

**WINTHROP UNIVERSITY**  
**FREN 250-600: Intermediate Composition and Conversation**  
**Fall 2023**



**Professeur:** Scott Shinabargar, Ph.D.  
**Email:** shinabargars@winthrop.edu  
**Office Hours:** Tues./Thurs. 12:30-1:45, & by appt.  
**Office:** 225 Kinard

**Lecture:** Mon/Wed: 12:30-1:45 p.m., Kin 205  
**LLC:** Tues/Thurs: 12:30-1:45 p.m., Kin 307  
**Credit Hours:** 3

**I. Course Description:**

FREN 250 focuses on developing intermediate writing and speaking skills through vocabulary and grammar study as well as composition and conversation activities. Selected videos and literary texts from the French-speaking world provide the backdrop for course topics.

**II. Course Goals and Student Learning Outcomes:**

FREN 250 provides opportunities to:

- Increase vocabulary
- Refine and expand grammatical knowledge
- Participate in informal French conversations on a variety of topics
- Use increased vocabulary and grammar knowledge in intermediate level compositions

**III. Required Materials:**

1. *Francoise Ghillebaert, Face-A-Face, 3rd Edition, Conversations sans frontieres, Vista Higher Learning, 2022*
2. Access to Vista Supersite (<https://www.vhlcentral.com/>)
3. *4th Edition of Grammaire Progressive en Français. A2, B1, Intermédiaire*
4. Laptop (<https://www.winthrop.edu/technology/student-laptops.aspx>)
5. Access to Blackboard (<https://bb-winthrop.blackboard.com/>)

**IV. Prerequisite:**

- A. 5 or higher with no one domain less than a 4 on the STAMP assessment OR a 4 or higher on the AP FREN exam.
- B. High School GPA of a 3.0+

**V. Course Outline:**

The course will be taught in the sequence of units within the curriculum. When necessary, the professor will make adjustments to the course calendar.

**VI. Course Credit:**

FREN 250: Intermediate Composition and Conversation is an AP-weighted, dual credit accrual course. Students earn one Carnegie unit of high school credit and three hours of transferrable college credit upon successful completion of the course.

Students at Rock Hill High School receive college credit through Winthrop University. Students complete the Pre-College Application to be registered for the course and will receive a college ID.

The course is a three-hour (credit) course and may be transferred to a college or university either in S.C. or out-of-state. Each college and university has a different protocol for how they will determine how many credits will transfer as well as whether they will count toward your major or general education requirements. Please call your prospective school's advising office for more information on not just whether your Winthrop University language credit will transfer, but also how the credits will be measured and translated for your specific major.

### **LIFE Scholarship**

Grades earned in a high school dual credit course may affect scholarship eligibility. The LIFE Scholarship is a renewable scholarship for residents of South Carolina who are enrolled in college full-time. Awards are made automatically; no scholarship application is required. The amount is \$5,000 per year and may be "enhanced" to \$7,500 per year for upperclassmen in declared science and mathematics related majors. It is important to note to continue a LIFE scholarship in the sophomore year, any credit hours earned before high school graduation will be used toward the student's cumulative GPA. Students must earn a minimum cumulative LIFE GPA of at least a 3.0 on a 4.0 scale. The LIFE GPA must include all grades earned at the college plus all grades attempted (excluding remedial) at all other institutions, both in-state and out-of-state.

### **Transcript**

To be accepted as dual credit, the college course taken for dual credit must be approved by Rock Hill Schools. Approved dual credit courses taken on a Rock Hill Schools campus or as part of a Rock Hill School cohort on the college campus do not require pre-approval. All other dual credit courses require specific permission from the district in order to be completed. Students should see their high school guidance counselors for appropriate permission forms and/or guidance.

While enrolled in a dual credit course, students are completing coursework as a member of the district and as part of their regular high school course loads. Grades earned in dual credit courses must be submitted to the district and counted as part of the student's GPA and ranking, even in a low or failing grade is earned.

Note that a dual credit course carries one additional quality point in calculation of the student's cumulative GPA.

