



Helena High School 2020-2021 English IV Syllabus
From Poe to King: The Evolution of Gothic and Horror in American Literature

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Course Description: This course will explore the evolution of the Gothic and Horror genre in American Literature. As we study this genre we will unpack the key elements and applications of literary texts and their connections to societal values of character and ethical paradigms between right and wrong. This genre is unique in its primary goal to evoke emotion and elicit reader responses of shock and fear as it pushes the limits of what is considered culturally acceptable and at the same time uses style, characters, setting and plot to reach the human psyche and engage readers. You will be immersed in the world of literature and writing all while participating in rotating literature pods for continuous analysis and discussion. There is required outside reading in preparation for inclass/online discussions, activities and assignments.

Course Design: This course is designed around research based literature circles and literary discussion. While you will not be in a literal circle, you will be working through the text selections with a rotating group of colleagues. These are called your Literature Pods. In addition, you will have a rotating process partner that is outside of your literature pod to work through ideas and concepts with. You will have changing roles and responsibilities. This will look different in our new online environment. Your grade is always individualized based on your work alone and NOT dependent upon anyone else's work ethic or performance.

Expectations: My primary responsibility is to prepare you for higher education and the workforce by the time you graduate. My goal is for you to feel prepared as a reader, writer, speaker, and critical thinker as you move forward into the world. You will be challenged and pushed out of your comfort zone. Taking positive risks leads to the greatest learning opportunities. In this classroom the "Golden Rule" presides above all! Treat others the way you wish to be treated.

Be **respectful** - Each person is unique and brings their own talents and gifts to share with our class. Be open to listening to and celebrating the diversity of ideas and opinions expressed by your peers.

Be **responsible** – Come prepared and ready to learn. This means you have materials ready, assignments completed, and are seated when the bell rings. When you cannot comply with the above expectations, natural consequences result. If you are not prepared, you may miss valuable information.

Be **involved** - I expect you to contribute to class discussions and actively participate in your learning.

Be a **graduate** - Plan and prepare for your future. Be proud of your accomplishments and hard work!

Assignment Policy: Success in high school and in life requires time management and hard work. My hope is that you not only have fun experiencing the world of language arts but that you become an independent and responsible learner this year. It is my job to enable you to achieve this goal! Therefore, I do assign "homefun" and expect you to have your assignments completed **on time**. You will be expected to read and write – a lot! Practice Practice Practice! This will require reading and writing outside of class time. As seniors, I expect you to be responsible, independent, and advocate for yourself when needed.

***Excused Absences** are allowed a two-day "cushion" for completion. It is **your** responsibility to find out the assignment and clarify any questions you may have. My lesson plans for the week are always kept on the Weekly Assignment board and hard copy assignments/resources are located in the "absent student" crate next to the door. All **assignments and lesson plans** are posted on my Moodle <https://moodle.helenaschools.org>. There are also links and upcoming events/projects posted to help support you in organizing your life. We will also use Remind.com to aid in communication. Make up work is your responsibility. There are several places to find out what work took place during your absence: my Moodle, absent student crate, classmates, the boards, etc. Communication is key, ESPECIALLY in our hybrid/online model. If I haven't heard from you regarding a missing assignment I assume you are accepting the zero.

***DLI only students:** You are expected to login to the live class according to your class period and last name: Group A = A-K (Mon & Tues) Group B = L-Z (Thurs & Fri). You will follow this cohort throughout the blended learning model. Attendance will be taken. If you are unable to come in live you **MUST** communicate with me ahead of time; and you can watch the video later. You can post questions live using the chat feature. I will respond to all unanswered questions during the afternoon online check-in time.

***Incomplete and missing assignments** rapidly bring down your overall grade...late work is partial-credit and must be turned in within a week of the original due date. For each day late a 10% deduction is applied with the max of half-credit (50% deduction = five days late). Check Power School often and stay on top of your assignments. I understand that there are often life situations that may prevent you from completing work on time. Please come see me so that we can work out a plan of action for you. Each student is provided two late passes per quarter. These allow up to five school days to turn in an assignment for full credit (see limitations and exemptions printed on each late pass).

***Extra Credit** is available on Moodle in addition to periodic classroom opportunities. This is designed to help boost your current grade or replace a grade from a missing assignment or low score.

***Grades** The grading scale is as follows: 90-100 =A 80-89=B 70-79=C 60-69=D 0-59=F
Quarter 40% Quarter 40% Sem Final 20% = Semester Grade. Your work is returned to you in a timely manner with the exception of your writing pieces. As I am sure you can understand, these take substantially more time to evaluate. You will receive a scoring rubric sheet with each piece of writing. Your published pieces will be compiled together in your writing portfolio.

***Modules** are in weekly (sometimes two week) segments. Wednesday will serve as Day 1 in our new blended learning schedule. You will be able to see the upcoming expectations and assignment due dates. You will be completing independent work in conjunction with working in your Literature Pods. Your attendance is critical with this class design. Missing out on valuable class discussion will hinder your understanding and success. It is inevitable that we all get sick or need to be gone for an appointment from time to time. When this occurs, please check the module sheets and confer with your Literature Pod colleagues. Check in with me during office hours if you need help. Contact me and keep me informed so I know your plan to get back on track.

