

1. Overall Description of Project:

This project will help improve the reading skills of **Advanced Placement French Literature** and **Advanced Placement French Language** students. The public domain texts on the AP French Literature Required Reading List will be read in **Microsoft Reader 2.0** electronic book (e-book) format on **Pocket PC 2002** equipped handheld personal digital assistants (PDAs) with the **Microsoft French-English Pocket Dictionary**. By using electronic texts with an integrated translation dictionary, it is hoped that the students will find reading the required texts a less daunting task, that the students will read each text in less time but at the same level of comprehension or better than if they had used printed texts, and that the students will be able to read additional related texts to enrich their understanding and enjoyment of the core texts.

2. Opportunity Identified and How the Project Will Address It:

Traditionally, our high school's advanced French students have had a single option for their fourth year language course—Advanced Placement French Language. The AP French Language course is designed to improve students' language skills in all four modes: speaking, listening, reading, and writing. Since 1988, all AP French Language students are required to take the College Board's *Advanced Placement French Language Exam*. This course is the equivalent of a third-year college level course (Conversation and Composition or Introduction to Literature).

As with most AP exams, the *Advanced Placement French Language Exam* consists of two sections: a **multiple-choice** section (graded by computer) and a **free-response** section (graded by faculty consultants during the annual reading). Although the percentages may vary slightly from year to year, each section is given roughly equal weight.

The AP French Language exam's **multiple-choice** section is divided into two parts:

- **Listening**—the students listen to a series of brief exchanges on cassette and choose one of four printed rejoinders from the test booklet. The students then hear recorded dialogues or monologues and are asked questions about what was just heard.
- **Reading Comprehension**—the students answer questions about several prose passages they read.

The AP French Language exam's **free-response** section is divided into two parts:

- **Writing**—this part has three sections:
 - **Function word fill-ins**—the students must correctly supply, in a contextual format, 15 single words (not verbs).
 - **Verb fill-ins**—the students write the correct form and tense of 15 given verbs within a paragraph.
 - **Composition**—the students write an essay on a given topic
- **Speaking**—the students tape record responses to questions, which are printed in the test booklet as well as heard on the tape, based on a series of pictures or other visual stimulus. There are two sets of questions with three questions per set.

Unlike most other Advanced Placement exams, the AP French Language exam is a *qualitative*, not *quantitative* exam. The students are graded almost exclusively on *performance* rather than *knowledge*. As such, there is no syllabus of required material or readings. The students must be prepared to read, write, listen, and speak on almost any topic. They are then graded on *how they do*, not necessarily on *what they know*. The current speaking and writing rubrics do not account for content.

Changes in curriculum and textbooks over the last ten years have greatly improved our students' speaking and writing skills. However, we have identified needs to improve our students' listening and reading skills. The 2000 MBNA Excellence in Education Modern Languages DVD Listening Project has addressed the need to expose our students to a greater range of authentic, full speed speech in French. To address the need to improve reading skills, we have taken two steps. The first was to offer for the first time a course in Advanced Placement French Literature starting in August 2001.

The AP French Literature course is designed to introduce students who have advanced language skills to the formal study of a representative body of literary texts in French. AP French Literature students are required to

take the College Board's *Advanced Placement French Literature Exam*. This course, like the AP French Language course, is the equivalent of a third-year college level course (Conversation and Composition or Introduction to Literature).

Classes include close reading and extensive discussion of texts with particular attention to character and theme, structure and style, and to how these elements are related to overall interpretation. To reach these goals, students will learn the techniques of literary analysis as well as a basic vocabulary of critical terms, both of which they need to use appropriately when studying French literary texts. Class discussion and essay writing in French are important components of this course.

The AP French Literature course has the following objectives:

- proficiency in the fundamental language skills that enable the students to read and understand prose and verse of moderate difficulty and mature content, as well as to formulate and express critical opinions and judgments in correct oral and written French
- the ability to read and analyze critically and to discuss perceptively representative works of French literature.

The program is not to be construed as a formal survey of literary history, but rather as an introduction to representative works of prose, poetry, and drama from different periods. Students should, however, be aware of the cultural context of the works read. They will also acquire the basic concepts and terminology of textual analysis. By learning to identify and interpret the various elements that enter into the composition of a literary text and to perceive their relationships, students acquire a fuller understanding and appreciation of the art and significance of literature.

