to the Office of the Dean of students within 24 hours after the deadline if you want to have a chance to receive credit for the assignment. If the Dean of Students verifies your medical excuse and recommends giving you extra time to submit the assignment, you will have 24 hours to submit the assignment as en email attachment. If you do not follow these guidelines, you will not have a chance to receive credit for work that is submitted late.

Grade Information & Rubric

If an audio recording is submitted 1 day late, the maximum possible score is 10 points.
(If your initial score is lower than 10 points, no adjustment to the score will be made.)

If an audio recording is submitted more than 1 day late, the maximum possible score is zero points.

If an audio recording does not include the required minimum number of minutes in length (excluding pauses), the maximum possible score is 10 points.

If an audio recording is under 2 minutes, the maximum possible score is 0 points.

Score	Criteria
50	The student produces errors in 0-1 different words.
45	The student produces errors in 2 different words.
40	The student produces errors in 3 different words.
30	The student produces errors in 4 different words.
25	The student produces errors in 5 different words.
20	The students produces errors in 6-10 different words.
10	The student produces errors in 11-15 different words.
5	The student produces errors in 16-20 different words.
0	The student produces more than 20 different pronunciation errors.

Appendix D
Review Leader

GUIDELINES

For this assignment, you will be one of the in-class review leaders for a specific country that we have covered during Unit 1 (before spring break).

This assignment is worth a maximum of 50 points.

Each review leader will have two roles:
- Prepare approximately 10 questions about the country assigned to your group. These should be questions that you think the other students in the class should be able to answer (provided that they have attended class, paid attention in class, done the homework, and read the assigned materials).
- Participate in the discussion when other review leaders in your group ask questions that the students in the class are not able to answer.

Students who are not a review leader during the discussion of a specific chapter are expected to have read each assigned chapter before the class meeting in order to participate in the discussion. Preparing for the in-class review discussion of each country is one of the best ways to prepare for Exam 1. The in-class review discussion is, of course, also a way to gain experience interacting with other people in French.

50	The student is prepared to ask the class approximately 10 questions during the discussion of the assigned country.
	The student participates—along with the other review leaders and the other students—during the discussion of each country.
	The student makes very few barely noticeable pronunciation/syntax errors.
40	The student is prepared to ask the class approximately 5 questions during the discussion of the assigned country.
	The student participates—along with the other chapter leaders and the other students—during the discussion of the assigned country.
	The student makes 2-3 noticeable pronunciation/syntax errors.
30	The student is prepared to ask the class approximately 5 questions during the discussion of the assigned chapter.
	The student participates—along with the other chapter leaders and the other students—during the discussion of the assigned chapter.
	The student makes 4-5 noticeable pronunciation/syntax errors.
20	The student is prepared to ask the class 3-4 questions during the discussion of the assigned chapter.
	The student participates—along with the other chapter leaders and the other students—during the discussion of the assigned chapter.
	The student makes 6-10 noticeable pronunciation/syntax errors.
10	The student is prepared to ask the class 1-2 questions during the discussion of the assigned chapter.
	The student participates—along with the other chapter leaders and the other students—during the discussion of the assigned chapter.
	The student makes more than 10 noticeable pronunciation/syntax errors.
0	The student does not attempt the assignment.
	The student is absent and does not have a valid excuse.

Appendix E
Research Project Guidelines and Rubrics

GUIDELINES

You must choose a topic that is directly related to one of the countries in North Africa that we cover in this course: Tunisia, Algeria, Morocco, Mauritania, Mali, Burkina Faso, Niger, or Chad.

You are encouraged to choose a topic that is related to another discipline that represents an important part of your undergraduate coursework (e.g., economics, history, international studies, philosophy, politics, religion, sociology, women's studies, and so forth).

You are strongly encouraged to choose a topic that interests you.

You are very strongly encouraged to begin working on Part 1 during the first or second week of the semester, and you should begin working on Part 2 early in the semester.

You must choose 8 primary sources of information.
- Two academic articles from a journal that publishes peer-reviewed research.
- Two reports from a government agency or a non-governmental organization (NGO).
- Four news articles published on the website of a newspaper or a magazine.

You may include additional sources of information, such as postings from blogs/discussion boards, but blogs/discussions boards are not primary sources of information for this project.

COMPONENTS

Part 1 is due by Friday, January 31. Submit a PDF in Canvas with the following information:
- The focus/topic of your Research Project
- The title of at least one article from an academic journal that you plan to use as a primary source of information
- The title of at least one report/document from a government agency or an NGO that you plan to use as a primary source of information
- These sources must be prepared as 2 entries in a list of references following APA style guidelines.

Part 2 is due by Thursday, March 5. Submit a PDF in Canvas with the following information:
- Summary (one full page, in French, 1" margins on all side, double-spaced) of a report/document from a government agency or a non-governmental organization that you have chosen to use as a primary source of information
- This can be a summary of the document that you listed in Part 1, or it can be a different document from a government agency or NGO.
- Since this will be a "rough draft" of part of the final project, you will receive limited feedback on this assignment. However, if there are several major problems, they will be indicated to you. It is your responsibility to review/revise this summary before including it in the final version of the project.

