

# Hapeville Charter Career Academy

## Advanced Placement English Language & Composition

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### **Course Overview**

Advanced Placement in English Language and Composition is intended to strengthen the reading and writing skills of students by focusing closely on language, context, and purpose. In this course, students will experience multiple forms of discourse where they will be asked to analyze, evaluate and synthesize arguments by looking at rhetoric and applying critical thinking and research skills in order to produce effective writing both in the Language classroom and in a real-world context. In the AP Language classroom students will learn skills that can be applied to other subjects allowing them to communicate ideas and produce informed opinions for diverse audiences. Students in the AP English Language classroom will look closely at both their writing and reading, the author's intended purpose and audience, and how each of these resources contribute to effectiveness in writing. The AP English Language and Composition course is a research-intensive course where students are expected to question their own values, become aware of other viewpoints and gain an understanding that society and culture influence language.

Students will gain this awareness through the following:

The course will also emphasize the critical and close reading of various styles of writing for multiple purposes and require numerous essays demonstrating students' skill in analyzing the standard rhetorical modes. Thoughtful reading will be reflected in the annotation of texts, AP test practices- both objective and open-ended questions, journals, daily assignments, class discussions and an individual oral presentation based on independent reading and researching to gain further understanding of a given topic discussed in class. Additionally, in accordance with Georgia standards, the course will follow a skeletal chronological core of the canon of American literature in both a nonfiction and fiction context.

### **Primary Learning Goals:**

AP English Language and Composition is a college-level course examining rhetoric as “the art of finding and analyzing all the choices involving language that a writer, speaker, reader or listener might make in a situation so that the text becomes meaningful, purposeful and effective for readers or listeners, and examining the specific features of texts, written or spoken, that cause them to be meaningful, purposeful, and effective for readers or listeners in a situation” (David Joliffe, Former AP creator).

Students entering AP English are already skilled in basic composition, and are proficient in their use of Standard English grammar and mechanics. However, in AP Language and Composition students are expected to refine these skills and learn how their basic knowledge of these skills are applied to a close reading of both texts and language. In AP Language and Composition students gain an understanding that all reading and writing is purposeful, and that in order for an argument to be considered strong and effective, they must be informed and have a firm understanding of how

language is used and how rhetoric changes by context. By the end of AP Language and Composition students will have a strong awareness that society shapes rhetoric and that it is the constant application of the skills practiced in this course that will allow them to become critical thinkers, readers, and writers for all disciplines—which is the ultimate goal of this course.

Therefore, students will become mature and sophisticated consumers and creators of a variety of texts.

### TEACHING STRATEGIES:

• **Journals**— Students will explore their thinking about reading and practice their expression of ideas by keeping up their journals. The entries will take various forms through the year:

- Rhetorical Analysis
- Argumentative Writing
- Synthesis Writing
- Graphic and Visual Analysis
- Timed Writings/ Quick writes

**Journal Activities:** Students keep a journal as part of their notebook. In it they are asked to reflect upon difficulties and strengths in their own education, respond to free writing activities, and generally explore ideas that we are entertaining as a class. Generally journaling is used as a class opener or closer in order to assess prior knowledge, knowledge gained through classroom activities, or questions formed from activities. **Some specific reference is made to journal prompts to provide a taste of the style and range of activities. All lessons contain these sorts of journal projects even when descriptions are not specifically provided in this curriculum.**

Journals will be assessed mostly by depth of critical thinking, questioning, evaluating and analysis.

• **Multi-Draft Essays**—the students will complete several multi-draft essays including:

- Literary Criticism
- Argumentative
- Description/Narration
- Comparison/Contrast
- Multi-source Synthesis

All of these essay formats will closely evaluate the use of rhetoric for a given purpose.

Papers will be assessed on the basis of strength of arguments, quality of evidence and sophistication of style.