Required Reading List (May 2001-May 2003)

Plays

Molière: *l'Ecole des femmes*

Pierre Augustin Caron de Beaumarchais: *Le Mariage de Figaro*

Jean Giraudoux: *La Guerre de Troie n'aura pas lieu*

Novels

Miriama Bâ: *Une si longue lettre*

Guy de Maupassant: *Pierre et Jean*

Voltaire: *Candide*

Poetry

Guillaume Apollinaire: « Le Pont Mirabeau », « Les Colchiques », « Mai », « Automne » (from « Alcools »)

Charles Baudelaire: « Correspondances », « Hymne à la Beauté », « l'Invitation au voyage », « Chant d'automne », « Spleen » (« Quand le ciel... »), « Recueillement » (From *Les Fleurs du Mal*)

Louise Labé: Sonnets – « On voit mourir toute chose animée », « Je vis, je meurs: je me brûle et me noye », « Oh si j'étois en ce beau sein ravie », « Las! que me sert, que si parfaitement »

Jean de La Fontaine: « Les Animaux malades de la peste », « Le Chêne et le Roseau », « La Mort et le Bûcheron », « Le Loup et l'Agneau » (from « Fables Choisies »)

Pierre Ronsard: « A Marie » (« Comme on voit sur la branche... »), « Ode à Cassandre » (« Mignonne, allons voir... »), « A Hélène » (« Quand vous serez bien vieille... »)

The *Advanced Placement French Literature Examination* is approximately three hours long and measures students' abilities to understand, analyze, and interpret literary texts and to write competent critical essays in French. The **multiple-choice** section (70-90 minutes) counts for 40 percent of the composite grade. The **free-response** section (90-100 minutes) counts for the remaining 60 percent. This section is normally made up of an **essay** and a **textual analysis** (formerly known as *explication du texte*). Both parts count equally and are scored

for content as well as for language. Use of dictionaries or other reference works during the examination is not permitted.

The **multiple choice** section consists of passages of prose, poetry, and drama chosen *both* from literary works on the required reading list and from works that are not on the list, followed by questions on their content, structure, and style. Vocabulary glosses are provided where appropriate, and it is not necessary to have previously studied the texts on which the questions are based or to recognize their authors. The questions do require students to understand the meaning of the text (what is stated or implied); to notice and interpret patterns of imagery, diction, or syntax; to recognize and understand figurative language; and to identify tone.

The **free-response** section consists of a **textual analysis** and an **essay**, both written in French. Students are given about 50 minutes for each question. Each response is scored on both content and use of language.

- **Textual Analysis:** Students are expected to analyze a poem or prose passage selected from the reading list and printed in the test booklet. They are asked to write in French in response to three or four questions about the text.
- **Essay:** The student is expected to write a well-organized essay in French on a given literary topic, basing his or her answer on one or two of the texts from the required reading list. All students will write on the same topic but will have some choice of required works to use for analysis and illustration. Students should avoid plot summary and make their references to the works as precise and pertinent as possible.

The second step was to work on what the College Board refers to as “vertical integration.” While students in the AP Literature course will read and discuss all of the works on the required reading list during the academic year, our French teachers are teaching specific works (particularly poems) from the reading list in earlier years. For example, La Fontaine’s fables and Apollinaire’s poems are introduced in French I and II. Baudelaire is introduced in French III. Since most French III students are juniors who are also taking British Literature, an effort is being made to expose them to Labé’s and Ronsard’s sonnets at the same time they are studying English sonnets.

Due to the advanced level of the courses and the variety of works and topics discussed, AP French students do not have a single textbook, but are required to have a number of textbooks for grammar (such as **Connaissances et Réactions** by Cole & Miller, AMSCO’s **Cours supérieur**, NTC’s **Reprise**, and **Allons voir!** by Bragger & Rice), history (**Trésors du Temps** by Lenard), literature (AMSCO’s **Douze Contes de Guy de Maupassant**), and culture (**Ensemble: Culture et Société** by Comeau, Bustin, & Lamoureux and NTC’s **Tableaux culturels de la France**) IN ADDITION TO the texts on the AP French Literature Required Reading List and a decent English-French/French-English dictionary (such as the **Harraps** or **Webster’s New World**). The use of electronic books is desirable to cut down on the physical weight and size of so many texts as well as the administrative tasks associated with issuing and collecting these texts to and from each student throughout the year.

E-books, e-book readers and PDAs can come in a variety of formats. **Microsoft Reader** is a free downloadable program, but it is proprietary and can only be used on Windows-based machines (**Pocket PC** or **Pocket PC 2002**). Several dictionaries, such as the **Microsoft French-English Pocket Dictionary**, are also a free downloads. They cannot be used on (the often less expensive) Palm OS-based handhelds such as the **Palm m1xx** series (m100, m105, m125, m130), **Handspring Visor** series (Neo, Pro) and the **Sony Clié** series or the Franklin **eBookMan** OS readers. In addition, in order to install the Microsoft Reader program, the handheld’s operating system must support the **Microsoft ActiveSync** program (version 3.1 or higher). Therefore, the **Casio Cassiopeia BE-300 Pocket Manager** (which uses unique versions of Windows CE 3.0 and Pumatech’s Intellisync Software) cannot be used.