### **VII. Grading:**

The course grade will be calculated as follows:

Participation	10%
Homework	20%
Exams	30%
Compositions	20%
Oral Exam	10%
Final Project	10%

**Winthrop Dual Credit Grading Scale:**

A= 90-100% B+=85-89% B=80-84% C+=75-79%. C=70-74% D+=65-69% D=60-64%  
F=0-59%

- Numerical grades will appear on Rock Hill High School report card
- Letter grades will appear on Winthrop University transcript

**VIII. Participation and Attendance:**

In order to gain the most out of class time, please come prepared to talk about current topics using recent grammar and vocabulary. You earn daily participation points by arriving on time, engaging in activities and discussions, (forgoing the use of electronic devices unless specified) and staying until the end of class.

Participation and attendance credit will be earned on Monday and Wednesday when you meet with me. On Tuesday, Thursday, and Friday, your attendance at the *Language Learning Center* (LLC, Kinard 307) will also be recorded and count toward your participation grade. Please use the time wisely on Tuesday, Thursday, and Friday to complete assignments, participate in reinforcement activities, and seek clarification.

If you miss any class, your participation grade decreases. Each absence decreases your participation grade by approximate 3.5%. Missing any **six days** (Monday – Thursday) results in an FA. If your absences are excused and you provide documentation, participation points may be made up. Please ask me how. Late arrivals and early departures lower your participation grade by approximately 1%.

**Attendance/ Tardy Policy:**

The below policies are set forth by Rock Hill High School and Winthrop University. Each will be strictly observed. Students may not miss more than **6 days** in the class to earn high school and college credit. Please note there are time restrictions at the collegiate level for dropping and withdrawing this class. For example,

- August 25, 2023 3pm: Last day to drop a Winthrop class
- October 5, 2023 by 3pm: Last day to withdraw from a Winthrop class

**IX. Homework:**

Your homework consists of preparing yourself to participate in class, which includes:

- completing assigned readings
- completing assigned homework activities located on the Supersite
- watching assigned videos
- reviewing grammar concepts listed in the syllabus
- studying vocabulary connected to readings and videos

**Late work:** All work is due on the date and time indicated, regardless of whether or not you are in class that day or preceding the deadline. If documentation for an extended absence can be provided, late work can be turned in with approval of the instructor.

**X. Compositions:**

You will write two compositions over a period of time, revising them during visits to the LLC.

**L'examen oral:** There will be one oral exam, based on the film you will watch mid-semester. The format will be conversational and informal, but your answers should demonstrate your ability to speak causally using new vocabulary terms and grammar principals. Please include details. The longer your answers, the less questions I'll need to ask!

**XII. Other Important Information:**

**Language Learning Center (Kinard 307):** The LLC is a service offered by the Department of World Languages and Cultures, open to all language students. Every member of the team has high level language skills in French, Spanish or both. Most are native or heritage speakers. You will be required to attend the Language Learning Center on T/R from 12:30-1:45 p.m. You must swipe your Winthrop ID for attendance when you enter and leave. While in the LLC you will work on homework and your compositions, practice for your oral exam, and get help with challenging material.

**Academic Success Center:** *"Winthrop University's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources, such as peer tutoring and academic coaching that help students achieve academic excellence. During the 2022 2023 academic year, students will not need to attend an ASC Tuttee Seminar to utilize in-person or remote tutoring services. Please contact the ASC at 803-323-3929 /success@winthrop.edu. For more information on ASC services, please visit [www.winthrop.edu/success](http://www.winthrop.edu/success)."*

**Students with Disabilities/Need of Accommodations for Access:** *"Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request. If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact Rock Hill High School's Special Education team for information on accommodations, registration, and procedures."*

**FERPA:** *The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.*

*FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "**eligible students**."*

- *Eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless,*

*for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.*

- *Eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.*
- *Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):*
  - *School officials with legitimate educational interest;*
  - *Other schools to which a student is transferring;*
  - *Specified officials for audit or evaluation purposes;*
  - *Appropriate parties in connection with financial aid to a student;*
  - *Organizations conducting certain studies for or on behalf of the school;*
  - *Accrediting organizations;*
  - *To comply with a judicial order or lawfully issued subpoena;*
  - *Appropriate officials in cases of health and safety emergencies; and*
  - *State and local authorities, within a juvenile justice system, pursuant to specific State law.*

