French II 2600

I. **Course Description:**
French II includes mastery of basic and intermediate concepts of the French language with a deeper understanding of French and Francophone cultures. Students can expect to speak throughout the course and to use their new language both written and orally in each of their assignments.

II. **Prerequisites**
French I

IV. **Texts / Materials:**
- Students will need an account with Rosetta Stone via Liberty Online Academy.
- Students will need an updated computer and will regularly need to update the computer software.
- Students will need Flash and Adobe installed onto their computers.

V. **Learning Outcomes:**
When students have completed this course, they should have acquired the skills and knowledge required

A. to produce well-structured, grammatically sound writing for French II;
B. to speak fluently with the structures and vocabulary they have learned;
C. to explain various parts of learned grammar including past, conditional and future tenses
D. to describe certain French speaking countries in general terms;
E. to work within the confines of the language and culture for French II through a biblical worldview.

VI. **Assignments**

1) Daily Assignments

2) Quizzes and Assignments

3) Module tests

4) Midterm and Final Exams

VII. **Grading Policies:**

A. Assignments
Daily Work = 25%
Quizzes and Assignments = 35%
Tests and Exams = 40%

B. Grading Scale
A 93 – 100
B 85 – 92
C 77 – 84
D 70-76
E. Plagiarism

Whether intentional or not, plagiarism is submitting work that is not the student’s own thoughts and opinions, but has originated from another source and is not properly documented.

Examples of plagiarism: (this is not a comprehensive list)

- Using a translator
- Copying from the Internet or books
- Having someone else write your paper
- Sharing answers
- Rearranging someone else’s words
- Downloading Internet papers
- Copying another student’s work: part or all

Liberty University Online Academy, in partnership with the parents of our students, is committed to ensuring that students are properly equipped to follow accepted guidelines of research, to properly cite sources used, and receive appropriate feedback and consequences when they fail to do so. At the beginning of each school year, every student in grades 8–12 is presented with a Plagiarism Orientation Project in unit one of Language Arts. Included in this orientation is instruction for properly citing reference sources and practical measures to avoid plagiarism.

All projects that require research and source citation must have a works cited page in order for students to receive credit. These reports also require the use of in-text citation called “parenthetical documentation” (MLA citation style). Reports that do not comply will be returned to the student for resubmission before any grading takes place.

To ensure academic integrity, teachers use Safe Assign—a national plagiarism detection database. Teachers electronically submit assignments, essays, and projects, to the database and receive a report detailing the level of plagiarism (if any) included in the material and the possible sources from which the material was copied. When plagiarism is identified in a student’s report, the plagiarized report will be returned to the student. Parents will be notified to review the Plagiarism Orientation Project with their child. Consequences for plagiarized reports range from resubmitting the report for a maximum grade of 80% for a first offense to no course credit for repeat offenses.

4. "Self plagiarism" is when a student submits written work from another course or another context as if it is original work for a current writing assignment. This is not acceptable.

5. Under no circumstances should a translator be used – even to look up words. These translators are far from being dictionaries and make absolutely no sense.

VIII. Attendance Policy:
While there is flexibility in doing schoolwork at home, the Academy school year consists of 180 days of instructional work for academic credit to be granted. Parents are not required to notify the Academy regarding “missed days of school” since the pace is family-controlled, and students can make up days using their own creativity. If a student is struggling due to an illness, teachers should be notified so they can pray for their student and so they can offer extra assistance as needed.

Please review the student handbook for the full explanation of attendance.

XI. Assignment Descriptions

A. **Rosetta Stone lessons** are to be done prior to beginning work within the curriculum. The student will work through these lessons as the core of the class.

B. **Daily Work** follows the Rosetta Stone lessons and are usually titled of whatever concept the student is learning at the time. PowerPoints and or images are provided to the student, and the student is encouraged to print copies for his/her own reference. Students will then take a quiz on the said concept to practice it.

C. **Quizzes** are given at the end of each lesson on the material studied in that lesson.

D. **Assignments** are given in each lesson and will usually include two oral, one written assignment, and an assignment to turn in on the culture being studied. Beginning at the end of semester 1, students will start with a video assignment at the end of each module.

E. **Module Tests** are given at the end of each module to cover everything learned in all four lessons.

F. **Midterm and Final exams** are given in the 6th and 12th modules and cover the first and second semester material respectively.

G. **Online Test-Taking Requirements:**

Test questions are randomly selected from a large bank of questions in random order. No two tests taken by students online are the same. You should NEVER take an online test in the presence of others. You are expected to work on your own. Getting help from another person during a test is a form of academic dishonesty.