Using **Microsoft Reader 2.0** does however have the distinct advantage of integrating a dictionary lookup function directly in the program (as shown in **Illustrations 1-3**). For most other e-book formats (such as **Mobipocket**, **Franklin eBookMAN**, **RCA/Gemstar**), a student would have to bookmark and close the e-text, open a French-English e-dictionary, look up the desired term, close the dictionary, and then re-open the original text. For the other e-book formats, the e-book versions of the required texts would have to be purchased as well as purchasing a French-English electronic translation dictionary. **Pocket PC 2002** OS is required to run **Microsoft Reader 2.0** and the foreign language dictionaries. With the Microsoft Reader conversion plug-in for Microsoft Word 2002,

public domain e-books can be created for free. Therefore, additional texts can be converted as needed. This will be particularly important because the AP French Literature Reading List is scheduled to change for the May 2004 examination. In addition, for the AP French Language course, there is no required reading list and the texts studied vary according to the students' individual levels of proficiency and interests.

All of the works on the **AP French Literature Required Reading List**, except for Bâ's *Une si longue lettre...* and Giraudoux's *La Guerre de Troie n'aura pas lieu*, are in the public domain. As a result, I formatted the text of all of these works as Microsoft Word 2002 documents which I printed as booklets for the AP French Literature students. Using the Microsoft Word 2002 Reader conversion plug-in, I subsequently converted the following documents into Microsoft Reader e-books and placed them on my Ignatius web site (www.ignatius.edu/turner/) for student use via the links at the AP French Literature page (<http://www2.ignatius.edu/faculty/turner/apfrlit.htm>):

- **Candide** <http://www2.ignatius.edu/faculty/turner/ebooks/Candide.lit> (215 KB)
- **l'École des femmes** <http://www2.ignatius.edu/faculty/turner/ebooks/ecole.lit> (187 KB)
- **Le Mariage de Figaro** <http://www2.ignatius.edu/faculty/turner/ebooks/Figaro.lit> (217 KB)
- **Pierre et Jean** <http://www2.ignatius.edu/faculty/turner/ebooks/Pierre.lit> (228 KB)
- **Poetry** (Apollinaire, Baudelaire, Labé, La Fontaine, Ronsard) <http://www2.ignatius.edu/faculty/turner/ebooks/Poésies.lit> (148 KB)

In the example below, a student is reading the Microsoft Reader e-book version of Beaumarchais' play *Le Mariage de Figaro*. While reading, the student runs across the word "niais" with which he is unfamiliar (**Illustration 1**). By clicking on the word "niais," a menu pops up. On this menu, the student selects (clicks on) "Lookup" (**Illustration 2**). The Microsoft Reader program then searches the default dictionary (in this case, the Microsoft French-English Pocket Dictionary) and displays the results (**Illustration 3**). The adjective "niais" means "silly."

