

Where no senior has gone before

English 7-8, Science Fiction • Franklin High School • 2019-20

Bryan Dykman

M-207

All Tutorials: M-207

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*Contact me using Remind!

Overview

Bridge to crew, this is the Captain speaking.

Welcome to English 7-8, the final chapter in your high school study of the written and spoken word. In this course, I want 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. In addition to that lofty goal, I want us to publish our own work of short science fiction. Though you may suspect this piece to be in short fiction form, by the end of the year, I hope to challenge your conception of the limits' of science fiction's form.

My course focuses heavily on published writing, critical reading, and discussion (both small group and whole class). It's always my goal to have each student produce work they would be proud to share with the classroom community.

Release docking clamps. Prepare for departure. Engines 1/16th light speed until we clear Orcus.

-Mr. Dykman

(pronounced: DIKE-man)

he/him pronouns

BA University of Kansas, English 2010

MAT Lewis and Clark, Language Arts Concentration 2016

I read *A Wrinkle in Time* in 1994; LOTR 1999-01; Dune 2003

Act 1 (First Quarter, Aug 28 - Oct 31)

Readings: Professional and Student Examples of narrative writing and college entrance essays.

Major Assignments and Activities: Narrative, Reader Response Groups, On Demand Writing, Author Con.

Act 2 (Second Quarter, Nov 4 - Jan 24)

Readings: Various short fiction including, *Isaac Asimov*, *Rebecca Roanhorse*, *Pamela Zoline*, *Arthur C Clarke*, *Bao Phi*, *Ursula K Le Guin*, *Philip K Dick*, *Samuel Delany*, *Robert Heinlein*, *Octavia Butler*, *Amal El-Mohtar*, *Ted Chiang*, and *William Gibson*

Major Assignments and Activities: In-class and online commentaries, class discussions, close reading portfolio.

Act 3 (Third Quarter, Jan 28 - April 3)

Readings: *Dawn* by Octavia Butler, Non-Fiction from Samuel R Delaney, Nalo Hopkinson, and Walter Mosley, short fiction, film, and non-fiction continued

Major Assignments and Activities: Extended commentary with independent reading and research embedded, role-play debate, fishbowl discussions, close reading portfolio.

Act 4 (Fourth Quarter, April 7 - June 5)*

LAST DAY FOR SENIORS: May 30, 2019

Readings: *The Forever War* by Joe Haldeman, short fiction, film, and non-fiction continued

Major Assignments and Activities: Creation of an original work of science fiction; presentation of said work

***Quarter 4 subject to change based on the completion of previous units**

Policies

This classroom community abides by FRANKLIN STRONG

Thoughtful

- I am engaged from bell to bell
- I take the work seriously and do my best
- I follow Dykman's Golden Rule: It's never ok to disrupt someone else's learning

Respectful

- I respect every member of this community
- I respect school-wide rules including: 15 minute rule, technology sign
- I do not use racist, sexist, or homophobic language

Organized

1. I come to work with my required supplies¹
2. I plug in my chromebook and return any borrowed supplies to their proper place
3. In the event of an absence I consult google classroom and use remind or email

Neighborly

¹ Required supplies include a (1) binder/folder specifically for Eng 7-8, (2) a spiral notebook (can be single or multiple subjects) for note taking and drafting, (3) pens, pencils, and highlighters for close reading and writing, (4) a current PPS login and password.

1. I take care of this physical space, clean up after myself, never let my eating/snacking disrupt the teacher or fellow students
2. I share the floor during discussion, paying attention to any special rules of engagement

Generous

1. I let my classmates know when their work interests me
2. I message a copy of the work, notes, and assignment updates to an absent friend

Assessment and Grading: Learning targets will be posted daily in class as well as in Synergy. Students will be assessed on how close they are to hitting these targets on practice and final assignments. All assignments will be graded on a 4-point scale. Students will have multiple opportunities to meet each target. All learning targets that are assessed as a final assignment will be accompanied by rubric that describes the conditions for earning each grade.

Assessments are never designed to be tricky or deceptive. Quite the opposite, they are designed to be transparent and celebrate the skills we've mastered. Both students and parents are welcome to contact me via email, phone, or remind to clarify or review any assessments. I honor and value all SPED accommodations or modifications or both.

Honors Option: **SECTION UNDER REVIEW** Students have the option to undertake leadership-based assignments for honors credit. Students who complete these additional challenges will have honors notated on their high school transcript. This is a great way to stand out and show future schools and careers how serious you are.

Classroom Community: I will work with students to develop classroom norms and routines at the beginning of the year and revisit them throughout the year as needed. When classroom norms are broken, I will work with individual students before calling a restorative justice circle. Continued infractions will be reported to parents and administration when necessary. My goal is to form a meaningful relationship with my students so that I can anticipate their needs and make this community a space for them.

Technology Policy: Everyone has the right to use this space to practice his or her relationship with technology. In fact, there will be many lessons used throughout the year where phones and other tech will be helpful. **However, students must be willing to accept redirection and guidance from me throughout their practice. This may include taking a phone away for the period, day, etc.** An easy way to check to see if technology can be used in my classroom is to observe the Technology OK/Technology Away sign. I support and will enforce Franklin's school-wide technology policy. My best advice: keep those phones out of sight.

For the Adults: If you need to contact your student during class, please call the main office at 503-916-5140. Please do not contact your student directly during the school day on his or her cellphone. This undermines our school-wide technology policy.