*Read more about your student rights under FERPA at Winthrop University:*

<https://www.winthrop.edu/recandreg/ferpa.aspx>

**Academic Conduct:** *As noted in the Student Conduct Code, “Responsibility for good conduct rests with students as adult individuals.” Cheating, plagiarism, or any other form of academic dishonesty will result in a failing grade for the test/quiz/assignment and may result in a failing grade for the course. Some instances of academic misconduct include but are not limited to providing/receiving unauthorized assistance in academic work and presenting someone else’s work as your own. The complete policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook.”* (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

**Courses in the Department of World Languages and Cultures:** Courses in the Department of World Languages and Cultures are based on the conceptual framework of the American Council on the Teaching of Foreign Languages:

**Communication:** Communicate in Languages Other Than English

**Cultures:** Gain Knowledge and Understanding of Other Cultures

**Connections:** Connect with Other Disciplines and Acquire Information

**Comparisons:** Develop Insight into the Nature of Languages and Culture

**Communities:** Participate in Multilingual Communities at Home & Around the World

Communicative skills are paramount in the language learning process. See actfl.org. for more information

### Calendrier du cours

Semaine	Jour	Date	Sujet
1	mardi	<b>août</b> 22	Pas de classe
	mercredi	23	<ul style="list-style-type: none"> <li>• Introduction / Syllabus et cours</li> <li>• Leçon 1: <i>Manon sur le bitume</i></li> <li>• Court métrage : Préparation, pp. 4-5</li> </ul>
	jeudi	24	<ul style="list-style-type: none"> <li>• Regarder Scènes, p. 7</li> <li>• Lire Note culturelle, p. 7</li> <li>• Compléter À l'écran (SS)</li> </ul>
	vendredi	25	<ul style="list-style-type: none"> <li>• Court métrage : Analyse, activités 1-4 (SS)</li> </ul>
2	lundi	28	<ul style="list-style-type: none"> <li>• Structures 1.1 : Le passé composé et l'imparfait, pp. 10-11</li> </ul>
	mardi	29	<ul style="list-style-type: none"> <li>• Compléter Activités 1-3 (le passé comp. / l'impar.) (SS)</li> </ul>
	mercredi	30	<ul style="list-style-type: none"> <li>• Structures 1.1 : Communication, p. 13</li> <li>• Structures 1.2 : Le plus-que-parfait / la concordance des temps, pp. 14-15</li> <li>• Littérature : Préparation, pp. 22-23</li> </ul>
	jeudi	31	<ul style="list-style-type: none"> <li>• Compléter Activités 1 et 2, Structures 1.1 : Mise en pratique (SS)</li> <li>• Commencer la lecture du <i>Petit Prince</i>, pp. 24-27</li> </ul>
	vendredi	1	<ul style="list-style-type: none"> <li>• Compléter Activités 1 et 2, Structures 1.2 : Mise en pratique (SS)</li> <li>• Finir <i>Le Petit Prince</i>, pp. 24-27</li> </ul>
3	lundi	4	<b>Pas de classe : Fête du travail</b>
	mardi	5	<ul style="list-style-type: none"> <li>• Compléter Activités 1-3, Analyse (<i>Le Petit prince</i>) (SS)</li> <li>• Lire « Un blog », Préparez, p. 32</li> </ul>
	mercredi	6	<ul style="list-style-type: none"> <li>• Littérature : Analyse, p. 29</li> <li>• Travailler sur « Un blog », pp. 32-33</li> </ul>
	jeudi	7	<ul style="list-style-type: none"> <li>• Finir « Un blog », pp. 32-33</li> </ul>
	vendredi	8	<ul style="list-style-type: none"> <li>• Leçon 2 Court métrage : Préparation, Étudier le vocab., compléter activités 1 &amp; 4 (SS)</li> </ul>
		<b>LEÇON 2</b>	
4	lundi	11	<ul style="list-style-type: none"> <li>• Leçon 2 : <i>Reality+</i>, pp. 38-43</li> <li>• Court métrage : Préparation, pp. 38-39</li> </ul>