**Multiple Choice Questions-** throughout the semester we will read and answer a sample multiple choice section from the Barron's Guide to AP Language. We discuss what types of information you need to focus on in the close reading of the prompt to fully understand the test and its implications as well as strategies to use while answering the questions. At times we do additional multiple choice oriented projects such as studying the types of questions, creating our own multiple choice questions as a class, and completing analysis of why correct answers are *the best* choices. **These are scattered through the year and the specific titles change. Often a companion book is used to generate**

**questions. Sometimes past questions are used. These do not follow the unit structures, though when possible essay styles or subjects will be aligned.**

**Vocabulary-** As vocabulary is essential for the ability to understand and discuss rhetoric; we work with literary and rhetorical terminology, as well as vocabulary gathered during reading. During each lesson/unit, the class will consistently annotate identifying unknown vocabulary being used in the multiple forms of discourse presented in class and through research. We define, study, review, and test on this vocabulary in a repetitive context as the goal of this activity is not for the students to merely memorize the vocabulary, but to be able use these terms throughout their reading and writing both in and outside of the AP Language classroom. **Though this is not described unit-by-unit (because it would be redundant to do so) students use this vocabulary in their writing (one must use rhetorical terminology to discuss rhetoric) and expand vocabulary knowledge through in context recognition.**

**Free response prompts-** Every two weeks we will view a sample AP free response prompt. We either discuss the prompt as a class to identify what it is requesting and possible directions to go in the response, or else the class answers it as a practice timed task. **These are scattered through the year and the specific titles change. These do not follow the unit structures, though when possible essay styles or subjects will be aligned. Students will engage in these types of activities in order to constantly examine the use of rhetoric and evaluate a topic and become conscious of how to produce effective purposeful arguments.**

- **Research**— AP Language and composition is a research-intensive course where students are expected to research throughout all class activities. A research informs our reading and allows us to pose and answer questions, students will be taught how to use evidence found through research in order to inform their writing and support their analysis of topics discussed in class.

The research is generally assigned to assist students in better analyzing the rhetorical context of a given text. The students will be assessed on their ability to effectively apply the research to developing situation surrounding a text and on correct documentation.

- **AP Test Practice**—throughout the course, the students will practice both objective and timed open-ended AP test questions usually related to the curriculum. College Board materials will be provided including marker papers for students' understanding and revision. The students will be assessed according to AP provided rubrics.

- **Critical Reading**—Readings for the course include excerpted as well as full-length fiction and non-fiction texts. Students are expected to do these readings outside of class and come prepared to discuss the texts beyond a superficial level. The students' reading is inherently assessed by all activities of the class.

- **Discussion**—Discussion in class will take various forms ranging from graded formal Socratic Seminars to informal classroom chat. Students will be assessed on their meaningful contributions to discussions at all levels.

- **American Literature Studies**—Students will complete units documenting the evolution of American literature. Students will discuss American Literature in both a fiction and non-fiction context where they examine the use of rhetoric and how social and cultural attitudes of the period informed language and the structure of writing. They will make note of historical context, stylistic

features in the representative works of major authors. Students will be assessed both in writing and orally on their ability to demonstrate the trends of the American canon.

• **Oral Presentations**—Students will need to complete an oral presentation covering an independent analysis of an assigned text. Students may enjoy some latitude of choice with presentation. Ideas rest with presenters, but strongly suggested are two or more of the following concerns.

- cultural setting and related issues (any background research must be documented)
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- thematic focus
- characterization
- techniques and style
- author's attitude to particular elements of the works, such as character(s) or subject matter

Students will be assessed on their thorough treatment, organization and depth of analysis in addition to the standards of public speaking.

• **Stylistic and Rhetorical Analysis**—As the backbone of the course students will learn and practice **on a daily** basis the language of stylistic analysis including:

- SOAPS (speaker, occasion, audience, purpose, subject)
- DIDLS (diction, imagery, details, language, syntax)
- Rhetorical/ Literary Terms
- Detailed Analysis of Tone
- Detailed Analysis of Diction
- Detailed Analysis of Syntax
- OPTIC (overview, parts, title, interrelationships, conclusion)
- Color Marking

### **Writing Expectations**

- Students are expected to write many essays throughout the course of the year. All of the outside of class long term essays are expected to be revised and polished works. To this end some class time will be devoted to student-teacher and student-student conferences. Feedback also comes from written response to rough and final drafts turned into the instructor, evaluated, annotated, and returned to students.
- For all essay assignments students will receive a rubric. This rubric will express the central guidelines/goals of the activity. Students should use it as a guide to focus the majority of their energy. All rubrics will include elements about the strength of writing, and for this reason students should constantly seek to identify and improve personal structural and grammatical weaknesses.
- Essays that students receive back after grading will have notations made on them to help guide the students toward fixing problem areas and all students are encouraged to revise and

resubmit essays. As an absolute minimum, students are expected to review these comments and use them as an additional strategy to improve language, structuring, and rhetorical skills. As the tasks become more complex and the expectations more demanding, students who fail to self-reflect during the course suffer academically.

