

**ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES  
GOUCHER COLLEGE  
ADVANCED PLACEMENT SUMMER INSTITUTE – IN PERSON  
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**SYLLABUS  
Advanced Placement Summer Institute  
Advanced Placement Program® course**

**Preparing Students for Advanced Placement® French Language and Culture AP 533.400**  
[Rita Davis](#)

This course will provide an overview of the structure and content of the thematically organized AP French Language and Culture exam. Relevant materials and specific instructional techniques for teaching the curriculum will be presented, discussed, and evaluated. We will explore the new AP resources that will help you plan and focus instruction and also give you feedback throughout the year on the areas where individual students need additional focus: *unit guides, personal progress checks, and the AP question bank*. Participants will develop materials for use in their own classes and will work together to clarify the expected levels of proficiencies in Interpersonal, Interpretive and Presentational Communication. Participants will learn how to develop activities and assessments that present language in cultural context, appropriately building students' proficiencies in the modes of communication as defined in the Standard for Foreign Language Learning in the 21st Century. In addition, we will explore techniques to transition past activities into strategies and exercises that meet the objectives of the French Language and Culture exam. There will be extensive practice by reviewing the rubrics and the achievement level descriptors that are used by the AP readers in assessing the Interpretive and Interpersonal Communication segments of the AP exam. Considerable time will be devoted to reviewing and interpreting assessment performance from the June 2020 exam's student samples. Time will be set aside for creating strategies and resources in order to create an updated course syllabus. Throughout the week, you will gain deeper insight in the following key takeaways: *Understanding the Course, Teaching the course, Assessing Student progress, and Planning the course*.

- This class meets from 7:30 until 4:00 during the period of June 21-24, 2021. If you are taking the course for credit, no absences are permitted. You must attend all four days to receive graduate credit.
- **Contact information:** 610-203-0176 or [rdavis@agnesirwin.org](mailto:rdavis@agnesirwin.org)
- **Required text:** (Copies of the texts below have been ordered for the workshop)  
*Thèmes 2016*  
If you want access to the *Themes* site prior to the workshop:  
Please go to the web site: [link to Thèmes](#)  
  
*Allons au delà:* Pearson, 2011.  
(will have access at workshop)

## General Course Objectives and Goals:

- To present samples of the AP Language and Culture Exam from 2016 and the grading rubrics for each section.
- To provide participants with ideas, techniques and strategies that will enhance their curriculum leading to the AP level.
- To provide participants with time and opportunity for collaborative interaction and exchange of successful strategies.

We will explore the various ways that the following **objectives** can be integrated in your **AP French Language and Culture** course:

- To further develop expected proficiencies in Interpersonal, Interpretive, and Presentational Communication.
- To expose students to the literature, art, cinema, and history of target language countries.
- To function in French without recourse to English translation
- To write in a variety of styles: expository, analytical, and narrative
- To interact with ease with native speakers of French.
- To develop units of study thematically organized around the following themes: *Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.*
- To develop a deep appreciation for other world cultures, their literature, artistic values, and people
- To read with strong comprehension written work from multiple sources
- To acquire new knowledge directly from sources written and spoken in French.
- To design thematic instruction with authentic resources.
- To review the newly released (in February) 2020 practice exam.

### Exam structure

- 50% of exam = multiple choice
- Interpretive mode
- Approx. 65 items in 9 sets
  - Reading selections
  - Listening selections
  - Reading & listening sections

### Exam structure (cont.)

- 50% of exam = free response
- Interpersonal & presentational modes
- 4 items
  - Interpersonal writing
  - Interpersonal speaking
  - Presentational writing
  - Presentational speaking

## Breakdown of the week:

*lundi 21 juin:*

### Goal and Learning Outcomes:

*To gain familiarity with the new exam format and explore the Curriculum Framework document*