	mardi	12	<ul style="list-style-type: none"> <li>• Regarder Scènes, Lire Note culturelle p. 41</li> <li>• Compléter À l'écran (SS)</li> <li>• Regarder <i>Reality+</i></li> </ul>
	mercredi	13	<ul style="list-style-type: none"> <li>• Court métrage : Analyse, pp. 42–43</li> <li>• Structures 2.1: Mise en pratique, pp. 44-46</li> </ul>
	jeudi	14	• Compléter Activités 2 & 5, Structures 2.1 : Mise en pratique / Communication (SS)
	vendredi	15	<ul style="list-style-type: none"> <li>• Étudier Structures 2.2, pp. 48-49</li> <li>• Compléter Activités 1 et 2, Structures 2.2: Mise en pratique (SS)</li> </ul>
5	lundi	18	<ul style="list-style-type: none"> <li>• Structures 2.1: Communication, p. 47</li> <li>• Article: Préparation, p. 52</li> </ul>
	mardi	19	<ul style="list-style-type: none"> <li>• Lire <i>Virtual, mon amour</i>, pp. 53–54</li> <li>• Compléter Essai Activité 1 (SS)</li> </ul>
	mercredi	20	<ul style="list-style-type: none"> <li>• Analyse, p. 55.</li> <li>• Boule et Bill, pp. 64-65.</li> <li>• Révisions</li> </ul>
	jeudi	21	<b>Examen Leçons 1 &amp; 2</b>
	vendredi	22	<ul style="list-style-type: none"> <li>• Leçon 3 Court métrage, Préparation : Étudier le vocab., activités 1 &amp; 2, p. 72 (Attn. : #2 avec un partenaire !)</li> <li>• Regarder Scènes, Lire Note culturelle, p. 75</li> <li>• Compléter À l'écran (SS)</li> </ul>
		<b>LEÇON 3</b>	
6	lundi	25	<ul style="list-style-type: none"> <li>• Regardons <i>Il neige à Marrakech</i></li> <li>• Analyse, pp. 76–77</li> <li>• Structures 3.1: Les pronoms, pp. 78-79</li> <li>• Commencer Activité 6 (La vérité), p. 77</li> </ul>
	mardi	26	<ul style="list-style-type: none"> <li>• Compléter Activité 6 (SS)</li> <li>• Compléter activités 1 &amp; 2, Structures 3.1 (SS)</li> </ul>
	mercredi	27	<ul style="list-style-type: none"> <li>• Structures 3.1: Communication</li> <li>• Structures 3.2, pp. 82-83</li> <li>• Article: Préparation, p. 86</li> </ul>
	jeudi	28	<ul style="list-style-type: none"> <li>• Compléter Activités 1 et 2, Structures 3.2: Mise en pratique (SS)</li> <li>• Commencer <b>Composition #1</b> - Un article sensation, p. 66, au LLC</li> </ul>
	vendredi	29	• Lire <i>Les autres, la haine... et l'amour</i> , pp. 87–88
7	lundi	<u>octobre</u> 2	<ul style="list-style-type: none"> <li>• Activités, Article: Analyse, p. 89</li> <li>• Structures 3.2: Communication, p. 85</li> <li>• Littérature: Préparation, pp. 90–91</li> </ul>