- **Most Importantly**, students must be aware that in writing they are always in the drafting stage. As they become more informed and their views become more complex, they must acknowledge that their arguments are constantly evolving—Everything they absorb is an argument, and they can argue that point too!

**AP® Nine Point Trait Rubric**

9-8	Superior papers respond fully to the questions asked and are specific in their references, cogent in their definitions, and free of plot summary that is not relevant to the question. Shows a full understanding of the issues and supports points with appropriate textual evidence and examples. Demonstrates stylistic maturity by an effective command of sentence structure, diction, and organization. These essays need not be without flaws, but they demonstrate the writer's ability to discuss a literary work with insight and understanding and to control a wide range of the elements of effective composition.
7-6	Responds correctly to the questions but is less thorough, less perceptive or less specific than 9-8 papers. These essays are well-written but with less maturity and control than the top papers. They demonstrate the writer's ability to analyze a literary work and use textual evidence, but they reveal a more limited understanding than do the papers in the 9-8 range. Some lapses in diction or syntax may appear, but they demonstrate sufficient control over the elements of composition. Generally, 6 essays present a less sophisticated analysis and less consistent command of the elements of effective writing than essays scored 7.
5	Superficiality characterizes these 5 essays. Response to the question, but discussion of meaning may be simplistic, mechanical; they may be overly generalized, vague, or inadequately supported. Typically, these essays reveal simplistic thinking and/or immature writing. They usually demonstrate inconsistent control over the elements of composition and are not as well conceived, organized, or developed as the upper-half papers. On the other hand, the writing is sufficient to convey the writer's ideas.
4-3	Attempts to deal with the questions, but do so either inaccurately or without support or specific evidence. Discussion is likely to be unpersuasive, perfunctory, underdeveloped or misguided. The meaning they deduce may be inaccurate or insubstantial and not clearly related to the question. Part of the question may be omitted altogether. The writing may convey the writer's ideas, but it reveals weak control over such elements as diction, organization, syntax, or grammar. Typically, these essays contain significant misinterpretations of the question or the work they discuss; they may also contain little, if any supporting evidence, and practice paraphrase and plot summary at the expense of the analysis. May contain excessive and distracting spelling and grammatical errors. Lengthy quotations may replace discussion and analysis.
2-1	These essays compound the weakness of essays in the 4-3 range and are frequently unacceptably brief or poorly written. Fail to respond to the question. May reveal misunderstanding or may distort the interpretations. They are poorly written on several counts, including many distracting errors in grammar and mechanics. Although the writer may have made some effort to answer the question, the views presented have little clarity or coherence and only slight, if any, evidence in its support.

### **Required Texts**

*The Language of Composition* by Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses (**This textbook will be provided**)

*Fifty Essays* by Samuel Cohen (**This textbook will be provided**)

*Speeches That Changed The World* (**This text will be provided by the school**)

1. *Thank You for Arguing* by Jay Heinrich

*The Great Gatsby* by F. Scott Fitzgerald (**This text will be provided by the school**)

*The Adventures of Huckleberry Finn* by Mark Twain (**This text will be provided by the school**)

2. *The Things They Carried* by Tim O'Brien

3. *The House on Mango Street* by Sandra Cisneros (**This text will be provided by the school**)

*A Lesson Before Dying* by Ernest J. Gaines (**This text will be provided by the school**)

Barron's AP English Language & Composition 5<sup>th</sup> Edition by George Ehrenhaft

**Novels listed for this course can be purchased online at Amazon.com or from Barnes and Noble. Students are also able to purchase the electronic versions of these texts on their electronic devices.**

**This course will also use media in the following forms:**

Political Cartoons

TED

National Public Radio (NPR)

YouTube

**Supplies:** You will need the following materials for class

- 1 inch, 3-ring binder with pockets
- 3x5 Index cards (optional)
- Black/Standard Blue Ink pen **or** Pencil (Work written in any other colored ink will not be accepted)
- College Rule loose leaf notebook paper
- Dividers
- Highlighters
- USB flash drive—this device is can be used for compositions that will be written both at home and at school. This enables students to transport works in progress from school to home. (Optional)

### **Academic Honesty**

Cheating and plagiarism will not be tolerated. Therefore, STUDENTS CAUGHT PLAGIARIZING OR CHEATING WILL BE GIVEN AUTOMATIC ZEROS FOR THE ASSIGNMENT AND THE PARENTS WILL BE CONTACTED.

