

# The Scully Protocol: Forensic Writing and Security Communication

## Lesson Overview

In this lesson, students will adopt the persona of FBI Special Agent Dana Scully from *The X-Files* to draft high-level, authoritative, and clinically precise security notices. This exercise challenges students to utilize the "Scully Voice"—a blend of medical terminology, legalistic rigor, and skeptical detachment—to address real-world security concerns at a music school. This aligns with ACARA v9 Grade 11-12 English standards, focusing on stylistic choices, persona, and the power of formal register to influence behavior.

## Materials Needed

- Access to the internet (for Dana Scully character study/clips)
- Notebook or digital document processor
- The "Scully Lexicon" (provided in lesson body)
- A "case file" folder (optional, for physical organization)

## Learning Objectives

By the end of this lesson, the student will be able to:

- **Analyze and replicate** a specific professional persona (Agent Dana Scully) through lexical choice and syntax.
- **Apply ACARA v9 Senior English standards** by creating complex texts that use nominalization and high-modality language to exert authority.
- **Synthesize** creative writing with practical functional requirements (security notices).
- **Evaluate** the effectiveness of tone in de-escalating disruptive behavior and deterring unauthorized activity.

## 1. Introduction: The Case of the Disruptive Entry (The Hook)

**The Scenario:** You are a Special Agent assigned to "The Music School Files." The facility is experiencing a series of "unexplained phenomena"—specifically, rhythmic percussive disruptions (obnoxious knocking) and the presence of unidentified terrestrial entities (stalkers and porch pirates). The Bureau has requested two formal notices to be posted at the entry point, utilizing the highest level of psychological deterrence and clinical professionalism.

**Discussion Question:** How does Dana Scully establish authority in a room full of skeptics? (Key answers: Scientific vocabulary, lack of emotional reactivity, high-modality verbs like "must," "will," and "shall.")

## 2. Content & Practice: The "Scully" Style Guide (I Do/We Do)

### The "I Do": Analytical Breakdown

Dana Scully doesn't say, "Please stop knocking so loudly." She says, "The repetitive application of force to this structural barrier constitutes a breach of instructional equilibrium."

- **Nominalization:** Turn verbs into nouns (e.g., "Knocking" becomes "The repetitive application of force").
- **Clinical Detachment:** Use medical or forensic terms (e.g., "Annoying" becomes "A source of neurological irritation").
- **High Modality:** No "maybe" or "if you could." Use "Required," "Imperative," and "Compulsory."

### The "We Do": Vocabulary Transformation

Practice converting these common phrases into "The Scully Protocol":

- "Don't steal packages" → "The unauthorized removal of logistical deliveries is a federal transgression."
- "Ring the bell once" → "Utilize the digital interface for a single, discrete auditory notification."
- "We see you on camera" → "Visual data is currently being archived for forensic review."

## 3. The Main Task: The Forensic Notices (You Do)

Write two 500-word notices. Use the following prompts to guide your drafts. Each notice must maintain the "Scully" persona consistently.

### Notice 1: Protocol for Auditory Notification (The Doorbell)

**Goal:** Request respectful doorbell use and prohibit repetitive/obnoxious knocking.

*Focus Areas:* Describe the physics of sound within a music school. Explain how "unstructured percussive strikes" (knocking) disrupt the "delicate acoustic calibration" of the students. Frame the doorbell as a "refined digital interface" that ensures a "measured response."

### Notice 2: Deterrence of Unauthorized Entities (The Security Camera)

**Goal:** Warn off stalkers, vandals, and porch pirates.

*Focus Areas:* Reference the "Ring" camera as a "permanent optical record." Use language that implies their presence is being analyzed like a crime scene. Discuss "the chain of evidence" and "biometric tracking." Make the reader feel that their very presence is an "anomaly" that will be corrected by "the proper authorities."

## 4. Success Criteria

Category	Exceeding (Grade 11-12)
<b>Persona</b>	Voice is indistinguishable from Scully; clinical, skeptical, and highly professional throughout.
<b>Vocabulary</b>	Extensive use of multi-syllabic, forensic, and scientific terminology (nominalization).

**Category**

**Exceeding (Grade 11-12)**

**Word Count**

Each notice is approximately 500 words, utilizing the length to provide "scientific justification" for the rules.

**Persuasive Power**

The notices effectively deter behavior through the sheer weight of authoritative language.

## 5. Differentiation & Extensions

- **For Advanced Learners:** Incorporate "Easter eggs" or subtle references to *X-Files* lore (e.g., mentioning "Director Skinner," "unexplained electromagnetic interference," or "the Truth").
- **For Scaffolding:** Provide a "Scully Word Bank" (e.g., *empirical, evidentiary, protocol, aberration, stimulus, systematic, biometric, jurisdiction*).
- **Cross-Curricular:** For a Music/Physics link, have the student explain the decibel level of a knock versus a doorbell and why one is more disruptive to "flow state."

## 6. Conclusion & Assessment

### Recap

Review the notices. Does the language feel like a "shield"? By using high-level formal register, we create a psychological barrier that demands respect more effectively than a simple "Please be quiet" sign.

### Formative Assessment

Ask the student to read one paragraph aloud. If they sound like a skeptical FBI doctor performing an autopsy, they have succeeded.

### Summative Assessment

Submit the two notices for "Bureau Review." Evaluation will be based on the student's ability to maintain the sophisticated register required by ACARA v9 English (Unit 3/4) while meeting the functional requirements of the prompt.