

Gothic Literature

COURSE DESCRIPTION

Gothic Literature

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 writing drivers 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.

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1: When Gruesome is Delicious

In this unit you will learn about the Gothic genre of literature. We will begin with a lesson about Gothic literature's place in history and society. Next we will discuss its major themes and the effect it is designed to have upon its audience. We will then look at the definitions of certain terms that are important to this genre. Lastly, we will examine various examples of works that fit this category, including both poetry and novels.

Learning Objectives

- Discuss the definition and specific traits of Gothic literature.
- Discuss the social and historical factors that influenced the birth of this genre.
- Examine specific themes typically found in Gothic works.
- Identify key vocabulary terms related to Gothic literature.
- Discuss important works from this genre, which exemplify its themes and other traits.

Activities

Unit 1 Review Questions	Homework	10 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

Unit 2: Frankenstein: A Monster is Born

In this unit you will begin to study the novel Frankenstein, by Mary Shelley. We will start with some basic information about the author’s life and times. We will look at important vocabulary terms, the key characters of this novel, and their relationships with one another. You will then read the first half of the novel itself and explore the themes that have emerged in those chapters.

Learning Objectives

- Discuss Mary Shelley and the society in which she lived.
- Identify key vocabulary terms and characters from Frankenstein.
- Read and understand the Preface, letters, and chapters 1-12 of Frankenstein.
- Connect the novel with your own personal experiences and/or reactions to its themes.
- Determine which features of this novel make it fit the Gothic genre.

Activities

Unit 2 Review Questions	Homework	5 points
Unit 2 Literature Study Questions	Homework	25 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

Unit 3: Frankenstein: With Great Power Comes Great Responsibility

It is now time to read the second half of the novel Frankenstein. We will examine some modern examples of science and culture that relate to Frankenstein’s themes. In this unit you will again look at important vocabulary terms from this novel and related readings. A writing assignment will give you an opportunity to analyze and express your opinion on some of the information you have read in the lessons surrounding this novel.

Learning Objectives

- Discuss scientific and medical issues related to the theme of “playing god.”
- Compare the poem “Prometheus” by Johann Wolfgang von Goethe to Frankenstein.
- Identify key vocabulary terms from Frankenstein and the related readings.
- Read and understand chapters 13-25 of Frankenstein.
- Connect the novel with our own personal experiences and/or reactions to its themes.

Activities

Unit 3 Review Questions	Homework	5 points
Unit 3 Literature Study Questions	Homework	25 points
Unit 3 Writing Assignment	Homework	20 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

Unit 4: Jekyll & Hyde: To Thine Ownself Be True

In this unit you will read the short novel *The Strange Case of Dr. Jekyll and Mr. Hyde*, by Robert Louis Stevenson. As with the previous novel, we will begin with basic information about the author's life and times. Next we will look at important vocabulary terms, the key characters of this novel, and their relationships with one another. You will then read the novel itself and begin to think about its themes.

Learning Objectives

- Discuss Robert Louis Stevenson and his career as an author.
- Identify key vocabulary terms and characters from *The Strange Case of Dr. Jekyll and Mr. Hyde*.
- Read and understand the ten chapters of the novel.
- List and describe the Gothic traits learned in Unit 1 that are found in this novel.
- Apply themes from *Dr. Jekyll and Mr. Hyde* to modern society or current events.

Activities

Unit 4 Review Questions	Homework	5 points
Unit 4 Literature Study Questions	Homework	25 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

Unit 4: Jekyll & Hyde: To Thine Ownself Be True (Continued)

Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

Unit 5: Gothic Poetry: Love From Beyond the Grave

So far you have been working hard on the two Gothic novels we have just finished studying. Let us now give our minds a bit of a break and examine some shorter pieces of material from...beyond the grave! We will begin with an eighteenth century German ballad about a maiden and her absent lover. The lovers' theme will continue with a nineteenth-century English poem about a rather macabre way of expressing one's love. The last poem is from the early twentieth century, also about a pair of lovers who become victims of tragic wartime circumstances. We will then look at the definitions of poetry terms that are exemplified in these works. Lastly, we will search for modern examples of stories, songs, etc., that remind us of events described in these poems'.

