

CCHS

English 12A: Speculative Fiction and Game Design

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Semester 1

Description:

RPG (Role Playing Game) Design- a combination small lecture/workshop approach focusing on techniques, formats, and structure of Speculative Fiction Literature, Role Playing Games and Interactive Stories.

In this course, students will continue to develop the skills of reading, writing, listening, and speaking. Students will examine a variety of classic and modern literary texts. Writing and speaking assignments will be both responses to literature and from technological informational texts.

Course Goals:

On successful completion of this course, students will be able to demonstrate proficiency with:

- identifying the fundamental skills and techniques of speculative stories and game design;
- applying the fundamental skills and techniques of game design in the construction of Literary Narratives
- participating in the iterative process in a mutually respectful collaborative environment;
- executing a well-planned presentation that includes an analysis of the final product and game/story design process.

STANDARDS:

All Common Core Standards for English 12 are found at the following link: <http://www.corestandards.org/ELA-Literacy/WHST/11-12/>

Resources:

Craft Texts:

My Guide to RPG Storytelling Aron Christensen

Slay the Dragon by Robert Denton Bryant and Kieth Giglio

City-State Encounters by Kent David Kelley

World Building Ona Rosalin

Literature Passages from:

Octavia Butler's *Dawn*

JRR Tolkien's *The Two Towers*

Hampton Fancher and Michael Green's *Blade Runner 2049*

Informational Texts *Include a vast repository of online informational texts, including psychological studies, technology journals, story theory, and Gaming Critical Analyses*

Grading:

Grading is weighted as 90% Assessments and 10% Guided Practice/Workplace Skills. This grading system is to be implemented in all classes **with the exception of** AP/Dual Credit classes, which will follow articulation standards.

ASSESSMENTS:**LITERATURE READING (Performance Task)**

OPPORTUNITY 1. **9/18**

OPPORTUNITY 2. **10/10**

OPPORTUNITY 3. **Finals Week: 1/24 or 1/25**

INFORMATIONAL TEXT READING (Performance Task)

OPPORTUNITY 1. **11/28**

OPPORTUNITY 2. **12/5**

OPPORTUNITY 3. **Finals Week: 1/24 or 1/25**

Writing (Brief Constructed Response)

OPPORTUNITY 1. **9/27**

OPPORTUNITY 2. **10/26**

OPPORTUNITY 3. **12/12**

Writing (Extended Multi-Source Synthesis Essay)

OPPORTUNITY 1. **10/19**

OPPORTUNITY 2. **11/9**

OPPORTUNITY 3. **1/18**

GRADING POLICY

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F below 60%

Late Work:

STUDENTS HAVE TWO WEEKS TO MAKE UP LATE ASSESSMENTS WITHOUT PENALTY.

Assessment Retakes:

STUDENTS WILL HAVE 3 SEPARATE OPPORTUNITIES TO MEET STANDARDS THROUGH ASSESSMENTS. THEIR LOWEST ASSESSMENT SCORE FOR EACH AREA WILL BE DROPPED FROM THE OVERALL GRADE CALCULATION IN ORDER TO REWARD PROFICIENCY AND MASTERY.

Cheating:

Cheating or plagiarism of any kind (accidental or intentional) is a major referral and will be disciplined accordingly.

Notification of the Right to Object to the Use of Materials

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

Feedback on your work

As you can guess, responding to and grading writing takes time and careful thought. I will provide feedback on things you are doing well in your writing as well as those areas in which you can make some improvements. In any given writing assessment, students will receive one+ of three kinds of feedback: a completed rubric that indicates your score on various aspects of your writing, a summary comment—usually a brief paragraph indicating strengths and areas for improvement—or a few marginal comments about specific paragraphs, sentences, or words in your papers. I invite you to come and see me during ELO if you would like more feedback on a paper or clarification of any comments I've written, because I really want you to learn and grow with every assignment you do for this class.

I do not mark all sentence-level errors in your paper (that would be an editor's job). Instead, I might mark one or two patterns of error and provide you with some suggestions about where to turn for additional help with this. Please take time to read my comments and use them to help you produce even better work on your next essay.

With all assignments, my goal is to respond to and return your work in approximately one week. Sometimes I will return papers sooner than that, sometimes later (depending on workload) but please plan on approximately one week being a standard response time.

Behavior for Success (Procedures):

Come prepared to learn and to contribute to a positive classroom environment.

Take responsibility for your own learning. Show respect for the learning environment, yourself, other students, and the teachers and staff members. Follow the rules and guidelines for behavior in the student handbook. Show up on time.

Behavior Issues and Intervention:

I attempt to adhere to a relational approach to discipline that keeps the context of the student's situation in mind, while also upholding school-wide policies for behavior. At the same time, I am vigorously protective of the physical, emotional and academic safety in the classroom. Our classroom is a community, and as such, we need to contribute to the well-being of the community. I utilize the referral system only when I feel like it is a last resort. Sometimes that happens quickly, depending on the severity of the disruption. My classroom intervention philosophy is designed to do what is both best for the class and best for the individual student who is struggling behaviorally at the time. Sometimes, that means giving students a chance to cool off outside my classroom door for a couple of minutes. Other, more rare times, they will need to be in a more contained environment. I will intervene at my discretion in order to help the student redirect their behavior and ensure the safety of our academic community.

Cell Phone Policy:

No cell phone use in class. Period. That is the new school-wide policy. That means the only time you are able to use your phone (including even having your phone out) is during passing periods, lunchtime, and before/after school. **THIS INCLUDES COMMUNICATION WITH YOUR PARENTS/GUARDIANS. IF YOUR FAMILY NEEDS TO GET AHOLD OF YOU, THEY MUST CONTACT YOU VIA THE FRONT OFFICE.**

How this will be enforced in my classroom: In order to avoid interrupting class with a power struggle, I will simply fill out a referral form if you are using your phone and submit it to an administrator soon after. I will most likely not notify you about the referral beforehand. This is to help ensure compliance without making it personal between student and teacher.

Have your parents read over this syllabus as well, digitally sign it AND RETURN TO MR. C-D via this google classroom assignment

I have read MR. C-D'S **English 12A: Speculative Fiction and Game Design** syllabus above, and understand I am bound by this course agreement.

Student Name _____ Date _____

Parent/Guardian Name _____ Date _____

Preferred Parent/Guardian Email Contact:
