



FREN 313-600: Advanced French Conversation Fall 2024

Professeur: Anna Igou, Ph.D.
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Office Hours: MTWR 2-3 p.m. or by appointment
Office: 221 Kinard

Class Hours: Tues/Thurs: 12:30-1:45 p.m., Kinard 315
LLC: Mon/Wed: 12:30-1:45 p.m., Kin 307
Credit Hours: 3
CRN: 14424

Course Description:

The main goal of this course is to offer students opportunities for communication at the individual level, in pairs, and with the whole class at the intermediate-mid through advanced levels according to the ACTFL Proficiency Guidelines. Students will hone their communicative and critical thinking skills through conversations centered around current event topics presented from a variety of perspectives. They will in turn be challenged to engage in discussions in which they will think through and practice expressing their own ideas on complex issues in our world today, making valuable cultural comparisons between Francophone and American culture. Through course readings and discussions, students will be presented with new vocabulary and strategies for thinking through a wide variety of topics and situations. All course readings, discussions, supplemental short films, written activities, grammar reviews, etc., will help students to build and strengthen their communication skills in French as well as their knowledge of Francophone cultures.

Course Goals and Student Learning Outcomes:

FREN 313 provides opportunities to:

- Increase vocabulary
- Expand and refine self-expression in French
- Build critical thinking skills and express ideas on a wide variety of topics such as immigration, globalization, censorship, food culture, social media, and the place of the French language in the world today.
- Gain confidence in speaking but also in reading, writing, and listening

Required Materials:

1. *Controverses* (by Solberg, Bertrand, and Dugas) 4th Edition, Cengage, 2022
2. Laptop (<https://www.winthrop.edu/technology/student-laptops.aspx>)
3. Access to Blackboard (<https://bb-winthrop.blackboard.com/>)

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+

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.

Course Credit:

FREN 313: Advanced French 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 have 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 points in calculation of the student's cumulative GPA.

Grading:

The course grade will be calculated as follows:

Chapter tests (<i>Contrôles</i>)	40%
Vocabulary quizzes (2 per chapter)	10%
Homework	25%
Participation	10%
Final project	15%

Winthrop 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

Participation and Attendance:

To benefit fully from our time together, please come prepared to talk about current topics using recent grammar and vocabulary. You earn daily participation points by arriving on time, and engaging actively in activities and discussions, forgoing the use of electronic devices unless otherwise specified.

Participation and attendance credit will be earned on Tuesday and Thursday when you meet with me. On Monday, Wednesday and Friday, attendance will also be recorded and count toward your participation grade. Your professor has provided instructions for work to be completed on the lab at WU on Mon/Wed and at the high school on Fridays. On Mondays and Wednesdays in particular, you will spend this time productively working to complete course readings and homework. If you are left with additional time on MWF, you can use this time to converse with your partner *en français* (conversation starter cards will be provided). Homework completed on M/W will be turned in during class time on the following day.

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 23, 2024 3pm: Last day to drop a Winthrop class
- October 23, 2024 by 3pm: Last day to withdraw from Winthrop class

Homework:

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

- completing assigned readings and written work (the bulk of which will be completed in the lab during class time on Mondays and Wednesdays)
- watching assigned videos or films, taking notes and being prepared to discuss them
- reviewing grammar concepts included in the book as needed to support homework/class work and discussion
- studying vocabulary connected to readings
- handing in homework in class on the day it is due

Late work: All work is due on the date and time indicated. If you miss a graded in class activity, please provide documentation of your absence. If your absence is excused, you may make up the work within 2 school days of your return.

Chapter Quizzes (Contrôles):

You will take one quiz per chapter. Some of them will take the form of in-class debates, one will involve a short presentation, and another will be an oral exam. These quizzes will focus on recent vocabulary words and the topics discussed in class. Your professor will always let you know what to expect in advance.

Vocabulary Quizzes:

Through course readings, films, and class discussion, you will acquire new vocabulary over the course of the semester. There will be two short vocabulary quizzes per chapter (5 chapters = 10 vocab quizzes). Vocabulary quiz 1 includes the lists gathered under the title “Premières pensées,” as well as the vocabulary relevant to the “Point” reading of each chapter; Vocabulary quiz 2 includes the list of words included in the “Contre-Point” reading.

Final project:

Your final exam for this class will take the form of a creative project inspired by the topics discussed in class (or perhaps something you feel particularly interested in/passionate about). We will discuss and settle on details of this ahead of time, allowing you the time you need to prepare and do something you can be proud of.

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. Many are native or heritage speakers. You will be required to attend the Language Learning Center on Monday/Wednesday from 12:30-1:45 p.m. You must swipe your Winthrop ID when you enter and leave for attendance. While in the LLC you will work on grammar, vocabulary, homework, practice for an oral exam, check a presentation before submission or complete conversation activities.

