

LA9590/ Gothic Literature Syllabus

Course Title-----	Gothic Literature
Course Number-----	LA9590
Grades:-----	09-12
High School Credit Value:-----	0.5
Prerequisites:-----	Successful completion of Freshman and Sophomore English, or equivalent reading and writing skills.
Course Length:-----	Regular courses: 17 weeks CR: 9-17 weeks.
Course Time:-----	Regular courses: 17 week schedule: 75 - 90 minutes per school day (6-7.5 hours per week) Credit Retrieval: 75 - 90 minutes per school day (6-7.5 hours per week) until course completion.

{ 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 Edgar Allan Poe.

This course helps meet the state minimum requirements of English 3.0 credits. Please check with your district for more specific requirements.

Course Materials:

All instruction and reading materials are linked within the course . . . HOWEVER . . .

- It is highly recommended that students obtain their own personal copy of the three novels read in the course:
 - *Frankenstein*, by Mary Shelley
 - *The Strange Case of Dr. Jekyll and Mr. Hyde*, by Robert Louis Stevenson
 - *Dracula*, by Bram Stoker

- Check the public library, the school library, an online bookstore, a retail bookstore, or a used bookstore for copies of these books.

Headphones and microphone with USB connector is also recommended so students can participate in LIVE office hours. Not required, but an advantage for students to get questions answered in real time.

State Alignments

Washington State Standards guided the design of the course. Learning expectations are found within the course itself.

- Standard 1: Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
- Standard 2: Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, summarization, main idea, and supporting details in grade-level informational & technical materials/expository text and/or literary/narrative text.
- Standard 3: Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.
- Standard 4: Analyze story elements.
- Standard 5: Analyze informationa/expository text and literary/narrative text for similarities and differences and cause and effect relationships.
- Standard 6: Evaluate the use of literary devices to enhance comprehension.
- Standard 7: Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights.
- Standard 8: Analyze author's purpose and evaluate the effectiveness of author's writing style using persuasive devices to influence different audiences.
- Standard 9: Analyze and evaluate the presentation and development of ideas and concepts within and among and beyond multiple texts.
- Standard 10: Demonstrates understanding of different purpose for writing.
- Standard 11: Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
- Standard 12: Analyzes and selects effective organizational structure.
- Standard 13: Analyzes and selects language appropriate for specific audiences and purposes.
- Standard 14: Uses a variety of sentences consistent with audience, purpose, and form.
- Standard 15: Knows and applies writing conventions appropriate to grade-level.

Course Outline

Units	17 Week Plan	12 Week Plan
Unit 1: Gothica	2 weeks	1+ week
Unit 2: Frankenstein - A Monster is Born	2 weeks	2 weeks
Unit 3: Frankenstein - With Great Power Comes Great Responsibility	2 weeks	2 weeks
Unit 4: The Strange Case of Dr. Jekyll and Mr. Hyde - To Thine Own Self Be True	2 weeks	2 weeks
MIDTERM	1 week	1/2 week
Unit 5: Gothic Poetry - Love from Beyond the Grave	1 week	1/2 week
Unit 6: Dracula - The Blood is the Life	2 weeks	1 week
Unit 7: Dracula - The Hunter Becomes the Hunted	2 weeks	1 week
Unit 8: Edgar Allan Poe - The Monsters in Us	2 weeks	1 week
FINAL EXAM and Final Project	1 week	1 week

Course Work

Important keys for success:

- Don't wait a minute. Get started right away and keep working. The best way to have a stress-free finish to class is a strong start!
- Set aside a consistent time **EVERY DAY** to work on class assignments. Set up a schedule and stick to it!
- Ask questions when needed. Read the instructions again, and then ask if you need help. Don't hesitate even three seconds! Instant chat and Live Classroom sessions provide an excellent opportunity for instruction and feedback.
- Use Learning Plan Contract as a guide to assignment completion to stay on pace for course completion.
- When given instructions for revising an assignment, follow them.
- Be curious, determined, persistent, humorous, independent, and curious again.

Reading: The body of reading in this course is included within the course, HOWEVER, it is highly recommended that you obtain your own personal copy of the three novels we read in class:

Frankenstein, by Mary Shelley, *The Strange Case of Dr. Jekyll and Mr. Hyde*, by Robert Louis Stevenson, and *Dracula*, by Bram Stoker.

Using a printed copy of the reading is recommended so the student can highlight meaningful text, and take notes in the margins of the book. Finding a comfortable place to read adds a priceless component to the reading atmosphere. And the pages of a book just smell rich!

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.

Calendar: Students are placed on a 17 week *Learning Plan Contract*, based on their start date, and are paced accordingly to complete the course work. Assignments need to be completed sequentially, as the reading and writing skills build upon each other. Students are encouraged to keep pace with the suggested time line. It is possible, of course, to work ahead. If the course is completed prior to the end of the semester, the student is able to start the next course within the guidelines of the iA school-year calendar.

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

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

Grading

Student demonstration of learning will be evaluated according to the Language Arts standards. A final passing grade (C) will be earned by completing all lessons at a level demonstrating ability to meet these standards. To earn a B or an A, students will demonstrate their understanding exceeds standards.

Revision policy: With the goal of student success in learning, feedback will be provided on assignments so students have the opportunity to revise and resubmit their reading responses, and writing, in order to 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 plagiarism is involved.

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. Copy / paste from another source, such as study guides, websites, or another student, will result in a request for explanation, a required revision, and 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.

Occupational Credit:

This course may qualify for *occupational credit. Please consult your school counselor for further clarification.

*Please note that FLA901 (Sign Language) does not qualify for occupational credit.

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