- Presentation of participants
- Identify key needs of workshop participants.
- Participants' expectations
- Professional Development Workshop Materials regarding 2021 exam.
- Overview of the AP French Language Course Redesign
  - Learning objectives and achievement Level Descriptions
  - Instructional design using themes, contexts, and essential questions.
  - Course Audit: curricular requirements
  - Resources for the course: authentic audio, audiovisual and print documents.
- Review changes in the course and exam as of 2019-20.
- Brief overview of new tools: user guide:
  - Unit guides
  - Personal progress checks
  - Unit guides
  - AP question bank
- College Board Equity and Access policy
- AP World Language and Culture Interactive Online Modules
- Building an effective AP World Language and Culture Program: Ken Stewart
- Understanding by design  
*Handout: AP French Language and Culture Curriculum Framework 2019-20*
- College Board Equity and Access Policy
- Diversity of learning strategies
- Prerequisites for the Course and Vertical Alignment
- Activities that facilitate preparation for the exam
- Flipped classroom: voice, image text, and podcasts
- *L'apprentissage actif/inquisitif; la pédagogie du projet*
- Supplemental Readings and exercises
- Delf/Dalf
- National French Contest
- Web addresses (see attached sheet) and activities
- Computer software; power point presentations by students
- Authentic materials
- Discussion of the major themes and exploring their interconnectedness
  - Students will function in the language-no longer learn language function
  - Contextualizing the Language themes
- Website AP French Language and Culture: Science and Technology. Curriculum Module
- Development of thematic units
- Recommended contexts and forming essential questions

- Difference between teaching content and teaching skill
- Skills scavenger hunt
- Identify and demonstrate a wide variety of instructional approaches and strategies
- AP course exam structure and requirements
- Formative vs. summative assessment
- 2019 AP French Language and Culture Exam general info: score distributions

afternoon:

**Goal and Learning Outcomes:**

*To gain knowledge of the **Interpretive Communication** segments of the exam (Communication interprétative)*

*How to create an Interpretive Task for the classroom*

- Resources and supports for AP [ap classroom](#)
- Provide information about Instructional Planning Reports (IPRs)
- Present the features of performance dashboard
- Explain fall registration and AP policy changes
- **Review first part of the practice exam:**
  - Review sample items looking for challenging items
  - Draw conclusions regarding a curriculum aimed at preparing students for the required tasks
  - Draw conclusions regarding formative and summative types of assessment which will prepare students for the required tasks
  - Become familiar with scoring guidelines for multiple choice items
- Interpretive Communication: Strategies for enhancing students' Listening Comprehension: Ed Weiss
- Interpretive Communication: Strategies for enhancing students' Reading Comprehension: Lou Baskinger
- Ways to develop listening and reading comprehension skills:
  - Watching the French news broadcast on television or on the web site
  - RFI, RTL, Radio Canada
  - French songs
  - Films
  - Speaking in French throughout the classroom
  - Podcasts:
    - Pre-reading activities
    - Familiarization with vocabulary and idioms
    - General comprehension of the text
    - Read for accurate interpretation
    - Read for stylistic analysis
  - Instructional design and assessment
  - Review texts

**Assignment:** go online and investigate some of the materials that have been discussed; other suggestions sources that reinforce interpretive communication; time set aside to work on creating a theme-based unit.

**mardi 22 juin:**

**Goal and Learning Outcomes:**

*To gain knowledge of the Interpersonal segments of the exam. (Communication interpersonnelle)*

Review: revised course audit requirements for 2020-21 school year and beyond

Six *thematic* units:

*Interconnected suggested themes; units built around skills*

Families in Different Societies

The influence of Language and Culture on Identity

Influences of Beauty and Art

How Science and Technology affect our lives

Factors that impact the quality of life

Environmental, political, and societal challenges

Briefly re-visit backward-design and essential questions

Provide feedback to participants on the sources that they chose to reinforce interpretive communication.

