Science Fiction Literature
2014-2015
DHS Room N101

Teacher: Noel Sollom-Brotherton
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Office Hours: At lunch and before school in N-101, otherwise by appointment

Course Overview:
In Science Fiction Literature, students will read a wide variety of science fiction literature and will gain an understanding of the connections within the genre. Students will write extensively in both informal and formal situations to demonstrate their understanding of the stories they will read. Journal keeping, collaborative writing, and in-class responses will be used to help students become aware of the ideas and techniques employed by the writers they read. Further, students will be expected to communicate their understandings, opinions, and arguments about the texts read in class verbally with their classmates and myself. Finally, students will be encouraged to draw connections between the real world around them and the concepts and theories imagined by science fiction authors.

Core Texts
Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson
Frankenstein by Mary Shelley
The Island of Dr. Moreau by H.G. Wells
The Time Machine by H.G. Wells
1984 by George Orwell
The Handmaid’s Tale by Margaret Atwood

Grading Policy
My grading categories are aligned with 12th-grade Common Core English standards (corestandards.org), which assess mastery of specific kinds of skills. Each category may contain various types of assessment (ie homework, classwork, discussion, presentations, quizzes, exams, papers, projects, etc). They are weighted as follows:
- Reading (Literature and Informational): 30%
- Writing: 30%
- Speaking and Listening: 30%
- Language/ Vocabulary: 10%

Make-up Work Policy
I follow the DUSD policy regarding make-up work. It is the student’s responsibility to determine what work needs to be completed upon returning from an excused absence. Most assignments and class activities will be posted on my website, but I strongly recommend absent students speak with me to ensure they do not miss any assignments. I am available during my office hours and via email to answer any questions.

Late Work Policy
My classroom adheres to the DUSD policy regarding late work. In the case of an absence, students are expected to communicate with me to determine what work they missed and what work they will need to make up.

Behavior Expectations
Students in my class are expected to adhere to the discipline policy outlined in the DHS Student Handbook. I hold high expectations for my students in order to maintain a safe, productive and rigorous learning environment. Simply put, I expect students to demonstrate respect to myself, their classmates and the classroom. Any behavior that infringes upon others’ ability to learn will not be tolerated. Further, I expect every student to come to class prepared and willing to learn.
Fall Semester Calendar

Unit 1: Dr. Jekyll and Mr. Hyde: The “Dark Passenger”
Overview: Students will consider what Stevenson’s purpose was in writing Jekyll and Hyde (specifically, what warning the author was trying to convey) and share their conclusions through short writing assignments and collaborative discussion. Students will also make connections to the psychological theories of Sigmund Freud and investigate characteristics of their own personalities.
Timeline: 3 weeks (9/2-9/19)

Unit 2: Writing the Personal Statement
Overview: Students will compose a formal personal statement for use in college admissions, job interviews, and scholarship applications using narrative and reflective writing strategies.
Timeline: 1.5 weeks (9/22-9/30)

Unit 3: Frankenstein: Civilized Monsters
Overview: Students will read Shelley’s Gothic science fiction novel and consider the question: what makes a monster? Students will also consider the warnings Shelley was trying to convey. The class will continue to refine their discussion skills by synthesizing the claims and comments made in socratic seminars and resolving differences.
Timeline: 4.5 weeks (9/31-10/31, includes screening The Island)

Unit 4: The Island of Dr. Moreau: Mad Scientists
Overview: Students will consider the ethics of scientific endeavor and make connections to the previous two novels. Students will juxtapose the three “mad scientist” stories to compare the differences and similarities between the warnings of Stevenson, Shelley, and Wells.
Timeline: 3 weeks (11/3-11/21, Thanksgiving Break subsequent)

Unit 5: The Time Machine: Future Perfect?
Overview: Students will analyze Wells’ dystopian allegory of the emerging industrial society in Victorian England. Using Wells’ concept as a jumping-off point, the class will explore the ethics, possibilities, and ramifications of time travel, as well as hypothesize about how Wells’ allegory would change if based upon today’s society.
Timeline: 3 weeks (12/1-12/19, includes screening Primer, Winter Break subsequent)

Unit 6: Short Stories
Overview: Students will read several example short stories and compose their own short science fiction story.
Timeline: 2.5 weeks (1/5-1/23, includes 1st semester finals)

Materials
- One three-ring binder with paper and dividers (shareable, but at least 4 Sci-Fi sections)
- Blue or black pens and 1 red pen
- Highlighter pen (choose a color that will not render highlighted text illegible)
- Silent reading book

Teacher Web Site
The notes, assignments, homework, and other information presented in class will be posted online as a PDF every day. You can find the website at http://www.dublin.k12.ca.us//Domain/567 or by clicking the “Teacher Sites” tab at the DHS website.

Parent/ Guardian Signature

Student Signature