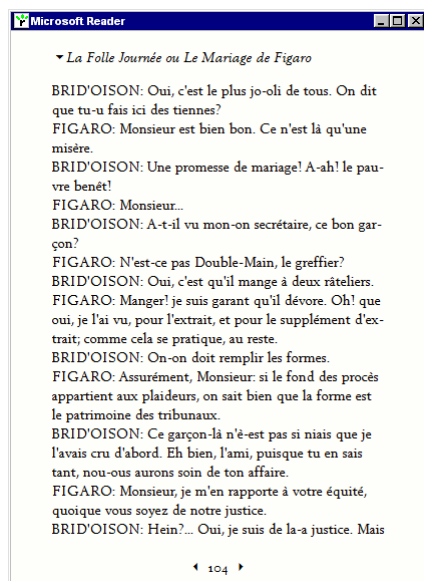


Illustration 1

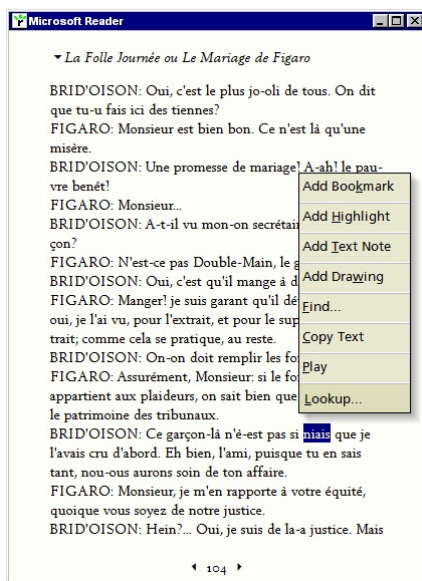


Illustration 2

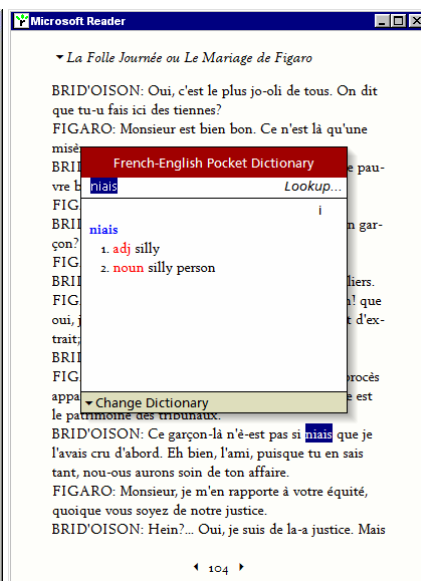


Illustration 3

In the Modern Languages Department, we have a mobile wireless computer lab consisting of thirteen IBM ThinkPad notebook computers for student use (see <http://www2.ignatius.edu/faculty/turner/computers.htm>). With these computers, the students usually write and revise compositions using Microsoft Word 2000 with French proofing tools installed and Heinle & Heinle's **Système-D** word processing program. More recently, the students have used Microsoft Reader to read individual poems in class. However, reading an entire novel or play is impractical and uncomfortable with these computers. The use of a handheld PDA for reading is more practical.

Windows-based handhelds run at least a 206 MHz processor and come with a certain amount of built-in random-access memory (RAM) which serves the dual purpose of running program applications as well as storing files (just like a desktop computer's hard drive). Current models normally have 32 or 64 MB of internal RAM. , Palm

OS handhelds usually run only a 33MHz processor and come with 16 MB or RAM. In addition, Pocket PCs have slots that allow you to increase storage with the use of Compact Flash (CF) memory cards. These cards are also commonly used with many brands of digital cameras (such as HP, Canon, and Nikon). Besides becoming cheaper in price (64 MB CF cards can be bought for around \$40), files can be stored directly on the CF cards much faster than by “synchronizing” files via **ActiveSync** and the USB or serial communications cable. The cards, like floppy disks, also allow for retrieval of files and information if the Pocket PC or its internal RAM malfunctions. For the **Compaq iPAQ** models, the CF slot is not built in and an Expansion Pack adapter is required. The **Audiovox Maestro** and **Toshiba e740** models also have a second slot for Secure Digital (SD) memory cards which are smaller than CF cards, but are typically more expensive (around \$40 for a 32 MB SD card). The **Compaq iPAQ** and **Palm** handhelds all come with built-in SD slots. **Sony** handhelds use the proprietary Memory Stick memory card. Due to the slower processor and smaller amount of RAM, it normally takes longer to load programs and files in a handheld running the **Palm OS** than a **Pocket PC** (particularly when stored on an SD card or Memory Stick).

The **Microsoft Reader 2.0** program requires about 4 MB of memory and the French-English Pocket Dictionary requires an additional 1 MB. (If the English-French module is added, an additional 1 MB is required and for the standard English dictionary, an additional 2.5 MB are needed). Each of the e-books from the Required Reading List is around 200 KB in size, so at least another 1.25 MB is required. Thus, 32 MB standard RAM would be sufficient. However, purchasing 64 MB CF cards is recommended for the faster loading of documents into memory and as a safeguard against data loss.

Compaq and Hewlett-Packard are the leading manufacturers of Windows-based **Pocket PC 2002** handhelds, although there are models available from Toshiba and Audiovox. The **Compaq iPAQ 3835** and **HP Jornada 568** are quoted in this proposal because they are the most widely available and currently represent “typical” models of a Windows-based Pocket PC (see **Project Cost and Budget Notes**). Handhelds running **Windows Pocket PC** or **Windows CE** (not **Pocket PC 2002**), such as the **HP Jornada 547/548** (see **AP French Literature E-Book Pilot Project**) can use **Microsoft Reader 1.0** and read e-books, but cannot use foreign language dictionaries for the *Lookup* function.

With the release of versions 4.3 and 4.4, the **Mobipocket Reader** allows for the use of an integrated dictionary with a “definition” function (similar to **Microsoft Reader’s** “lookup” function). The **Mobipocket Reader** and e-books can be installed on **Palm OS** as well as **Windows CE**, **Pocket PC**, and **Pocket PC 2002** handhelds. While the “bookmark” function is available, “highlight” and “add note” functions are not supported. The Larousse French-English/English-French Compact Dictionary is available but must be purchased for €14.95 (approximately \$13.50). The entire dictionary is approximately 4 MB in size and the texts themselves will use another 1-2 MB. Therefore, the 2MB **Palm m100** cannot be used. The m105, with 8MB or RAM, can hold these texts in its built-in memory, but it does not allow for the use of memory cards. Storage of the dictionaries onto a SD memory card (for the **Palm m125** and **m130**) or Memory Stick (for the **Sony Cliés**) is highly recommended.