COVID-19 policy

Although COVID-19 has reached an endemic phase it is still important to remain vigilant as we face a recent rise in positive cases. As socially responsible members of this community, everyone is expected to monitor themselves if experiencing symptoms consistent with COVID, and to take the proper precaution to protect others.

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.”*

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.deu/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

Syllabus change policy: Your professor reserves the right to amend and change the syllabus. You will be notified of any such changes. This course calendar below is a working document and is the part most likely to change to meet your needs or to accommodate for the impact of external factors.

Calendrier du cours

Semaine	Jour	Date	Sujet
1	mardi	20 <u>août</u>	Ch. 2: Les réseaux sociaux et l'amitié Introduction au cours de conversation. En classe : nous nous présenterons en nous servant des exercices du Ch. Préliminaire. Survol du vocabulaire important pour discuter de ses opinions (pp. 8-9) ; Lecture : petite intro. au chapitre, p. 61 et pp. 69-70 (le vocab. aux pp. 66-67 facilite la lecture)

	mercredi	21	Aujourd'hui, vous serez au labo (Kinard 307). Voici le travail à faire aujourd'hui, pour vous préparer à notre séance demain : Lecture : pp. 69-70 (« L'amitié au temps du numérique ») Devoirs (à rendre en classe demain) : Questions « Avez-vous compris ? » p. 71
	jeudi	22	Nous discuterons de vos réponses aux questions « Avez-vous compris ? »
	vendredi	23	Au lycée : étudiez le vocabulaire du début du chapitre (pp. 62-63)
2	lundi	26	Au labo: étudiez le vocabulaire pp. 66-67 ; Devoirs : Questions 1 à 5, « Qu'en pensez-vous ? » p. 71
	mardi	27	Quiz de vocabulaire 1 En classe : discussion de vos réponses aux questions « Qu'en pensez-vous ? » et mini-composition au sujet de l'amitié
	mercredi	28	Au labo : Lecture : Contre-point pp. 75-77 ; Devoirs : questions « Avez-vous compris ? » p. 77
	jeudi	29	En classe : nous parlerons de votre lecture du Contre-point et de vos idées là-dessus en nous servant des questions « Qu'en pensez-vous ? » pp. 78-79; nous regarderons le court métrage <i>Best Friend</i> ; Nous déciderons du côté que vous allez prendre au débat qui aura lieu jeudi prochain.
	vendredi	30	Au lycée : Préparez (à l'écrit) des arguments pour le débat et apportez-les en classe mardi. Recherchez des articles en ligne (des articles de journal ou de magazine, des sites web, des reportages, des entretiens avec des experts qui étudient ce sujet, etc.) qui pourraient soutenir votre argument.
3	lundi	2 septembre	<i>Férié: Fête du travail</i>
	mardi	3	Quiz de vocabulaire 2 et Révisions Ch. 2 En classe : atelier de travail. Avec votre camarade de classe, développez vos arguments et préparez-vous au débat.
	mercredi	4	Au labo : faites des recherches pour soutenir votre perspective. Apportez une liste de sources en classe demain. Comment allez-vous nous convaincre ?
	jeudi	5	En classe : Contrôle Ch. 2 (débat en classe)
	vendredi	6	Au lycée : lisez la petite intro. au chapitre (p. 141) et étudiez le vocab « Premières pensées » pp. 142-43
4	lundi	9	Au labo : Lecture pp. 146-47 et étudiez le vocab qui l'accompagne p. 144 ; Devoirs : Questions « Qu'en pensez-vous ? » p. 148
	mardi	10	Ch. 4: À la table moderne: L'alimentation d'aujourd'hui est-elle meilleure ou pire que celle d'hier? Introduction au chapitre ; discussion de la lecture
	mercredi	11	Au labo : Lecture pp. 154-155 ; Devoirs : Questions « Avez-vous compris ? » p. 155
	jeudi	12	En classe : Nous parlerons de la lecture que vous avez faite et nous ferons des connexions avec la culture américaine.
	vendredi	13	Au lycée : 1) petit exercice de grammaire, p. 146 ; 2) recherchez la gastronomie française en ligne (toutes les infos seront affichées sur BB)
5	lundi	16	Au labo : Lecture pp. 148-149 Liens socioculturels ; Devoirs : Questions de discussion p. 149