Learning Objectives

- Identify key poetry vocabulary terms and locate examples of them in these poems.
- Read and analyze the 1773 ballad "Lenore" by German poet Gottfried August Bürger.
- Read and analyze the 1836 poem "Porphyria's Lover" by Robert Browning.
- Read and analyze the 1906 poem "The Highwayman" by Alfred Noyes.
- Look for modern examples of other literary works such as songs, poems, stories, or films that are related to the poems in this unit.

Activities

Unit 5 Review Questions	Homework	15 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points

Unit 6: Dracula: The Blood of Life

It is now time to begin your study of the novel *Dracula*, by Bram Stoker. You will first learn about Stoker's life and literary connections. Then you will examine a list of important vocabulary terms and key characters. Next you will learn about some of the medical theories that were held by Victorian readers of this novel. You will then view a map and learn about the geography involved in the story. Lastly, you will read the first half of *Dracula* and respond to chapter study questions before finishing the rest of the novel in the next unit.

Learning Objectives

- Discuss Bram Stoker.
- Identify key vocabulary terms and characters from *Dracula*.
- Discuss scientific and social issues of Victorian times that are present in this novel.
- Discover the geographical differences between nineteenth century Europe and modern Europe.
- Read and understand chapters 1-13 of *Dracula*.

Activities

Unit 6 Review Questions	Homework	5 points
Unit 6 Literature Study Questions	Homework	25 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

Unit 7: Dracula: The Hunter Becomes the Hunted

It is now time to read the second half of the novel Dracula. You will begin by previewing some of the vocabulary that appears in chapters 14 through 27. Next you will look deeper at two branches of social science that are prevalent in the novel. You will then read about the nighttime activities of the Dead in a poem by Goethe, whom you studied earlier in this course. In lesson four you will finish reading Dracula itself. This unit concludes with a creative assignment that combines your knowledge of vampires with your knowledge of physiognomy (which will be covered in lesson two).

Learning Objectives

- Identify key vocabulary terms from Dracula and the related readings.
- Discuss physiognomy and phrenology and their influence in Bram Stoker’s writing.
- Read the poem “Totentanz” by Johann Wolfgang von Goethe and consider its use of vampiric themes.
- Read and understand chapters 14-27 of Dracula.
- Connect knowledge of Victorian sciences with knowledge of Dracula in a modern day practical situation.

Activities

Unit 7 Review Questions	Homework	5 points
Unit 7 Literature Study Questions	Homework	25 points
Unit 7 Writing Assignment	Homework	15 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

Unit 8: Edgar Allan Poe: The Monsters in Us

This unit begins with an overview of the life of Edgar Allan Poe. Following that is a lesson containing important vocabulary words from two of his stories that you will read. You will next read two pieces of Poe’s horror fiction that employ dark Gothic features: “The Black Cat” and “Berenice.” The last section of this unit will allow you to choose one of three creative options to prove your familiarity with its content and story vocabulary.

Learning Objectives

- Discuss the life of Edgar Allan Poe.
- Identify key vocabulary terms from the stories studied in this unit.
- Read and understand the short story “The Black Cat.”
- Read and understand the short story “Berenice.”
- Connect your knowledge of unit vocabulary creatively with Poe’s life and works.

Activities

Unit 8 Review Questions	Homework	5 points
Unit 8 Literature Study Questions	Homework	25 points
Unit 8 Writing Assignment	Homework	25 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

Unit 8: Edgar Allan Poe: The Monsters in Us (Continued)

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.
(Note: You will be able to open this exam only one time.)

Final Exam Activities

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century