While four of the texts on the **Required Reading** list are available as free **Mobipocket eBooks** (*Candide*, *l’École des femmes*, *Pierre et Jean*, *le Mariage de Figaro*), three others must be purchased (*Alcools* by Apollinaire, *Fables Books 1 and 2* by La Fontaine, and *les Fleurs du Mal* by Baudelaire) for between € 3.80 to €3.95 each or \$3.71 to \$3.85. These purchased texts are also keyed to **Mobipocket Reader’s** Personal Identification number or PID. If the handheld must be reset for any reason or if the books stored on one memory card are inserted into another unit, the books and dictionaries will no longer function.

All **Pocket PC** handhelds come with color backlit screens. For reading e-books on a **Palm OS** handheld, a color or black and white screen is recommended. The grayscale (green) screens used on the **Palm m105**, **Palm m125**, and **Sony Clié S360** can be difficult to read, especially in low lighting conditions. The **Palm m130** and **Sony T615** feature backlit color displays.

3. Goals and Objectives

The first goal of this project is to provide students opportunities to read authentic texts in the target language in class and at home. This goal is consistent with the five national standards for foreign language instruction issued by the **American Council on the Teaching of Foreign Languages (ACTFL)**. These standards are commonly referred to as the “Five C’s”: *Communication, Cultures, Connections, Comparisons, and Communities*. The **Ohio**

Competency-based Model for Foreign Language Instruction further adapts the ACTFL standards by adopting *Communication* as the major goal with four underlying strands (*Cultures, Connections, Comparisons, and Communities*).

This project will address the following national ACTFL standards:

Communication Standard 1.2

- Students understand and interpret written and spoken language on a variety of topics.

Cultures Standard 2.1

- Students demonstrate an understanding of the relationships between the practices and perspectives of the cultures studied.

Cultures Standard 2.2

- Students demonstrate an understanding of the relationships between the products and perspectives of the cultures studied.

Connections Standard 3.2

- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons Standard 4.1

- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Comparisons Standard 4.2

- Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Communities Standard 5.1

- Students use the language both within and beyond the school setting.

Communities Standard 5.2

- Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

By using electronic texts instead of traditional texts, the students will have fewer physical books to carry back and forth from home to class each day.

The second goal is to improve the speed with which students read these advanced texts. By incorporating the literary work and translation dictionary into a single electronic text, it is hoped that the students will read each e-book faster with equal or better comprehension than when using traditional printed texts and dictionaries.

The third goal is to have students read more “supplemental” texts during the course of the school year. By finishing works faster, additional works can be assigned to enrich the students’ understanding of the central works. For example, AP French Literature students can read Beaumarchais’ *Le Barbier de Seville* before *Le Mariage de Figaro* and compare the development of the characters. Or students can read Molière’s *Le Tartuffe*, *Dom Juan*, or *Le Bourgeois Gentilhomme* to compare and contrast with *l’École des femmes*. A list of supplemental texts already converted to the Microsoft Reader format is available online at <http://www2.ignatius.edu/faculty/turner/etexts.htm>.

This project, while intended for AP French students, can be adapted for other courses and disciplines. The Microsoft Corporation does also offer a Spanish-English Pocket Dictionary so Spanish-language e-books can be created for use by AP Spanish Language students. (We do not currently offer a course preparing students for the AP Spanish Literature exam.) Students in a particular AP course are often enrolled in one or more AP courses in

other disciplines. While it is rare that a student would concurrently take an AP French course and an AP Spanish Language, many AP French Language and Literature students also take AP English Literature. English Department chair **Tom Beach** and I have discussed converting public domain English texts and are scheduling a faculty in-service on using electronic texts for sometime during the third quarter (January-March). This project could serve as a pilot for using e-books in other AP classes as well.

4. Implementation Plan

The following is the sequence of Modern Languages courses at Saint Ignatius High School. Three years of language study is required for graduation. (Saint Ignatius students also have the option of studying Latin through the Classics Department. Similarly, Classics students must successfully complete three years to graduate.) A fourth year course is optional, but highly encouraged.