	mardi	17	Quiz de vocabulaire 1 ; En classe : Nous parlerons de vos questions/lecture, et ferons la comparaison avec la culture américaine
	mercredi	18	Au labo : Lecture pp. 154-155 ; Devoirs : Questions « Avez-vous compris ? » p. 155
	jeudi	19	En classe : discussion du contre-point et de vos propres idées à ce sujet ; choix de région/recette pour le petit projet qui servira de Contrôle pour le Ch. 4
	vendredi	20	Au lycée : Continuez vos recherches pour la présentation
6	lundi	23	Au labo : étudiez le vocabulaire pour le quiz demain (c'est le vocabulaire du Contre-Point) et vous pouvez aussi continuer à préparer votre présentation
	mardi	24	Quiz de vocabulaire 2 ; En classe : petit atelier de travail (c'est le moment de poser vos questions/demander de l'aide et faire des retouches pour votre petit projet) ; nous parlerons du fromage français pour nous préparer un peu à notre dégustation ; nous regarderons un reportage de France 24 sur la boulangerie française
	mercredi	25	Réviser & retouchez votre présentation pour demain
	jeudi	26	Contrôle Ch. 4 ; Après, nous regarderons une partie du film <i>Haute Cuisine</i>
	vendredi	27	**Nous continuerons à visionner <i>Haute Cuisine</i> la semaine prochaine, mais si vous voulez voir d'autres films qui traitent de la gastronomie française, je vous recommande <i>La Passion de Dodin Bouffant (The Taste of Things)</i> et <i>Le Festin de Babette (Babette's Feast)</i> , entre autres.**
7	lundi	30	Au labo : Mini-lecture & questions sur le fromage et la culture française (Blackboard) ; Lisez le propos du nouveau chapitre (p. 179) et parcourez le nouveau vocab « Premières pensées » (pp. 180-181)
	mardi	1 ^{er} octobre	En classe : Petite dégustation de fromage Visionnement du reste du film <i>Haute Cuisine</i> & discussion ; Ch. 5: Le bien collectif et la liberté individuelle
	mercredi	2	Au labo : Lecture pp. 186-187 ; Devoirs : questions « Avez-vous compris ? » p. 188
	jeudi	3	En classe aujourd'hui, nous discuterons de la lecture du Point et de vos réactions.
	vendredi	4	Au lycée : étudiez le vocabulaire (pp. 182-83)
8	lundi	7	Au labo : Répondez aux questions « Qu'en pensez-vous ? » p. 188 ; Étudiez encore le vocabulaire de la première partie du chapitre (« Premières pensées » et « Point »)
	mardi	8	Nous parlerons de vos réponses aux questions ; Exercice « Actualités » en classe ; nous lirons et parlerons d'articles de journal récemment publiés et de reportages qui touchent à notre sujet
	mercredi	9	Au labo : Lecture pp. 193-95 ; Devoirs : questions « Avez-vous compris ? » p. 196
	jeudi	10	Quiz de vocabulaire 1 ; Discussion en classe de la perspective présentée dans l'argument du Contre-point et de vos réponses aux questions
	vendredi	11	Férial

Férié ; Vacances d'automne de Winthrop			
9	lundi	14	<i>Férié ; Vacances d'automne de Winthrop</i>
	mardi	15	Préparez votre argument pour le rôle que vous allez prendre au débat (pour ou contre le port du voile à l'école). Vous devez avoir 10 points de discussion pour soutenir votre argument. Le débat va se dérouler en classe mardi prochain, et vous pouvez apporter vos flashcards ce jour-là.
	mercredi	16	Au labo : Lecture pp. 197-199 Le journal d'Hélène Berr Devoirs : Questions 1 et 2, p. 200
	jeudi	17	Nous parlerons de la lecture que vous avez faite hier. Nous profiterons également de l'occasion pour discuter de certaines questions sur la liberté collective/individuelles mentionnées dans le livre pp. 201-202
	vendredi	18	Au lycée : travail facultatif (optional), p. 202, partie C (Exposés), Question 1. Réfléchissez à cette question en considérant aussi la politique en France aujourd'hui.
10			
	lundi	21	Au labo : Raffinez/retouchez vos arguments pour le débat. Vous pouvez faire de la répétition ensemble. Soyez prêt.e.s à répondre aux arguments de l'autre côté.
	mardi	22	Quiz de vocabulaire 2 ; Contrôle Ch. 5 (Débat en classe)
	mercredi	23	Ch. 7: Un monde en mouvement: va-t-on pouvoir trouver une place pour les immigrants? Au labo : Lecture (pp. 262-264) et questions « Avez-vous compris ? » p. 264
	jeudi	24	En classe aujourd'hui, nous parlerons de la lecture du Point et de vos réponses.
	vendredi	25	Au lycée : Étudiez le vocab du Point (pp. 258-259)
11			
	lundi	28	Au labo : Lisez le Contre-point (pp. 272-273) et Devoirs : marquez vrai ou faux pour les questions « Avez-vous compris ? » p. 274.
	mardi	29	Quiz de vocabulaire 1 ; En classe : nous allons discuter de vos idées sur le Contre-point. Ensuite, nous allons regarder la première partie du film <i>Bande de filles</i> .
	mercredi	30	Au labo : 1) explorez le site-web du Musée de l'histoire de l'immigration à Paris (histoire-immigration.fr). Lisez au moins un article de votre choix, prenez quelques notes là-dessus et rendez-les à Mme. Igou en classe jeudi. 2) Étudiez le vocabulaire du contre-point (pp. 267-68)
	jeudi	31	Quiz de vocabulaire 2 ; En classe : visionnement du reste du film <i>Bande de filles</i> . N'oubliez pas de prendre des notes en le regardant.
	vendredi	1 ^{er} novembre	Au lycée : Répondez aux questions sur <i>Bande de filles</i> (sur BB)
12			
	lundi	4	Au labo : Réfléchissez aux thèmes du Ch. 7 et préparez l'examen oral qui aura lieu mercredi

