Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	English 7-8: Science Fiction
Instructor Info	Name: Bryan Dykman Contact Info: bdykman@pps.net; remind
Grade Level(s)	12th Grade
Room # for class	Room: M-207; M210 (7th period only)
Credit	Type of credit: English 7-8 # of credits per semester: .5
Prerequisites (if applicable)	English 1-6
General Course Description	to explore—through reading, writing, and discussion—the cultural, racial, and gender relevance of science fiction today, primarily through the short story, though films, novels, novellas, and graphical works will make an appearance.

Section 2: Welcome Statement & Course Connections

Personal Welcome	Welcome to English 7-8, the final chapter in your high school study of the written and spoken word.
Course Highlights (topics, themes, areas of study)	**Prologue: Welcome to Science Fiction** (September) Welcome; Focus on Collaboration, Imagination, Exploration; First Taste of SF; Syllabus; What is Science Fiction?

	Act 1: Narrative Writing for the College Essay (Early-Mid October) Narrative Writing Techniques: Detail, Metaphor, Pacing; College Essay Prompt Practice, Example Application Essays, Revision and Sharing **Act 2: The Short Story[1] and Theme** (Late October through January) The Heat Death of the Universe and how we grapple with Game Over; What makes me, me and The Mind-Body Problem; Reality Defined: The Matrix, TAofC, and 3 Stories about reality by PKD; Why Humans Love and Excuse Time Travel; Journaling, Annotating, Exploring Theme, Discussion; Students will have a choice to write or create a podcast for a classroom blog. **Act 3:** Dawn (February to Spring Break) Long-Form Science Fiction, Octavia Butler, Worldbuilding, Hierarchy and Intelligence; Dialectical Journaling **Act 4: Writer in the School; Crafting our own SF story** Guidance from a professional author; Character, Setting, Conflict, Dialogue; Revision and Sharing; Opportunity to share your work live; Opportunity to Publish in a school-wide anthology.
Course Connections to PPS ReImagined Vision	Please see discussion on Graduate Portrait Below.

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: (1) Determine two or more themes or central ideas of a text and analyze their development over the course of the text; (2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task; (3) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics
PPS Graduate Portrait Connections ⚡ 8/27 Work	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: **By the end of this course, students will have had time to refine the following parts of their academic and personal identity. They will become** inclusive and collaborative problem solvers; inquisitive, critical thinkers with deep core knowledge; powerful and effective communicators; reflective, empathetic, and empowered; optimistic, future-oriented.

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[1] While we will explore science fiction mainly through the short story in this prolonged unit, other mediums will be explored.

Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education: following and implementing all accommodations and supports as documented* *504 Plans: following and implementing all accommodations and supports as documented* *English Language Learners: providing audio and narrated materials along with a text component; using materials with annotated definitions in the margins.* *Talented & Gifted:providing multiple entry points into assignments, along with choice to satisfy the intellectual hunger of each student; honors.*
Personalized Learning Graduation Requirements *(as applicable in this course):*	☐ Career Related Learning Experience (CRLE) #1 Working with a Writer in the School ☐ Career Related Learning Experience (CRLE) #2 Publishing your work in a school-wide anthology or reading your work live at a school-wide reading The following will be completed while 10th graders take the SAT ☐ Complete a resume ☐ Complete the My Plan Essay

8/27 Work	**Section 4: Cultivating Culturally Sustaining Communities**
Tier 1 SEL Strategies *Shared Agreements*	I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s): I will use the two week soft start to build relationships with my students before using a collaborative process (small groups and classroom circles) to devise a set a norms and agreements that compliment my golden rule (it's never ok to disrupt others' learning) and standing rule number 1 (be safe, be respectful, and focus on the process).
	I will display our Agreements in the following locations: ● Canvas ● Classroom Wall

	My plan for ongoing feedback through year on their effectiveness is: ● Quarter, Semester self-evaluation will provide time for students to leave feedback on the course and my performance as well. ● End-of-semester surveys will be disseminated in order to solicit additional feedback.
Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by: building trusting relationships over the opening weeks and months of school, listening, providing choice, and allowing students to evaluate their work while I focus on feedback.
	Families can communicate what they know of their student's needs with me in the following ways: conferences, remind, emails.
Empowering Students	I will celebrate student successes in the following ways: use of great or unique student work as models, decorating the room with positive student work, creating student portfolios that will be evaluated at finals, promoting and soliciting student work for live readings and publication (through Literary Arts)
	I will solicit student feedback on my pedagogy, policies and practices by: participating in FHS teacher observation program, getting feedback from students, collaborating with trusted colleagues.
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: Classroom circles, restorative circles, private meetings
Showcasing Student Assets	I will provide opportunities for students to choose to share and showcase their work by: using classroom space to display success, share exemplary work (at first anonymously) with the option of having the student "claim" the work and receive full-class praise.