French		Spanish		
Normal	Advanced	Normal	Advanced	Accelerated
French I	French II	Spanish I	Spanish II	Spanish I
French II	French III	Spanish II	Spanish III	Honors Spanish II
French III	French IV or AP French Literature	Spanish III	Spanish IV	Honors Spanish III
French IV, AP French Language or AP French Literature	AP French Language or AP French Literature	Spanish IV	AP Spanish IV (Language)	AP Spanish IV (Language)

Normal represents the typical four-year sequence of an average student. **Advanced** represents the recommended sequence for Freshmen who are placed into second year language courses based on previous language study in grade school and the results of the Modern Languages Placement Exam. **Accelerated** represents the sequence for advanced students as identified by the department. A student outside of the track cannot enroll in AP Spanish. All students enrolled in Advanced Placement French or Spanish courses are required to take the corresponding AP French or Spanish Language or Literature exam in May. All Modern Language courses are based on proficiency principles as promulgated by **the American Council on the Teaching of Foreign Languages (ACTFL)**.

Microsoft Reader will be installed on all of the Pocket PC handhelds. The necessary texts will be converted into Microsoft Reader format and loaded onto the Compact Flash (CF) memory storage cards along with the French-English Pocket Dictionary. Each AP French student will be given a handheld and CF card loaded with a year's worth of electronic texts (instead of traditional paperback books) to use and for which he will be responsible during the school year. The students will take them home for reading assignments and will be required to bring the handhelds to class (as they will be required to bring their traditional grammar textbooks and paperback editions of the copyrighted material).

At the end of the school year, the handhelds and CF cards will be collected from the students to be reset and redistributed to the following year's students.

5. Evaluation

First, the AP French teachers will document how many class periods are dedicated to the instruction of each literary work during the Second Semester 2002. This will be compared to the number of days required to teach the same works in the Second Semester 2003.

Second, student performance on classroom assessments will be measured. For each of the novels and plays on the AP French Literature Required Reading List, the students will take short quizzes identifying characters and major dramatic action. The scores on these quizzes by the 2001-2002 students will be compared to the scores of the 2002-2003 students.

Third, since all AP students each are required to take either the **Advanced Placement French Language** or **Advanced Placement French Literature Exam**, the scores of the students taking the May 2002 exams will be compared with the scores of the students who took the May 2003 exams. These results are normally sent to the school in July or August. In addition to comparing the overall scores of students (such as the number of students receiving grades of 3 or better), the College Board's detailed reports also allow an examination of a particular

school's students' performance on individual sections. In particular, the May 2003 students' performance on the multiple-choice sections (Section I) of the AP French Literature and Language Exams will be compared with the performance of the May 2002 students.

Finally, **ACTFL Standards 5.1** and **5.2** (see **Section 3**) call for the rather ambitious goal of students using the target language outside of the classroom and for personal enjoyment. To address these goals, informal evaluations will also be conducted. Teachers will ask students if they have read any other materials in the target language throughout the year (for example, if they have read or downloaded any other e-books, read articles from French-language newspaper, radio, or television stations, or purchase and read and print French-language newspapers, magazines, or books during the course of the school year).

6. Project Implementers

Milton Alan Turner (French/Spanish teacher, AP French Literature teacher, ETS AP Faculty Consultant—French): Mr. Turner will format and convert texts to e-books, train/assist other department members in uses for their own classes, and evaluate project.

Christine Piatak (French teacher, AP French Language teacher)

Potential implementers:

Elda Borroni (Spanish teacher, AP Spanish Language teacher, ETS AP Faculty Consultant—Spanish, AP teacher)

Tom Beach (English teacher, English Department Chair, AP English Language teacher)

Kevin McKenna (English teacher, AP English Literature teacher, ETS AP Faculty Consultant—English)

Tom Pasko (English teacher, AP English Literature teacher)

Art Thomas (English teacher, AP English Literature teacher)

8. Selection Process

Modern Languages Department members teaching Advanced Placement French courses will be involved. Teachers of AP courses in other disciplines who also teach the AP French students may also participate.

Project Cost and Budget Notes

Equipment:

Listed below are the prices of four representative models of Windows-powered Pocket PC 2002 handhelds: the **Compact iPAQ 3835**, the **Hewlett-Packard Jornada 568**, the **Audiovox Maestro**, and the **Toshiba e740**. The **iPAQ**, **Jornada**, and **Toshiba** handhelds have 64 MB RAM and the **Maestro** has 32 MB RAM.