	mardi	3	<ul style="list-style-type: none"> <li>• Lire <i>Souffles</i>, pp. 92–93</li> <li>• Compléter Activités de Littérature 1-4 (SS)</li> </ul>
	mercredi	4	<ul style="list-style-type: none"> <li>• Littérature: Analyse, pp. 94-95</li> <li>• Bande dessinée, « Le Chat », pp. 96-97</li> <li>• <i>Mon séjour idéal</i> (expliqué en classe)</li> </ul>
	jeudi	5	• Travailler sur <b>Composition #1</b> au LLC
	vendredi	6	<ul style="list-style-type: none"> <li>• Étudier le vocabulaire, Leçon 4 Court métrage: Préparation, p. 104</li> <li>• Compléter Activités 1 et 2, Court métrage: Préparation (SS)</li> </ul>
<b>LEÇON 4</b>			
8	lundi	9	<b>Teacher Professional Development Day</b> <ul style="list-style-type: none"> <li>• Regarder Scènes, Lire Note culturelle p. 107</li> <li>• Compléter À l'écran, Activité 1 (SS)</li> </ul>
	mardi	10	<ul style="list-style-type: none"> <li>• Regarder Court métrage: <i>L'Autostoppeur</i></li> <li>• Compléter Activités 1-3, Analyse (SS)</li> </ul>
	mercredi	11	<ul style="list-style-type: none"> <li>• Discuter en classe : <i>Mon séjour idéal</i></li> <li>• Court métrage : Analyse, pp. 108–109</li> <li>• Structures 4.1: Le subjonctif dans les propositions relatives, Mise en pratique (activités en classe), pp. 110-12</li> </ul>
	jeudi	12	Film (* Regarder les questions – pour interview oral – sur BB avant de le regarder)
	vendredi	13	Film (conclusion)  Avant la classe mercredi le 18 octobre: <ul style="list-style-type: none"> <li>• Étudier Structures 4.2, pp. 114-15</li> <li>• Lire À propos des auteurs et compléter activités 1 &amp; 2 (SS)</li> <li>• Lire <i>Le voyage est un révélateur d'âmes</i>, pp. 119–120</li> </ul>
9	lundi	16	<b>Vacances d'automne</b>
	mardi	17	<b>Vacances d'automne</b>
	mercredi	18	<ul style="list-style-type: none"> <li>• Structures 4.1 : Communication, p. 113</li> <li>• Structures 4.2: Le subjonctif dans les propositions adverbiales, pp. 114-15</li> <li>• Analyse <i>Le voyage est un révélateur d'âmes</i>, p. 121</li> </ul>
	jeudi	19	• Réviser <b>Composition #1</b> au LLC
	vendredi	20	• Rédaction: <i>Brise marine</i> , Préparez, p. 130-31, 1-4
10	lundi	23	<ul style="list-style-type: none"> <li>• Discussion de la bande dessinée, p. 129</li> <li>• Discussion de « Brise marine »</li> </ul>
	mardi	24	• Finir <b>Composition #1</b> au LLC



	mercredi	25	• Révision
	jeudi	26	<b>Examen Leçons 3 &amp; 4</b>
	vendredi	27 <b>LEÇON 5</b>	<ul style="list-style-type: none"> <li>• Court métrage : Préparation, pp. 136-37, Activités 1 et 4 (SS)</li> <li>• Regarder Court métrage: <i>Bang Bang!</i> (SS)</li> <li>• Compléter Court métrage : Analyse, activités 1 &amp; 2 (SS)</li> </ul>
11	lundi	30	<ul style="list-style-type: none"> <li>• Court métrage: Analyse, pp. 140-41</li> <li>• Structures 5.1: Le passé du subjonctif, pp. 142-43</li> </ul>
	mardi	31	• Compléter Activités 1 & 2, Structures 5.1: Mise en pratique (SS)
	mercredi	<b>novembre</b> 1	<ul style="list-style-type: none"> <li>• Structures 5.2 : La voix passive, p. 146</li> <li>• Répétition pour l'examen oral</li> </ul>
	jeudi	2	<b>Examen Oral</b>
	vendredi	3	<ul style="list-style-type: none"> <li>• Lire À propos de l'auteur, Littérature: Préparation, 154</li> <li>• Compléter Littérature, Préparation, activités 1 &amp; 2 (SS)</li> </ul>
12	lundi	6	<ul style="list-style-type: none"> <li>• Préparation (cont.) p. 155</li> <li>• Commencer la lecture du « Renard », pp. 156-59</li> <li>• Instructions pour <b>Composition #2</b></li> </ul>
	mardi	7	<ul style="list-style-type: none"> <li>• Finir « Le Renard »</li> <li>• Commencer <b>Composition #2</b> au LLC</li> </ul>
	mercredi	8	<ul style="list-style-type: none"> <li>• Analyse, p. 160-61</li> <li>• Bande dessinée : « Toxic planet »</li> </ul>
	jeudi	9	• Travailler sur <b>Composition #2</b> au LLC
	vendredi	10	Rattraper
13	lundi	13 <b>LEÇON 6</b>	<ul style="list-style-type: none"> <li>• Regarder Scènes, p. 173</li> <li>• Préparation Activités 1, 2 et 3 (en classe)</li> <li>• Regarder <i>L'Accordeur</i></li> </ul>
	mardi	14	<ul style="list-style-type: none"> <li>• Étudier Structures 6.1: Les comparatifs et les superlatifs,</li> <li>• Compléter Mise en pratique, Activités 1-3 (SS)</li> </ul>
	mercredi	15	<ul style="list-style-type: none"> <li>• Court métrage: Analyse, activités 1-3</li> <li>• Structures 6.1 Communication, p. 179</li> </ul>
	jeudi	16	<ul style="list-style-type: none"> <li>• Compléter Activité 7 (Critique cinématographique) (SS)</li> <li>• Étudier Structures 6.2, p. 180-81</li> </ul>
	vendredi	17	<ul style="list-style-type: none"> <li>• Compléter Mise en pratique 6.2, activités 1 &amp; 2 (SS)</li> <li>• Littérature : Préparation, activités 1 &amp; 2 (SS)</li> </ul>
14	lundi	20	<ul style="list-style-type: none"> <li>• Communication, p. 183</li> <li>• Commencer « La petite fille de la cité sans nom », pp. 191-92</li> </ul>
	mardi	21	<ul style="list-style-type: none"> <li>• Finir « La petite fille de la cité sans nom », pp. 191-92</li> <li>• Analyse (« La petite fille...»), activités 1-3 (SS)</li> </ul>