Review the written and spoken Free Responses of the exam

Practice exam: 2 Interpersonal tasks: **Interpersonal Writing/ Interpersonal Speaking**

advanced organizers

questions types

register

francophone world

how the conversation unfolds

Become familiar with scoring guidelines for free-response items

Analyze the questions

Review scoring guidelines for Interpersonal Writing: **E-mail Reply**

- Employer des formules pour débiter et terminer l'échange
- Réagir de façon appropriée avec des mots ou phrases clés- accord/désaccord, étonnement, féliciter quelqu'un, montrer de la sympathie, etc.
- Maintenir l'échange dans une variété de contextes sociaux avec des mots ou phrases clés : proposer une sortie, accepter ou refuser une invitation, présenter ses excuses, etc.
- Exprimer une opinion et la défendre ou illustrer avec un exemple
- Répondre à toutes les questions ou requêtes de l'échange

Interpersonal Communication: Strategies for enhancing students' Interpersonal writing abilities:

Evaluate student samples

Practice applying scoring guidelines for free-response items

Review scoring guidelines for Interpersonal Speaking: **Conversation**

Evaluate student samples

Practice applying scoring guidelines for free-response items

Time set aside to work in groups on your unit.

**Assignment:** based on the theme of your choice create one classroom activity/task for Interpersonal writing or speaking and incorporate this activity in your unit.

**mercredi 23 juin:**

**Goal and Learning Outcomes:**

To gain knowledge of the Presentational segments of the exam. (*Communication representative*)

Practice exam: 2 Presentational writing: **Argumentative Essay**

- visual stimuli: introducing charts, tables, maps etc.
- state ideas in a clear and logical manner
- use a variety of grammatical structures and vocabulary
- Special attention to a good introduction and conclusion; save 5 minutes to reread and make corrections.
- Accomplish the task: in your persuasive essay, you should present the sources' different viewpoints on the topic and clearly indicate your own viewpoint and defend it thoroughly.
- to state ideas in a clear and logical manner
- to utilize a variety of grammatical structures and vocabulary

Advanced organizers

Review scoring guidelines

Evaluate student samples

**jeudi 24 juin**

**Goal and Learning Outcomes:**

2021 exam: Presentational speaking: **Cultural Comparison**

Review scoring guidelines and evaluate student samples

- Computer lab time
- Participants are given the opportunity to interact and brainstorm what formative and summative assessments to use with specific thematic units.

Presentation and group discussion/sharing of course outlines

Access & equity

Participants will present in the afternoon the theme they developed

Discussions of themes and contexts-which ones are more easily handled at lower levels and how; Which ones are the most difficult?

*Discussion général*

## **Bibliography**

Delfosse, Geneviève, Kurbegov, Eliane; Draggett, Parthena. *Thèmes AP® French Language and Culture*. Vista: 2015.

Dietiker, Simone Renaud, and Van Hooff, Dominique. *En Bonne forme*. New York: Houghton Mifflin.

Fenton, Sue. *French Chat Boosters*. Newington, Conn: Madame Fifi Publications. 2002.

Gaasch, James, and Valérie Budig-Markin. *Diversité: La Nouvelle francophone travers le monde*. New York: Houghton Mifflin Company, 2000.

Ghillebaert, Françoise. *Face-à-Face*. Vista 2011.

Hurten, André O. *Tous les poèmes pour le cours avancé*. Prentice Hall, 2006.

Ladd, Richard. *Allons au-delà*. Pearson: 2012.

Ladd, Richard, and Colette Girard. *AP French: Preparing for the Language and Culture Examination*. Pearson: 2012.

Rice, Anne-Christine. *Cinéma for French Conversation*. 2<sup>nd</sup> Edition. Newburyport, MA: Focus Publishing/R. Pullins Co., 2003.

St. Onge, Susan; and Ronald St. Onge. *Interaction*, 8th Edition. Cernage Learning 2012.

Sturges II, Hale, Linda Gregg Nielsen, and Henry L. Herbst. *Une Fois pour toutes*. Troisième Edition. New York: Prentice Hall, 2008.

## **Readings**

Balzac, Honoré de. *Le Colonel Chabert*.

Beaumarchais. *Le Barbier de Séville*.