Cheating is considered but not limited to the following acts:

- Sharing information with other students about tests or quizzes taken in class throughout the day
- Working on individual assignments in groups or pairs

- Incorrectly citing sources in writing assignments
- Using electronic devices to obtain information during tests and quizzes
- Obtaining work from the internet or any other outside source and presenting it as your own work or idea

### Late Work Policy

**Any late work turned in will be deducted 20 points if turned in after the assigned due date.** This means that if an assignment is handed in late, the highest possible score that a student can receive on an assignment is 80% if all other requirements were met and standards were mastered.

CAUTION: Plan ahead for assignments—out of ink printers or computer malfunctions will not be an acceptable excuse for late work.

**\*If you are having trouble with this class, come to me immediately and I can work with you. If you wait till the end of the marking period, it will be TOO LATE. I will be available to help you understand so you can be successful in this class.**

### Classroom Rules and Procedures

- Be on time to class. If students are late they will receive a zero for class participation for that day.
- Come to class prepared to work. This means that you must bring your supplies to class daily (black or standard blue ink pen, pencil, class binder with correct binder tabs, classwork/homework etc.) **Only work written in black/standard blue ink or pencil will be graded.**
- Be polite and respect others. Everyone has an opinion of course, but you must be mindful and respectful of your peers and your teachers.
- **Students will NOT be given restroom passes during the first fifteen and last fifteen minutes of class. A maximum of four restroom passes will be given per student per semester.**
- Students are **NOT** allowed to play cards, use cell phones, listen to mp3, play handheld games or use ANY electronics in class (i.e. Gameboys, PSP, Nintendo DS, games on cellular devices or downloaded onto calculators etc.) When necessary, parents will be notified by email of opportunities for students to use personal devices in class.
- Gambling is **NOT** allowed and will result in the student receiving ISS/OSS
- Selling foods/ beverages in class will **NOT** be tolerated and will result in the student receiving ISS/OSS/ referral to the Principal's office.

### Attendance and Late Work

Regular and prompt class attendance is an essential part of the educational experience. Hapeville Charter Career Academy expects students to exercise good judgment regarding attendance and absences. Students will accept full responsibility for ensuring their work does not suffer because of absences. All students are expected to attend every scheduled class on time. Exceptions may be made for illness and valid emergencies.

All students enrolled at Hapeville Charter Career Academy will adhere to the Fulton County attendance policy when determining excused and unexcused absences. Any student that is absent from school must bring in documentation no later than 3 days upon return.



**Additionally, students must be aware that three tardies equal one unexcused absence.** For students with excused absences, they will be given no more than the amount of days missed to turn in any late work.

### **Make-up Work/Tests**

**If you are absent, it is YOUR responsibility to find out what assignments you missed during an absence in order to make them up.** You have five days following an **excused absence** to see me about your make-up work. After five days, no make-up work will be accepted, but can be recovered for partial credit during the identified recovery period. If you miss a test, you may make it up before or after school. Students are allowed one week from the original test/ quiz date to make it up. After a week, the grade will automatically become a zero in the grade book. Arranging a make-up test requires speaking with me to set up a time. A missed make-up appointment without a notice will result in a zero. If a long-term assignment is due the day you missed, it is due your first day back.

### **Missing or Not Work NOT handed in (NHI)**

Classwork and homework will be collected EVERY FRIDAY DURING THE FIRST SEVEN MINUTES OF CLASS. If a student does not have the assignments requested by the teacher, they will be asked to fill out a missing classwork/homework form. On this form students will be asked to explain why they did not complete or hand in the classwork or homework. Be mindful, that in order for students to complete/ receive extra credit, they must have filled out missing work form with detailed explanation.

### **Late Work Policy**

**Any late work turned in will be deducted 20 points if turned in after the assigned due date.** This means that if an assignment is handed in late, the highest possible score that a student can receive on an assignment is 80% if all other requirements were met and standards were mastered.

CAUTION: Plan ahead for assignments—out of ink printers or computer malfunctions will not be an acceptable excuse for late work.