Part 3 is due by Tuesday, April 7, 2020. Submit a PDF in Canvas with the following information:
- Summary (one full page, in French, 1" margins on all side, double-spaced) of an article from a journal that publishes peer-reviewed research that you have chosen to use as a primary source of information
- This can be a summary of the journal article that you listed in Part 1, or it can be a different journal article.
- Since this will be a "rough draft" of part of the final project, you will receive limited feedback on this assignment. However, if there are several major problems, they will be indicated to you. It is your responsibility to review/revise this summary before including it in the final version of the project.

The final version of the full research project is due in Canvas on Thursday, May 7, 2020.
- This report (written in French) allows you to demonstrate that you are developing expertise on a specific topic that is relevant to some aspect of life in one of the countries in North Africa that we have studied this semester.
- File type: Microsoft Word
- Length: 6 full pages, double-spaced (maximum 7 full pages, double-spaced)
- Margins: 1 inch on all sides
- Font: Calibri (or another font approved by the instructor)
- Additional spacing between paragraphs: None
- You can find resources on campus to help you with any of these formatting issues. I will check the formatting, which needs to follow the clear guidelines provided here.
- You must include the following content in the written report of your Research Project:
  1) In the first paragraph (or in the first two paragraphs), explain why you chose your topic.
  2) Provide a summary of the first report/document from a government agency or non-governmental organization that you chose as a primary resource. This summary must be at least 1 full page. **For this part of the project, you can use Research Project, Part 2.**
  3) Provide a summary of the second report/document from a government agency or non-governmental organization that you chose as a primary resource. This summary must be at least 1 full page.
  4) Provide a summary of the first academic article published in a journal that you have chosen as a primary resource. This summary must be at least 1 full page. **For this part of the project, you can use Research Project, Part 3.**
  5) Provide a summary of the second academic article published in a journal that you have chosen as a primary resource. This summary must be at least 1 full page.
  6) Provide a summary of the information that you found in the news articles that you chose as primary resources. You do not have to provide a summary of each article. You can simply provide a general summary of what information you gleaned from these articles. This summary must be at least 1 full page.
  7) Provide a conclusion. This may be one paragraph or more than one paragraph. Think of this as an opportunity to include your personal feelings or opinions about the topic. Instead, you can choose to provide a more neutral, factual conclusion that does not include feelings or opinions.

8) Provide a list of references on the final page of your report. This list of references must follow APA format. If you do not have an APA style guide, you can consult a website that provides details and examples of APA format. APA is the American Psychological Association. Their format/style guide is the guide used by many research articles and reports in applied linguistics.

RUBRICS

Note: The rubrics provided below require you to meet all criteria for a specific score in order to receive that score. For example, if your work only meets 2 of the 3 criteria for a score of 10 for Research Project, Part 1, you will not receive a score of 10.

Rubric for Research Project, Part 1
[Topic and/or Title; List of references]

Score	Criteria
10	The assignment includes all required components. The student has followed all guidelines. The assignment is submitted by the due date provided in this syllabus.
5	The assignment includes some required components. The student has followed some guidelines.
0	The assignment was submitted late.

Rubric for Research Project, Part 2
[Summary of a document produced by a government agency or a non-governmental organization (NGO)]

Score	Criteria
20	The assignment includes all required components. The student has followed all guidelines. The assignment is submitted by the due date provided in this syllabus.
10	The assignment includes some required components. The student has followed some guidelines.
0	The assignment was submitted late.

Rubric for Research Project, Part 3 [Summary of an article published in an academic journal]

Score	Criteria
20	The assignment includes all required components. The student has followed all guidelines. The assignment is submitted by the due date provided in this syllabus.
10	The assignment includes some required components. The student has followed some guidelines.
0	The assignment was submitted late.

Rubric for Research Project [Final version of the project]

Score	Criteria
150	The student used correct grammar, spelling, and formatting.
	There are no major syntax errors.[1]
	The student followed all guidelines.
	All required components are included in the assignment.
100	The assignment includes 5-15 grammar/spelling errors.
	There are some formatting errors.
	The assignment includes 1 or 2 syntax errors.
	The student did not follow 2 guidelines.
	The assignment includes 1 incomplete component.
75	The assignment includes 16-30 grammar/spelling errors.
	There are several formatting errors.
	The assignment includes more than 2 syntax errors.
	The student did not follow 3 guidelines.
	The assignment includes 2 incomplete components.
50	The assignment includes more than 30 grammar/spelling errors.
	Most guidelines were not followed.
	Several components are incomplete.
	The assignment was submitted 1 day late.
0	The assignment was submitted more than 1 day late.

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[1] One of the most frequent syntactic errors made by learners is the use of the wrong preposition or the non-use of a required preposition in order to express transitivity/intransitivity. For example, the verb *écouter* is transitive direct in French (*écouter quelqu'un*, *écouter quelque chose*), but students sometimes mistakenly use **écouter à quelqu'un* or **écouter à quelque chose*. This is an example of a major syntactic (i.e., structural) error.