Gothic Lit

Course Code	Grade Level	High School Credit Value	NCAA Approval
LA959O	11-12	.5	Yes

Course Description
From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century. This course will focus on the major themes found in Gothic literature and demonstrate how the core writers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.   Novels, poems, short stories acquaint students with the Gothic lit genre. We read *Dracula*, by Bram Stoker, *Frankenstein*, by Mary Shelley, ***The Strange Case of****Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, in addition to other poets, and short stories by Poe.

Prerequisites	Course Length and Time
Successful completion of junior level English or equivalent level of reading and writing skills.	4 weeks

Required Materials: Texts, readings, other materials
All instruction and reading materials are linked within the course.

Washington State Testing Requirements

Instructor Information
Instructor: Colleen Anderson
Within Course: communicate tab
Email: hchamber@fwps.org
Phone: 971.320.4187

Expected Learning Outcomes:

The student will . . .

- Explore the genre of gothic lit

- Apply understanding of elements of gothic lit to three novels: Frankenstein, Dracula, the Strange Case of Dr. Jekyll and Mr. Hyde, to gothic poetry, and to selected short stories and poetry of Edgar Allan Poe.

- Demonstrate reading strategies for each text

- Gain and use content vocabulary appropriately

- Discuss gothic elements of each text with peers

- Compare various texts and analyze for gothic lit elements

- Develop and share a writing project: creative or expository, choice of presentation methods.

Course Outline with Suggested Time Requirement

Unit 1	*Gothica*	2 weeks*
Standards	CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Unit 2	*Frankenstein – A Monster is Born*	2 weeks
Standards	See ALL section below.	
Unit 3	*Frankenstein – With Great Power Comes Great Responsibility*	2 weeks
Standards	See ALL section below.CCSS.ELA-Literary.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. CCSS.ELA.Literacy.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Unit 4	*The Strange Case of Dr. Jekyll and Mr. Hyde – To Thine Own Self Be True*	2 weeks

All Units	Applicable to all Dynamics units 2-8, which are formatted with text readings, questions, writing, quizzes.	1 semester
Standards	CCSS.ELA-Literacy.CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.CCRA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.CCRA.R.1: Read	

	closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS. ELA-Literach.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-Literacy.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text. CCSS.ELA-Literacy.CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CCSS.ELA-Literacy.CCRA.R6: Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-Literacy.CCRA.W.6: Use technology, including the Internet, to produce and publish writing to interact and collaborate with others. CCSS.ELA-Literacy.CCRA.L.6: Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level' demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

*Week times based on 17-18 week Learning Plan Contract. For 12, 9, 6 week LPCs, see Units page.

Assessment methods

- Unit Review

- Lab Assignments

- Written Assignments

Reading: This is an eDynamics course. The body of reading in this course is included within the course or available in online formats.

Assignments: Assignments involve a blend of reading, writing, thinking about ideas, discovering elements of the Gothic genre, and connecting to real situations. As writing and responding is a major component of this course, students are strongly encouraged to work in a regular word processing program, using spell check and SAVING completed work. A simple copy/paste process of the text into an assignment response or drop box section readies the assignment for submission. Specific directions for other types of assignments such as posters and creative work will be outlined within the assignment.

Revision policy: Students have the opportunity to revise assignments that don't meet standards. Exceptions may be for assignments submitted in bulk at the end of the semester when time does not allow for feedback and revisions, or if multiple incidences of plagiarism are involved.

Calendar: Students have 4 weeks to complete the course. Assignments need to be completed sequentially, as the reading content and builds with each unit. Students are encouraged to keep pace with the suggested timeline. It is possible, of course, to work ahead.

Contact with the teacher: Students will communicate with the teacher in a variety of ways - email, assignments, instant chat, virtual class sessions, phone, or by appointment.

Weekly Contact and Monthly Progress Reports: Students are expected to maintain weekly contact through assignments, email, chat, and virtual class sessions. Monthly Academic Progress will be evaluated based on student progress compared to the pacing of their Learning Plan Contract.

Criteria for grade determination

High School Credit Bearing Grading Scale

Priority Standard scores are calculated using highest score at the assignment/assessment level to calculate a recommendation to the teacher who will then determine the priority standard grade.

Summative Grade Priority Standard Grades

- A 90-100%
- B, 80-89%
- C, 70-79%
- Audit, below 70%

* An "A" means that student has demonstrated thorough knowledge on most standards that have been assessed and are required to earn credit in the course.

* An "B" means that student has demonstrated competency on most standards that have been assessed and are required to earn credit in the course.

* An "C" means that student has demonstrated minimal competency on the standards that have been assessed and are required for the course. The student can continue to the next course but may need additional support.

* An "audit" means that student has met fewer than the minimal number of the standards required to earn credit in the course. The student will not receive credit for the course. The student is at significant risk of not successfully completing the next course in sequence or may not be promoted to the next course.

Internet Academy Syllabus

Academic Integrity policy: Students are expected to complete their own work. Discussion with others and reading together is encouraged to build thinking about literature, or provide editing support for writing, however students are expected to submit original work, i.e., written in their own words. **PLAGIARISM:** Copy / paste from another source, such as study guides, websites, or another student, will result in a request for explanation, a score of 1, a required revision, and an additional assignment regarding plagiarism. A second submission of plagiarized work may result in no credit for that assignment, parent involvement, and additional consequences at teacher discretion, including administrative involvement.

iA General Policies

Academic Integrity - Academic integrity is essential to learning. Students are expected to complete their own work. Copying, plagiarizing, cheating or other methods of intentional deception are prohibited.

E-mail and Software Agreement - Students agree to maintain electronic integrity and face disciplinary measures if they do not abide by their promise.

Professional Decisions - Teachers reserve the right to make adjustments to the course content and expectations.

Student Expectations

* Complete all courses tests, including state required tests for graduation.

* Attend weekly online sessions.

* Attend class daily. Course attendance is submitting assignments, attending live instructional sessions, attending office hours with the teacher, being online working on assignments, emailing, texting or calling teacher with questions

* Have the computer hardware and software necessary for the class work.

* Communicate with the instructor in a clear, friendly, courteous manner. This includes signing communications with their full name and the name of the class they are in.

* Communicate in Standard English. "e-english," the informal, lower-case, run-together communications used in chat rooms, is appropriate for the audiences and purposes of some e-mail. It is not appropriate for communicating with an instructor in class.

* Turn in original work. Internet Academy teachers monitor for intentional deception through the use of an on-line subscription service and IA email archives. The consequences for intentional deception (copying, plagiarism, cheating, using someone else's work) may result in: redoing assignment, completing an alternative assignment, parent contact, and/or failing the course.

* Do their very best work at all times.

* Proceed at a steady pace toward finishing the class.