**\*If you are having trouble with this class, come to me immediately and I can work with you. If you wait till the end of the marking period, it will be TOO LATE. I will be available to help you understand so you can be successful in this class.**

### **Assignment Turn in Policy:**

- Classwork and Homework **MUST** be turned in to the specified work bin on FRIDAYS during the first seven minutes of class.
- **Essays must be emailed** to the following email address before midnight on the assigned due date:

[aphapevillecomposition@gmail.com](mailto:aphapevillecomposition@gmail.com)

All essays will be assigned in class as well as posted on the calendar located on the class **website: [dunmeyera-ap.weebly.com](http://dunmeyera-ap.weebly.com)**

Again, essays are due by midnight in order to be graded without penalty. At 12:01 the assignment is considered late and will therefore be scored according to the late work policy

**Extra Credit:**

Fulton County states that extra credit can be administered to students at the teacher’s discretion. However, in order for a student to be eligible for extra credit, **they must have the following:**

- No missing assignments
- If there is a missing assignment or NHI in the grade book, the student must have filled out a Missing Assignment Explanation form accompanied by a parent/guardian signature.
- Three or less unexcused absences

**Notebook:** Student’s should organize their notebook with dividers in the following order

- Portfolio Outline Sheet/ Test Data Tracking Sheet
- Student GSE Standards Sheets
- Vocabulary Words and Definitions/ Notes
- Warm-up/ Free Writing and Journal Exercises
- Classwork/Homework

**ELA DEPARTMENT Student Evaluation Grading Scale/Weight Requirements 2016 – 2017**

<b>Summative Assessments</b> <ul style="list-style-type: none"><li>• Unit Test</li><li>• Chapter Test</li><li>• Unit Projects</li></ul>	<b>25%</b>
<b>Performance Based Assessments and Classwork</b> <ul style="list-style-type: none"><li>• Daily assignments</li><li>• Homework</li><li>• Class participation</li><li>• Warm-ups</li><li>• Journal entry</li><li>• Notes</li><li>• Projects</li></ul>	<b>20%</b>
<b>Formative Assessments</b> <ul style="list-style-type: none"><li>• Quizzes</li><li>• Informal assessments</li></ul>	<b>15%</b>
<b>Essay</b>	<b>20</b>
<b>Final Exams</b> <ul style="list-style-type: none"><li>• EOCT</li><li>Final projects</li></ul>	<b>20%</b>
<b>Total</b>	<b>100%</b>

**Tutorial**

English tutorial will be held every **Tuesday afternoons from 4:00-4:45**. If students need extra assistance outside of the designated tutorial time can schedule tutorials with the instructor. In the event that extra help is needed students are asked to request assistance at least twenty-four hours in advance.

There will also be mandatory tutorial dates for AP Language students in order to complete a practice AP exam in a time frame similar to the time constraints students will experience on the actual College Board Advanced Placement exam. Dates will be posted on the classroom website and students will be notified in class.

### **Hall Passes**

Students will **NOT be given hall passes during the first fifteen minutes and last fifteen minutes of class**. If there is a medical need for a restroom break, students must provide proper documentation notifying the school of this necessity. Please keep in mind that instructional time is very valuable, therefore each student will receive a maximum of **four restroom passes per semester**.

### **Departmental Recovery Period(s):**

**Recovery will be provided to any student with a class average of 79 or below (according to the Department of Education 80% shows student mastery).**

Students will be provided a recovery period per semester. In each class the teacher will identify tasks and assignments that are open for recovery. The recovery periods for both fall and spring semesters are as follows:

**October 24-November 23, 2016**

**March 27-April 28, 2017**

### **ELECTRONIC DEVICES**

You may NOT use cell phones, iPods/music players, electronic tablets like iPads, E-readers or anything else with an on/off switch (aside from computers and calculators, when necessary) in class **UNLESS YOU HAVE INDIVIDUAL PERMISSION FROM YOUR TEACHER TO BE USED FOR ACADEMIC PURPOSES ONLY**. They should be turned off and put away. If you use any such devices during class, it will be confiscated and held for the remainder of the day. In the case of repeated instances, the device (s) will be confiscated, turned into the office, your parents will be called and you will be referred to administration.

