# 12th Grade Dystopian Fiction 2019 – 2020

**Mr. Smith**

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**COURSE DESCRIPTION:** This course will provide a survey of dystopian literature as well as current events, civics, and news. Students will read, analyze, compare, contrast, and evaluate dystopian texts which explore social and political choices made by individuals and cultures that create a nightmarish world; these narratives serve as criticism against tyranny and totalitarianism. While dystopian novels are depressing, there’s a purpose to reading about a future that’s negative—namely to serve as a warning against troubling realities. The classic dystopian novels and modern dystopian films that we’ll explore are both speculative fiction and science fiction. Students will have to discuss the ways that totalitarian societies dehumanize citizens—including some that are uncomfortable.

**CONTENT:** Texts may include, but are not limited to, the following:

 **Required Fiction**Electronic and print copies are both acceptable. Owning your own physical book is beneficial.

*·* Orwell’s *1984 (1949)*

*·* Huxley’s *Brave New World (1931)*

*·* Atwood’s *The Handmaid’s Tale (1985)*

 **Film Analysis** Students may opt out of the films at their family’s discretion. Replacement films will be arranged.

*· Children of Men.* Cuarón, 2006.

*· Terms and Conditions May Apply.* Hoback, 2013.

*· The Lobster.* Lanthimos, 2015.

*·* Assorted *Black Mirror* Episodes

*· Hulu’s The Handmaid’s Tale* (2017).

*· Gattica* (1997).

 **Supplemental Texts:** Smith will provide selections from these texts:

*·* Adjei-Brenyah’s *Friday Black* (2018)

*·* Shteyngart’s *Super Sad True Love Story* (2010)

*·* Gessen’*s The Future is History: How Totalitarianism Reclaimed Russia* (2018)

*·* Snider’s *On Tyranny: Twenty Lessons from the Twentieth Century* (2016)

*·* Atchison and Shames’ *Survive and Resist: The Definitive Guide to Dystopian Politics* (2019)

**ATTENDANCE POLICY**: If you have an excused absence, you will have the same number of days missed for make-ups. It is essential for you to be in class as often as possible and discussion points are not always available to be made up, depending on the circumstances. Tests are to be made up before or after school by appointment, and the make-up time must be scheduled immediately upon your return to school. You will then have one week in which to make it up. Also, it is essential you arrive to class on time, both for your learning and so that you do not disrupt class. Our class will begin at on Skyline’s stated bell schedule, and you are expected to be in your seat at that time and ready for class, not walking in the door, talking to friends, or migrating towards your seat. I reserve the right to refuse quiz make ups to tardy students.

**Tardies** of more than 4 minutes will result in the following repercussions:

• 4th offense: “Spartan Support” Lunch Detention

• 8th offense: Referral to Administration with recommendation for Wednesday morning detention

**Late work policy**: No late work will be accepted after the unit assessment.

**GRADING**:

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| A 93-100 B 83-86 C 73-76 D 63-66A- 90-92 B- 80-82 C- 70-72 D- 60-62B+ 87-89 C+ 77-79 D+ 67-69 F below 60 |
| Culminating 50% Participation 20%Processing 20% News Quizzes 5%Final Exam 5% |

**HOMEWORK:** There will typically be 20-35 minutes of reading each night. Assignments outside of class will be sparse.

**REQUIRED MATERIALS:**

1. Blue, black, and red pens (at least two of each).
2. Highlighters (at least two).
3. Composition Notebook that is **ONLY** for Dystopian Fiction
4. Assignment book, calendar, or personal planner.

Occasionally you may want various other supplies (colored pencils, construction paper, etc.). On days when you will need these I will either give you advanced warning or supply them for you.

**CLASSROOM EXPECTATIONS:**  While in the classroom, there are three guidelines for conduct that need to be observed. Of course, these golden rules are broad enough to admit a wide range of interpretation, but just let common sense and goodwill determine your behavior. Respect yourself. Respect others. Respect the classroom environment. During class, I expect you to conduct yourself as adults. When you need to use the restroom, simply get up, let me know you’re going, go quickly, and do not make it a constant habit. However, when class time is over, remember that I dismiss you, not the bell. You are expected to remain in your seats until dismissed. General misbehavior will be dealt with by a progressive process including warnings, parental contact, and administration referral.

**ELECTRONIC DEVICES:** You may NOT use cell phones, computers, or pretty much anything else with an on/off switch in class unless you have permission from your teacher. Smith finds AirPods to be particularly annoying.

**MAJOR ASSIGNMENTS:**  Socratic Seminars, 4-6 page comparative essay, presentations, etc. Smith does **not** accept rewrites.

**LEARNING STRATEGIES:**  Small and large group discussion, compare & contrast and syntheses of all the texts, creative writing: emulating the genre, film analysis, and formal literary analysis writing (thesis practice, paragraphs, and a 4-6 page compare and contrast culminating essay).

Return the next page signed by September 9th, 2019

**\*\*RETURN THIS PAGE TO SMITH SIGNED BY YOU AND YOUR PARENT/GUARDIAN\*\*\***

**Course Content Signatures: 12th Dystopian Fiction 2019-20**

I have read and understand the syllabus and expectations outlined above. If I have any questions I will contact my teacher.

**Student signature**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Printed Student name**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student email**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Guardian signature**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Printed Parents’ names**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent email & phone for teacher notifications**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PLAGIARISM/CHEATING**

**Academic Integrity/Honesty Policy:**

Academic integrity speaks to a student’s commitment and responsibility to pursue scholarship openly and honestly. It respects the concept that *learning* is the primary purpose of education, secondary to grades and credits.

Academic Dishonesty is defined as any action or attended action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other student.

A student shall not attempt to earn credit or receive a grade for coursework (tests, quizzes, assignments, discs, projects, essays) in a manner other than defined as acceptable by each instructor.

Academic Integrity violations are tracked throughout a student’s entire high school career (grades 9 – 12). Academic Integrity violations include, but are not limited to:

* **Plagiarizing** or submitting any part of another person’s work as representing ones’ own scholarship
* **Distribution/sharing of class assignments or test information** in either written or verbal form to another student without teacher permission
* **Unauthorized Collaboration** – working with others without the specific permission of the instructor on assignments that will be submitted for an individual’s grade. This applies to in-class or take-home assignments/homework, projects, tests, or labs.
* **Collusion** – supporting the lack of integrity/honesty by another student, as in allowing one’s work to be copied or submitted for assessment by another. Collusion also includes the use or sharing of identical or highly similar passages of one’s own work, or the work of another, unless specifically authorized by the teacher.
* **Technology Malpractice** – any misuse or abuse of private or public technology in relation to grades or in acquiring an academic advantage, including infractions of the school technology user agreement, language translation websites, cell phone messaging or picture transmission.

*I have read the Academic Integrity/Honest Policy. I understand and agree to honor it in content and in spirit.*

Student’s Name Signature Date

Parent’s Name Signature Date

**Optional Questions for Parents:**

What reading, writing, or public speaking goals do you have for your student this semester?

What should I know about your student to help them succeed?