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	COVID specific rules: masks, personal water bottles, no eating/snacking in the classroom (unless you have a special circumstance on file with the nurse). Please prepare yourself to use hand sanitizer and other cleaning products as needed.
Coming & Going from class	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Please take care of your bio needs during break. Please do not expect a hall pass for the restroom for the first and last 15 minutes of class. This time is used to set up, clean up, or take attendance. I'm not one to track
Submitting Work	I will collect work from students in the following way: Collection will depend on the nature of the assignment. Mostly, I will collect: online work via canvas, blogs/podcasts will be posted to wordpress, journals via classroom drop off box. Mr. Dykman will provide flexible deadlines so in the event of having difficulty posting, other collection methods can be easily negotiated.
	If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: I will provide a soft deadline for when I will begin grading the work. The sooner the student submits the work, the sooner they will receive feedback and have ParentVue updated. The hard deadline for all work will be the quarter/semester break when I must submit grades per my contract. Ultimately, though, I believe students should have as much time as they need to practice. When they complete the work, I will grade it (though please, do not assume it will be graded by the next day--sometime I need more time to work too).
Returning Your Work	My plan to return student work is the following: I will prioritize journal grading so any submitted journals will be returned ASAP so journaling can resume. Otherwise, I'll make sure to complete any assigned grading by the closest progress/quarter/semester mark to ensure the most accurate grade goes home. *Timeline: see above* *What to look for on your returned work: Rubrics, feedback, margin comments, canvas assignment feedback textbox.* *Revision Opportunities: The student may revise work until it matches their own high expectations.*
Formatting Work (if applicable)	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: CANVAS will have student examples. For college-bound students, I highly recommend they familiarize themselves with MLA or APA format.
Attendance	If a student is absent, I can help them get caught up by: reach out to classmates first, use canvas to access slides or see assignment reminders, and finally, use remind or email to contact Mr. D directly.

Section 6: Course Resources & Materials

Materials Provided	I will provide the following materials to students: Short fiction, film, short film, graphic novels, essays, etc. All links/PDFs will be posted to Canvas. Adults and students will have access to all work completed, reviewed, discussed in class.
Materials Needed	Please have the following materials for this course: I require a **notebook** (single-subject) that the student will bring daily to class and frequently leave for me to check over a weekend or break. Additionally, students will need a **pen**, **pencil**, **highlighter**. Students will need a **folder** to store handouts, loose notes, etc. *Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.*
Course Resources	Here is a link to resources that are helpful to students during this course: **CANVAS**
Empowering Families	The following are resources available for families to assist and support students through the course: **CANVAS**

Section 7: Assessment of Progress and Achievement

Formative Assessments	As students move through the learning journey during specific units/topics, I will assess & communicate their *progress* in the following ways:
Summative Assessments	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their *learned* abilities: In class writing, discussion, blog posts, podcasts, portfolio of notes and annotations (students will be asked to attempt each but ultimately will be able to choose which assessment will ultimately reflect in their final grade).
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Students will review the work they have done each quarter and provide a self-assessment feedback form. This form will allow them to reflect on each major assignment and skill we have practiced. They will assess their skill-level, reflect on growth, and provide feedback to me about the course. I will complete the same form for each student. As long as our grades are within one letter grade, I'll defer to the student's self-assigned grade. In the event that we do not align, myself and the student will meet to come up with the best grade possible we can.

Section 8: Grades
Progress Report Cards & Final Report Cards

Accessing Grades	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: **Parent VUE, email**
	I will update student grades at the following frequency: **As necessary**
Progress Reports	I will communicate the following marks on a progress report: A, B, C, D, NG **Mark: A** Meaning of the mark: Above average, college-level work **Mark: B** Meaning of the mark: Strong, grade-level work **Mark: C** Meaning of the mark: Work still in development **Mark: D** Meaning of the mark: Minimal, incomplete, or satisfactory evidence of movement toward the graduate level portrait. **Mark: NG (No Grade)** Meaning of the mark: Student was technically enrolled in course but was present for fewer than 3 class meetings.
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: Students will self-evaluate as described above. This will be compared to my gradebook (which will track assignment completion) to make sure the evaluation is based in a good faith reflection of the student's work *completed.*
	I use this system for the following reasons/each of these grade marks mean the following: The goal is to empower students to become aware of the work they have completed, have yet to complete, and how that work is helpful or necessary in moving them towards the ideal PPS graduate (as defined by themselves, their family, their values). Transparency, agency, and the gradual release of responsibility is my goal for these young adults transitioning into the working/postsecondary world.

Other Needed info (if applicable)	