	mercredi	22	<i>pas de classe: Vacances de Thanksgiving</i>
	jeudi	23	<i>pas de classe: Vacances de Thanksgiving</i>
	vendredi	24	<i>pas de classe: Vacances de Thanksgiving</i>
15	lundi	27	<ul style="list-style-type: none"> <li>• Analyse de « La petite fille de la cité sans nom », pp. 194-95</li> <li>• Bande dessinée: Compléter activités 1 &amp; 2 (SS)</li> </ul>
	mardi	28	• Réviser <b>Composition #2</b> au LLC
	mercredi	29	<ul style="list-style-type: none"> <li>• Discussion de la bande dessinée, p. 197</li> <li>• Révision</li> </ul>
	jeudi	30	<b>Examen Leçons 5 &amp; 6</b>
	vendredi	<b>décembre</b> 1	• Atelier #1: Projet final
16	lundi	4	<ul style="list-style-type: none"> <li>• Finir <b>Composition #2</b> en classe</li> <li>• Atelier #2: Projet final</li> </ul>
	Mardi	5	Study Day

**Examen final: Le 11 décembre, 12:30-3:00**

**Syllabus Acknowledgement & Information Sheet**

**Professeur:** Scott Shinabargar

**Course Title: FREN 250- 600: Intermediate Conversation and Composition**

I have read and thoroughly understand the course policies outlined in this course syllabus. I realize that I am responsible for adhering to the contents of this document and Winthrop University's code of conduct. I acknowledge that I have received a copy of the FREN 250 syllabus and that I know the syllabus is posted on Blackboard with a list of assignments and deadlines. I know what I need to do to earn the grade I want.

Student Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have read thoroughly the contents of this syllabus and discussed with my child the expectations of him/her in this course.

Parent/Guardian Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Contact Information**

Name of Parent/Guardian: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Work Number (Parent/Guardian 1) \_\_\_\_\_  
(Parent/Guardian 2) \_\_\_\_\_

Cell Phone Numbers: (Parent/Guardian 1) \_\_\_\_\_  
(Parent/Guardian 2) \_\_\_\_\_  
(Student) \_\_\_\_\_

Email Addresses: (Parent/Guardian 1) \_\_\_\_\_  
(Parent/Guardian 2) \_\_\_\_\_  
(Student) \_\_\_\_\_