Ben Jelloun, Tahar. *Le Racisme expliqué à ma fille*. Paris: Editions du Seuil. 1999. ISBN: 2-02-036275-9

La Fontaine. *Fables Choisies*.

Pagnol, Marcel. *Jean de Florette*

Simenon, Georges. *Maigret à Vichy*.

Voltaire. *Candide*.

## Supplementary materials

[www.lemonde.fr](http://www.lemonde.fr)

[www.france2.fr](http://www.france2.fr)

[www.google.fr](http://www.google.fr)

[www.rfi.fr](http://www.rfi.fr)

[www.collegeboard.com](http://www.collegeboard.com)

<http://apcentral.collegeboard.com> for discussion boards

[www.frenchteachers.org](http://www.frenchteachers.org)

Applause learning Resources: [www.Applauselearning.com](http://www.Applauselearning.com)

## In preparation for the course, I would like you:

- bring a copy of your current syllabus
- bring a laptop with you
- bring a web publication that you feel relates well to a cultural understanding of the Francophone world.
- think about a thematic unit and explore the types of authentic material that you feel are appropriate to address the context of your lesson.
- find a selection of two different sources: (one from an audio file and one from a reading source) in order to create a lesson where students are exposed to two different points of view.

If you have a textbook that you really like, please bring it along. In addition, please bring some of your favorite activities that you would like to share with the group, along with any of your best practices (games, podcasts, songs, etc.).

## Description of requirement for graduate credit:

You must complete the short daily assignments that underscore the particular activities of the day:

During the course of the week, you will be asked to do a 10-minute presentation based on an activity that you have created with the new AP French Language and Culture exam in mind.

For the final project, the participants will be asked to do something in the line of the following:

- à choisir un extrait d'un roman ou d'un récit, ou un article d'un journal ou d'un magazine et à créer un devoir où l'élève qui traite un des thèmes principaux:

- *La diversité*
- *L'économie*
- *L'environnement*
- *La santé les droits de l'être humain*
- *L'alimentation*
- *La paix et la guerre*

- à décrire une activité qui travaille la communication interprétative

- à créer une activité qui est inspirée du Journal Télévisé du site France 2: [www.france2.fr](http://www.france2.fr)

Vous allez préparer un sujet d'essai qui correspond à la partie de l'examen qui s'appelle: *presentational writing*.

Vous devez

- Indiquez le thème du cours
- Ecrire le sujet de l'essai
- Présentez 3 sources différentes, et pour chaque source, il faut écrire une introduction. En ce qui concerne les sources, il faut suivre le format de l'examen que vous avez dans votre manuel.
  - 1- *Print source- journalistic article or literary text that presents a clear opinion on the topic; opinion is different from that of the audio source (authentic source, may be excerpted).*
  - 2- *A map with text, a chart or a table that presents information on the topic – this source doesn't have to present an opinion (authentic source).*
  - 3- *An audio source (interview, report, or announcement) that presents a clear opinion on the topic which is different from the opinion in the print source (authentic source, may be excerpted)*

Le niveau du travail devrait être en fonction de la classe la plus avancée que vous enseignez.

**Due date:** July 12, 2021; all work can be emailed to me.

Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the myGoucher website (myGoucher) and following the prompts to receive your grade. If you have misplaced your password, please contact the help desk (helpdesk@goucher.edu) and they will help you through this procedure.

If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax your request to 410-337-6504 or mail to:

Goucher College  
Registrar's Office  
1021 Dulaney Valley Road  
Baltimore, MD 21204

There is no charge for this request. Please allow 3-5 working days to process. To access the transcript request form, please go to [Goucher Transcript Requests](#). Questions? Please call the Welch Center Office at 410-337-6200.

**Please note:** Teachers of AP French Language & Culture received access to one brand-new, full, secure practice exam aligned with the originally planned 2020 exam. This exam is available as a full practice exam on the AP Course Audit site and as individual questions in the AP Classroom question bank, coded to specific skills. [2020 exam](#)