



## Internet Academy Syllabi

### Gothic Lit

Course Code	Grade Level	High School Credit Value	NCAA Approval
LA959	11-12	.5	Yes
<b>Course Description</b>			
<p>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.</p> <p>Novels, poems, short stories acquaint students with the Gothic lit genre. We read <i>Dracula</i>, by Bram Stoker, <i>Frankenstein</i>, by Mary Shelley, <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson, in addition to other poets, and short stories by Poe.</p>			
<b>Prerequisites</b>		<b>Course Length and Time</b>	
Successful completion of junior level English or equivalent level of reading and writing skills.		17-18 weeks  60 Minutes/Day or 5 hours per week	
<b>Required Materials: Texts, readings, other materials</b>			
<p>All instruction and reading materials are linked within the course, or available online . . . HOWEVER . . .</p> <ul style="list-style-type: none"> <li>• It is highly recommended that students obtain their own personal copy of the three novels read in the course: <ul style="list-style-type: none"> <li>○ <i>Frankenstein</i>, by Mary Shelley</li> <li>○ <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>, by Robert Louis Stevenson</li> <li>○ <i>Dracula</i>, by Bram Stoker</li> </ul> </li> <li>• Check the public library, the school library, an online bookstore, a retail bookstore, or a used bookstore for copies of these books.</li> </ul> <p><b>Headphones and microphone</b> with USB connector is also recommended so students can participate in virtual sessions. Not required, but an advantage for students to get questions answered in real time.</p>			
<b>Washington State Testing Requirements</b>			
SBAC ELA – pass at 10 <sup>th</sup> or 11 <sup>th</sup> grade to meet state testing requirements			

Instructor Information
<b>Instructor:</b> Colleen Anderson
<b>Within Course:</b> See Getting Started folder – Teacher Information – Colleen Anderson
<b>Email:</b> canderso@iacademy.org
<b>Phone:</b> 253.945.5835



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**Virtual Sessions: Posted within the course**

### 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

<b>Unit 1</b>	<b><i>Gothica</i></b>	2 weeks*
<b>Standards</b>	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.	
<b>Unit 2</b>	<b><i>Frankenstein – A Monster is Born</i></b>	2 weeks
<b>Standards</b>	See ALL section below.	
<b>Unit 3</b>	<b><i>Frankenstein – With Great Power Comes Great Responsibility</i></b>	2 weeks
<b>Standards</b>	See ALL section below. CCSS.ELA-Literacy.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.	
<b>Unit 4</b>	<b><i>The Strange Case of Dr. Jekyll and Mr. Hyde – To Thine Own Self Be True</i></b>	2 weeks
<b>Standards</b>	See ALL section below.	
<b>MIDTERM</b>	<b><i>Exam Covers Units 1-4</i></b>	1 week



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<b>Unit 5</b>	<i>Gothic Poetry – Love from Beyond the Grave</i>	1 week
<b>Standards</b>	See ALL section below. CCSS.ELA.Literacy.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>Unit 6</b>	<i>Dracula – The Blood is the Life</i>	2 weeks
<b>Standards</b>	See ALL section below.	
<b>Unit 7</b>	<i>Dracula – The Hunter Becomes the Hunted</i>	2 weeks
<b>Standards</b>	See ALL section below. CCSS.ELA-Literacy.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 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.	
<b>Unit 8</b>	<i>Edgar Allan Poe – The Monsters in Us</i>	2 weeks
<b>Standards</b>	See ALL section below. 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.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>FINAL</b>	<i>Exam Covers Units 5-8</i>	1 week

<b>All Units</b>	Applicable to all Dynamics units 2-8, which are formatted with text readings, questions, writing, quizzes.	1 semester
<b>Standards</b>	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-Literacy.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.R.6: 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	



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	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.
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\*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
- Discussions
- Mid-Term and Final Exams

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

**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 are placed on a *Learning Plan Contract*, based on their start date and expected completion date, and are paced accordingly to complete the course work. This could be a 17 week, 12 week, 9 week or 6 week calendar. 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. If the course is completed prior to the end of the Learning Plan Contract, the student is able to start the next course within the guidelines of the iA school-year calendar. Learning Plan Contracts may change by teacher/student agreement, or administrative decision based on student progress reports or individual needs.



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**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 The average of all the priority standards assessed is between 3.50 and 4.00
- B The average of all the priority standards assessed is between 3.00 and 3.49
- C The average of all the priority standards assessed is between 2.30 and 2.99
- F The average of all the priority standards assessed is 2.29 and below

\* 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 "F" 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.

\* Pass/Fail Classes – A student must meet a minimal number of the standards in order to earn "Pass" in the course.

\* NC – Student has not completed enough work to determine a grade.



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**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.

**WAC – Weekly Academic Contact** - State regulations require students in online programs to have weekly academic contact with each teacher. This occurs as students become actively engaged with the curriculum and online instruction, submitting assignments to make progress in learning and successfully complete courses. Students have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, instant chat, live online sessions, assignments, phone, and face-to-face meetings by appointment.

**MAP – Monthly Academic Progress** - Students earn an academic progress mark each month based on their progress compared to their individual Learning Plan Contract, and course completion date. Students earn Academic Excellence (AE), Academic Minimum (AM), or Academic Probation (AP). AP marks involve communication with the parent/guardian, and an intervention to give the student additional opportunities to get back on pace toward successful course completion. Multiple probation reports may result in withdraw.

**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.



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- \* 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.