	mardi	5	Férié : élection présidentielle
	mercredi	6	Au labo : Préparez l'examen oral Ch. 7
	jeudi	7	Contrôle Ch. 7 (examen oral au bureau de Mme. Igou Kinard 221)
	vendredi	8	Au lycée : Etudiez le vocabulaire de la première partie du chapitre
13	lundi	11	Au labo : Lecture : pp. 302-304 ; Devoirs : Questions « Avez-vous compris ? » pp. 304-305
	mardi	12	Ch. 8: Quelle est la place du français dans le monde du 21e siècle? En classe : Nous parlerons des idées représentées dans la lecture du Point et ensuite nous regarderons ensemble le Remue-méninges p. 311 ; nous regarderons une partie du film <i>Cour de Babel</i>
	mercredi	13	Au labo : Lisez « Le bilinguisme colonial » pp. 312-313 et répondez aux 3 questions sur ce texte à la p. 315
	jeudi	14	Quiz de vocabulaire 1 ; En classe : Nous parlerons de votre lecture et devoirs d'hier ; continuation du film <i>Cour de Babel</i>
	vendredi	15	Regardez une carte du monde francophone. Est-ce qu'il y a un pays francophone que vous aimeriez mieux connaître ? ... ou une région de France qui vous intéresse beaucoup ? Réfléchissez à cela et venez en classe mardi avec une région ou un pays à l'esprit.
14	lundi	18	Au labo : Lisez « Mettre sa langue à la première place... » p. 313-314 ; Devoirs : questions sur ce texte à la p. 315
	mardi	19	En classe : nous parlerons de l'entretien que vous avez lu hier ; petit atelier de travail pour rechercher la partie du monde francophone qui vous intéresse et que vous ne connaissez pas bien
	mercredi	20	Au labo : Étudiez le vocab du Contre-point (p 308) ; Continuez le travail commencé sur un pays francophone et soyez prêt/e à en parler en classe demain. (Nous parlerons de comment préparer tout ça à l'avance.)
	jeudi	21	Quiz de vocabulaire 2 ; Vous parlerez du pays de votre choix et nous ferons nos révisions du Ch. 8 (préparations au débat)
	vendredi	22	Au lycée : recherches pour le projet final
15	lundi	25	Au labo ; préparez (par écrit) des arguments à contribuer au débat qui aura lieu en classe demain.
	mardi	26	Contrôle Ch. 8 (débat en classe)
	mercredi	27	<i>férié: Vacances de Thanksgiving</i>
	jeudi	28	<i>férié: Vacances de Thanksgiving</i>
	vendredi	29	<i>férié: Vacances de Thanksgiving</i>
16	lundi	2 décembre	Dernier jour: Au labo : Révisions pour le projet final

Examen final: jeudi 5 décembre à 11h30

Syllabus Acknowledgement & Information Sheet

Course Title: FREN 313- 600: Intermediate Conversation and Composition

I have read and understand the expectations, rules, and procedures of this course, as described by this syllabus. I realize that I am responsible for abiding by the rules, regulations, procedures, and course requirements therein and I will be held accountable for adhering to the contents of this course syllabus and Winthrop University’s code of conduct. Furthermore, I hereby acknowledge that I:

- received a copy of the FREN 313 syllabus
- know the syllabus is posted to Blackboard
- should read the syllabus carefully so I am not surprised about any assignments
- understand that I can ask questions about anything that is unclear to me on the syllabus
- know what I need to do to succeed in the class and will ask for help when I need it
- have the list of course assignments and their corresponding deadlines
- understand that the professor reserves the right to make changes to the syllabus

Student Name (Print): _____ Date: _____

Student Signature: _____ Date: _____

I have read thoroughly the contents of this syllabus and agree to let my student be responsible for the 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) _____