<i>prices as of 09/10/02</i>	BestBuy	CompUSA	Circuit City	Amazon	Staples
Compaq iPAQ 3835	\$ 599.99	\$ 549.99	\$ 599.99	\$ 549.94	\$ 499.99
order charge	\$ 5.00				
shipping		\$ 5.00	\$ 5.89	\$ -	\$ -
total	\$ 604.99	\$ 554.99	\$ 605.88	\$ 549.94	\$ 499.99
HP Jornada 568	\$ 549.00	\$ 549.00	\$ 499.99	\$ 448.94	\$ 549.99
order charge	\$ 5.00				
shipping		\$ 5.00	\$ 5.89	\$ -	\$ -
total	\$ 554.00	\$ 554.00	\$ 505.88	\$ 448.94	\$ 549.99
Audiovox Maestro		\$ 329.99			\$ 299.99
order charge					
shipping		\$ 5.00			\$ -
total		\$ 334.99			\$ 299.99
Toshiba e740	\$ 599.99	\$ 599.99	\$ 599.99	\$ 569.94	\$ 599.99
order charge	\$ 5.00				
shipping		\$ 5.00	\$ 5.89	\$ -	\$ -
total	\$ 604.99	\$ 604.99	\$ 605.88	\$ 569.94	\$ 599.99

BestBuy, Staples and Amazon.com were offering free shipping on 9/10/02

Listed below are the prices of two models of Palm OS handhelds: the **Palm m130** and the **Sony Clié T615**. These handhelds have 16 MB RAM.

<i>prices as of 05/01/02</i>	Palm	CompUSA	BestBuy	Circuit City
Palm m130	\$ 249.99	\$ 249.99	\$ 249.99	\$ 299.99
order charge	\$ -			
shipping	\$ -	\$ 5.00		\$ 5.89
total	\$ 249.99	\$ 254.99	\$ 249.99	\$ 305.88
Sony Clié T615		\$ 299.99	\$ 249.99	\$ 249.99
order charge				
shipping		\$ 5.00		\$ 5.89
total		\$ 304.99	\$ 249.99	\$ 255.88

The cost of the various memory cards is listed below:

<i>prices as of 01/12/02</i>	BestBuy	CompUSA	Circuit City	Amazon	Staples
64MB Compact Flash memory card	\$ 49.99	\$ 39.99	\$ 49.99	\$ 34.99	\$ 49.98
shipping		\$ 5.00	\$ 5.89	\$ 5.58	\$ -
total	\$ 49.99	\$ 44.99	\$ 55.88	\$ 40.57	\$ 49.98

32MB Secure Digital memory card	\$ 39.99	\$ 29.99	\$ 34.99	\$ 34.99	\$ 49.98
shipping		\$ 5.00	\$ 5.89	\$ 5.58	\$ -
total	\$ 39.99	\$ 44.99	\$ 40.88	\$ 40.57	\$ 49.98

64MB Memory Stick	\$ 49.99	\$ 39.99	\$ 49.99	\$ 34.99	\$ 49.98
shipping		\$ 5.00	\$ 5.95	\$ 5.58	\$ -
total	\$ 49.99	\$ 44.99	\$ 55.94	\$ 40.57	\$ 49.98

The cost of the Compaq iPAQ Expansion Pack adapter for Compact Flash cards is listed below:

<i>prices as of 01/12/02</i>	Compaq	CompUSA
iPAQ Expansion Pack	\$ 49.99	\$ 39.99
shipping	\$ 5.00	\$ 5.00
total	\$ 53.98	\$ 44.99

There are currently 11 students taking AP French Literature and 6 students taking AP French Language. Thus, we will have 17 total AP French students this year.

Advanced Placement French Enrollment (2002-2003):

AP FRENCH LITERATURE (11)

Brickman, Patrick
 Bongorno, Michael
 Campbell, Ted
 Cashin, Charles
 Cottington, Brendan
 Jedick, Chase
 Johnson, Nick
 McGhee, Zachary
 Nayak, Nick
 Pearse, Adam
 Pucci, Frank

AP FRENCH LANGUAGE (6)

Carney, Jr., Daniel
 Horvath, Andrew
 Maroun, Dan
 Mezaros, Andrew
 Tran, Anh
 Troha, Daniel

Project Total:

The projected cost of this project for 17 students is as follows:

Option I:

quantity	item	each	price	shipping	total
17	HP Jornada 568	\$ 448.94	\$ 7,631.98	\$ -	\$ 7,631.98
17	64 MB CF memory card	\$ 34.99	\$ 594.83	\$ 91.46	\$ 686.29
	total				\$ 8,318.27

Option II:

quantity	item	each	price	shipping	total
17	Audiovox Maestro	\$ 299.99	\$ 5,099.83		\$ 5,099.83
17	64 MB CF memory card	\$ 34.99	\$ 594.83	\$ 85.00	\$ 679.83
	total				\$ 5,779.66