### **Online Classroom Access for Parents and Students**

Each student can access online tutorial and resource materials online at the classroom website: [dunmeyera.weebly.com](http://dunmeyera.weebly.com). Both students and parents can utilize this website as a means to access links to research tools as well as handouts provided to students in class.

Additionally, **I encourage each parent to gain access to the online grade book (Parent Connect)**. Having access to this portal will allow parents to see grades on all classroom assignments as they are graded, input, and published in the teacher's grade book.

### **Academic Dishonesty**

Cheating and plagiarism will not be tolerated. Therefore, **STUDENTS CAUGHT PLAGIARIZING OR CHEATING WILL BE GIVEN AUTOMATIC ZEROS FOR THE ASSIGNMENT AND THE PARENTS WILL BE CONTACTED.**

### **Plagiarism, Cheating, and Academic Integrity**

Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and will significantly affect your course grade. Please refer to the Student Code of Conduct booklet for additional information.

Cheating is considered but **NOT** limited to the following acts:

- Sharing information with other students about tests or quizzes taken in class throughout the day
- Working on individual assignments in groups or pairs
- Incorrectly citing sources in writing assignments
- Using electronic devices to obtain information during tests and quizzes
- Obtaining work from the internet or any other outside source and presenting it as your own work or idea

**Collaboration:** Working with one or more people to produce an assignment as a group project when the assignment is not identified as group work. Doing so will result in a failing grade on the assignment. Honor code violations will also be filed according to Hapeville Charter Career Academy Policy.

**Collusion:** Allowing other people to write or revise an assignment, especially **BUT** not limited to a writing assignment, which is supposed to be your work alone. Parents or others that mean well can cross this line easily. Make sure that if you receive assistance, it **NOT** be any more than editing suggestions. Revision and rewriting of work by others is collusion and will result in a failing grade on the assignment. Honor code violations will also be filed according to Hapeville Charter Career Academy Policy.

**STATEMENT ON  
ACADEMIC DISHONESTY  
AND  
PLAGIARISM**

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I have heard the teacher's discussion of plagiarism and academic dishonesty, and I understand that I must use research conventions to cite and clearly mark other people's ideas and words within my paper. I understand that plagiarism is an act of intellectual dishonesty. I understand it is academically unethical and unacceptable to do any of the following acts:

- To submit an essay written in whole or in part by another student as if it were my own
- To download an essay from the internet, then quote or paraphrase from it, in whole or in part, without acknowledging the original source
- To restate a clever phrase verbatim from another writer without acknowledging the source
- To paraphrase part of another writer's work without acknowledging the source with a citation
- To reproduce the substance of another writer's argument without acknowledging the source
- To take work originally done for one instructor's assignment and re-submit it to another teacher
- To cheat on tests or quizzes through the use of crib sheets, hidden notes, viewing another student's paper, revealing the answers on my own paper to another student, through verbal or textual communication, sign language, or other means of storing and communicating information, including electronic devices, recording devices, cellular telephones, headsets, and portable computers
- To copy another student's homework and submit the work as if it were the product of my own labor
- To provide or accept specific information about a class assignment, project, homework, quiz, test, or exam (example: "The essay question is . . ." or "Study all the definitions on page 3.")

I understand that the consequences for committing any of the previous acts of academic dishonesty can include a failing grade for the assignment or quiz, a failing grade for the class, and even suspension. **I will not perform any acts of Academic Dishonesty.**

**Please read this page carefully, sign, and return this page by Monday, August 22.**

**I have read the statement on Academic Dishonesty and understand its contents.**

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

(Student Signature) \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Contact Information**

Primary Contact (Parent or Guardian) \_\_\_\_\_

Parent/Guardian's signature \_\_\_\_\_

Parent/Guardian E-mail address \_\_\_\_\_

Daytime contact number \_\_\_\_\_

**HAPEVILLE CHARTER CAREER ACADEMY**

**Ms. Dunmeyer**

Please sign below indicating that you have read and understand the requirements and rules.

**Student Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**PRINT Parent/Guardian Name:** \_\_\_\_\_

**Parent's Email Address:**

\_\_\_\_\_  
(Please include an email address that you check often. I feel it is important to keep Parents up to date on important assignments and school functions.)

**Preferred Contact Numbers for Parents/Guardians**

**Home** \_\_\_\_\_

**Cell** \_\_\_\_\_

**Work** \_\_\_\_\_

**Please return signed by Monday, August 22 , 2016**