Academic Honesty Policy: Please read and sign the attached page entitled, Academic Honesty Policy.

A Serious Note on Adult Subjects/Themes in this class: we will discuss work at the intersection of culture, race, gender, and sexuality. We will use a protocol known as courageous conversations that has been used at Franklin for several years, including by its Equity Team, as a protocol to navigate these difficult but important conversations. Please read and sign the attached page entitled, Participation Consent.

**Participation Consent
Franklin High School**

I want to be transparent about the two main texts I plan to use this year, including our short fiction, Joe Haldeman's *Forever War* and Octavia Butler's *Dawn*. Some of the short fiction we read contains brief, adult language. *Forever War* contains a few instances of non-racialized profanity. Both *Forever War* and *Dawn* discuss issues at the intersection of race, culture, gender, and sexuality (not depicted graphically) as discussed above. Additionally, I would like to screen *The Matrix* (1999), *Arrival* (2016), and excerpts from *Ghost in the Shell* (1996). *The Matrix* is rated R for violence and adult language; *Arrival* is rated PG-13 for language and some violence; *Ghost in the Shell* is an animated film rated 15+ for adult language, animated violence, and non-sexualized, animated nudity (of a prosthetic body of cyborg / robot).

I am asking for you to sign the statement of consent below, for your student to participate/interact with these important materials.

For More Information on these texts and films, please review commonsensemedia.org, an excellent repository of reviews by parents and adults.

____ **Yes**, I give my student permission to read, discuss, and write about curriculum-related texts that may contain some adult themes and language.

____ **No**, I do not give my student permission to read, discuss, and write about curriculum related texts that may contain some adult themes and language. I understand alternate readings and experiences will be provided for my student while the texts in question are being used in class.

(Parent's/Guardian's Printed Name)

(Parent's/Guardian's Signature)

(Date)

Academic Honesty Policy Franklin High School

Statement of Purpose

Franklin High School offers a quality education that not only ensures knowledge, but also cultivates the virtues of honor, respect, and perseverance. Of these virtues, honor is perhaps of greatest importance, for it is personal integrity that will influence and finally determine the sincerity of our actions and the steadfastness of our beliefs. To help advance the development of such values, an Academic Honesty policy has been established for all Franklin High School students. This code will exist to uphold and reinforce values that are central to our tradition of excellence.

Definitions

Academic dishonesty includes these three main violations:

1. **Plagiarism** is submitting the words, ideas, images, or data of someone else as one's own. Plagiarism can be *intentional* or *unintentional*. Words taken directly from another source must appear in student work within quotation marks and followed by in-text citation; and any words that are paraphrased must be clearly and accurately referenced. Student work must include appropriate citations for all of the sources that a student consulted for the work, *even if no direct quotations from the sources appear in the student work*.
2. **Cheating** can take many forms, such as:
 - Using disallowed notes, copying/paraphrasing homework, and looking at someone's paper during an exam.
 - Giving or receiving confidential information about assessments, including allowing someone to copy your homework or other assessment.
 - Discussing tests from previously taken courses or class periods with someone who has not yet taken the test
 - Attempting to improve one's grade through any deceitful means, including acquiring test questions ahead of time, using disallowed sources online or receiving "unreasonable" assistance – as determined by the classroom teacher – from anyone, including a parent or tutor.
3. **Failure to notify** is having knowledge of dishonorable conduct by other students and failing to disclose this information to a faculty member or administrator. In order to maintain the highest levels of integrity at Franklin, it becomes everyone's responsibility to ensure that cheating of all kinds is reported and addressed fairly.

Consequences

All instances of *cheating*, *intentional* and *unintentional* plagiarism (as determined by the classroom teacher) will result in an **automatic zero** on the assignment and a call or email to parents. If it is a first offense, then the student will be required to complete an alternate assignment that illustrates that the student can demonstrate the skill that is being assessed in the original assignment. The student will complete the alternate assignment in a manner, and at a time and place, determined by the classroom teacher. If a student chooses not to redo the work within the time period and in the manner prescribed, no credit will be awarded. If it is a second offense in the class, the student will not be given an alternate assignment, and they will receive an automatic zero. Parents will be notified of cheating and intentional plagiarism.

Name: _____ Class of _____

I acknowledge that I have read and understand our school's academic honesty policies. Further, I recognize that plagiarism is submitting the words, ideas, images, or data of someone else as my own. Plagiarism can be *intentional* or *unintentional*. Words taken directly from another source must appear in student work within quotation marks and include in-text citation, and any words that are paraphrased must be clearly referenced. Student work must include proper citations for all of the sources that a student consulted for the work, *even if no direct quotations from the sources appear in the student work.*

I do hereby resolve to uphold the Academic Honesty policy of Franklin High School. I shall refrain from all forms of academic dishonesty, for example: cheating, plagiarism, or other deceitful means of obtaining scores or grades that are not reflective of my current abilities. I recognize that our school is based upon the foundation of freedom, trust, and respect. Academic honesty and integrity are essential to the existence and growth of any academic community. Without maintaining a high standard of honesty and conduct, the reputation of the school is compromised and society is poorly served.

In order to uphold the integrity of the school, I also recognize that it is my responsibility to report any violation of this policy to a faculty member or to the administration.

I understand that inherent in this policy is the responsibility of all members of the community to work to preserve the collective academic integrity of Franklin High School.

(Student's Signature) (Date)

(Parent's/Guardian's Printed Name)

(Parent's/Guardian's Signature) (Date)