Option III:

quantity	item	each	price	shipping	total
17	iPAQ 3835 Pocket PC	\$ 499.99	\$ 8,499.83	\$ -	\$ 8,499.83
17	iPAQ CF Expansion Pack	\$ 39.99	\$ 679.83	\$ 85.00	\$ 764.83
17	64 MB CF memory card	\$ 34.99	\$ 594.83	\$ 94.86	\$ 689.69
	total				\$ 9,954.35

Option IV:

17	Toshiba e740	\$ 569.94	\$ 9,688.98	\$ -	\$ 9,688.98
17	64 MB CF memory card	\$ 34.99	\$ 594.83	\$ 85.00	\$ 679.83
	total				\$ 10,368.81

Option V:

quantity	item	each	price	shipping	total
17	Palm m130	\$ 249.99	\$ 4,249.83	\$ -	\$ 4,249.83
17	32MB SD memory card	\$ 29.99	\$ 509.83	\$ 85.00	\$ 594.83
17	French/English Dictionary	\$ 14.60	\$ 248.20		\$ 248.20
17	Alcools (Appolinaire)	\$ 3.85	\$ 65.45		\$ 65.45
17	Fables Book 1 (La Fontaine)	\$ 3.71	\$ 63.07		\$ 63.07
17	Fables Book 2 (La Fontaine)	\$ 3.71	\$ 63.07		\$ 63.07
17	Fleurs du Mal (Baudelaire)	\$3.71	\$ 63.07		\$ 63.07
	total				\$ 5,347.52

Option VI:

quantity	item	each	price	shipping	total
17	Sony Clié T615	\$ 249.99	\$ 4,249.83	\$ -	\$ 4,249.83
17	64MB Memory Stick card	\$ 39.99	\$ 679.83	\$ 85.00	\$ 764.83
17	French/English Dictionary	\$ 14.60	\$ 248.20		\$ 248.20
17	Alcools (Appolinaire)	\$ 3.85	\$ 65.45		\$ 65.45
17	Fables (La Fontaine)	\$ 3.71	\$ 63.07		\$ 63.07
17	Fables (La Fontaine)	\$ 3.71	\$ 63.07		\$ 63.07
17	Fleurs du Mal (Baudelaire)	\$3.71	\$ 63.07		\$ 63.07
	total				\$ 5,517.52

All of the **Pocket PC 2002** models come with 32 MB of Flash ROM (read-only memory) making future OS upgrades possible and the first three use 206 MHz StrongArm processors. **Option I** allows for easy expansion with the **Jornadas'** built-in CF memory card slots. These are also most similar to the **HP Jornada 547s** purchased in the **AP French Literature E-Book Pilot Project** (see below) and come with a flip-cover to protect the screen. **Option II** uses **Audiovox Maestros** which, while having only 32MB of RAM, can be easily upgraded with a built-in CF slot (like **Option I**). **Option III** includes **iPAQs**, the CF memory card, and CF Expansion Packs. Like **Option I**, these handhelds have 64MB of onboard RAM. However, since the **iPAQs** do not have built-in CF expansion slots, they cannot be upgraded without the CF Expansion Pack. **Option IV** uses **Toshiba e740**

handhelds which with a 400 MHz processor and built in wireless 802.11b interface which can be used with the **Modern Languages Wireless Computer Cart**.

Options V and VI are based on using **Palm OS** handhelds and the **Mobipocket Reader** instead of **Microsoft Reader**. These handhelds come with 16 MB of memory and use a 33 MHz processor. These options, however, would require the individual purchase and registration of each text with each unit so that the PIDs match (as mentioned in **Section 2**). These options would also restrict future use or expansion of the program to books already published in this format and does not allow for creation of texts as needed (for example, AP Spanish Language, AP English Language, or AP English Literature or the changes in the AP French Literature Required Reading List to be announced in May 2003).

AP French Literature E-Book Pilot Project

In January 2002, three discontinued **HP Jornada 547s** were purchased along with three 64MB Compact Flash memory cards we purchased from **Compu-America.com**. These models were used by the three students in the AP French Literature pilot course to read *Candide, l'École des femmes, le Mariage de Figaro, and Pierre et Jean* (see <http://www2.ignatius.edu/faculty/turner/etexts.htm>). While these handhelds will let students read e-texts and cut down on the number of books brought to class (accomplishing Goal One (see **Section 3**), they run the **Pocket PC** OS and thus must use **Microsoft Reader 1.0**. This meant that students could not use the *French-English Pocket Dictionary* and could not use the *Lookup* function to increase the speed with which they read with comprehension (Goal Two) allowing for the addition of supplemental texts (Goal Three). At the present time, the Microsoft Corporation has not announced any intention to make **Microsoft Reader 2.0** available for **Pocket PC**. While the **HP Jornada 547** has 16 MB of ROM, it is not Flash ROM so upgrading the operating system to **Pocket PC 2002** is impossible.