Cell-Phone Policy: My expectation is that you are responsible and respectful with your phone. I should not see it or hear it unless we are using them for educational purposes in class. You are encouraged to place your phone in the "phone home" where periodic prizes can be earned. 1st offense = verbal reminder 2nd offense = phone confiscated until the end of the day 3rd offense = phone delivered to office as per the handbook guidelines.

Food-Drink Policy: You may bring water bottles, sports drinks and coffee to class if they are able to be closed/sealed to prevent accidental spills and leaks. If your beverage is not sealed then I ask you to place it on the counter until the END of class. I appreciate you not snacking during classroom instruction; and I also adhere to the same policy so you do not have to watch me eat while I teach:) If you have an underlying health condition that necessitates the need for an exception to this request, please just communicate with me.

Supplies: 1" three ring binder with five pocketed dividers (for notes, daily work, handouts, and assignments)
1" three-ring VIEW binder - has a clear front/back to slide a piece of paper into (used for your writing portfolio the entire year - it stays in the classroom).
College ruled loose leaf paper and pens (blue or black and red) and pencils
Optional: highlighters, thin expo markers, colored pencils, skinny markers

Course Objectives: The objective of all core classes at Helena High is to provide opportunities for students to learn the skills they need to have to demonstrate mastery in the essential state standards. These standards are broken into learning objectives, which will be communicated weekly on the Module sheets for students to check their understanding of the materials. In general, students will be able to:

1. Communicate ideas effectively and clearly through speaking and writing.
2. Comprehend complex texts and relay that comprehension to others.
3. Read a text to determine theme/central idea, plot structure, and character development.
4. Demonstrate an understanding of the writing process and that writing is never finished.

Writing: There will be at least eight significant writes through the year. “Significant” means multiple drafts, revising, editing, etc. Final papers will be submitted via a variety of modalities including digital/hard copy and Turnitin. You will also be practicing “real-world” writing and free-writes in your notebooks. These are NOT always graded but are an effort grade intended to provide critical practice.

Independent Reading: You are asked to read a minimum of 10 minutes a day independently on your own outside of class – your choice – your interest. Reading is the number one indicator for testing success (think ACT!) and is one of the key 40 developmental assets of successful people. This is your chance to rediscover the joy in reading, which is a life-long skill. I can help you find a great book! The library will be offering limited Check-out procedures and you can check-out from my library (following COVID protocols). The Lewis and Clark Library is also partially open at their satellite branch. We keep track of this in a Reading Log which can be digital or hard copy.

Forum Posts/Online Discussion: A key component to understanding literature is discussion. With our blended model and limited in-class time, this becomes more of a challenge. You are required to be part of continuing online discussions; this includes original posts and replies to fellow classmates. We will be conducting this via Moodle. You will also periodically be required to attend TEAMS video discussions.

*Your year at a glance (YAAG) ***subject to change****

<p>Quarter 1: The Dawn of Darkness</p> <p>Module 1 - Introduction and Procedures</p> <p>Module 2 - History of the Genre Origination and Literary Movements</p> <p>Module 3 - Psychology and Fear</p> <p>Module 4 - British influence</p> <p>Module 5 - Themes in American Romanticism</p> <p>Key texts: <i>The Picture of Dorian Gray</i> by Oscar Wilde (1890)</p> <p>Writing Assignments:</p> <ol style="list-style-type: none"> 1. Timed Write- Literary Analysis 2. Informative writing: Ind. Author study <p>Start Semester One Project: Author Study</p>	<p>Quarter 2: American Gothic</p> <p>Module 1 - The Dark Side of Romanticism</p> <p>Module 2 - The Power of Poe</p> <p>Module 3 - The Human Condition: Guilt and Sin</p> <p>Module 4 - Women of the Gothic</p> <p>Key Texts: “The Turn of the Screw” by Henry James (1898)</p> <p>Writing Assignments:</p> <ol style="list-style-type: none"> 1. Timed Write - Definition Essay 2. Narrative Fiction- Unreliable Narrator 3. Timed Write - Comparison Author narrative style <p>Semester One Project: Author Study VoiceThread Presentations</p>
<p>Quarter 3: A New Century for the Supernatural</p> <p>Module 1 - The 20th Century Awakens</p> <p>Module 2 - The Short Story</p> <p>Module 3 - The Horror Novel</p> <p>Module 4 - The “Psych-Thriller”</p> <p>Key texts: <i>The Haunting of Hill House</i> by Shirley Jackson (1959)</p> <p>“Monsters on Maple Street” by Rod Serling Ray Bradbury short stories Stephen King short stories</p> <p>Writing Assignments:</p> <ol style="list-style-type: none"> 1. Timed Write - literary analysis suspense 2. Narrative Fiction - psych thriller/modern monster <p>Start Semester Two Project: Student Choice Menu</p>	<p>Quarter 4: Modern Macabre</p> <p>Module 1 - From the Shadows of the King (Stephen)</p> <p>Module 2 - Modern Day Monsters (Vampires to Zombies)</p> <p>Module 3 - Graphic Novels</p> <p>Module 4 - The Next Stephen King</p> <p>Module 5 - Horror in the 2000s</p> <p>Key texts: <i>The Shining</i> (1977)</p> <p>Writing Assignments:</p> <ol style="list-style-type: none"> 1. Timed Write - Argumentative “Role of Genre” 2. Narrative Fiction - psych thriller/modern monster <p>Semester Two Project: presented via Prezi</p>

Academic Honesty / Plagiarism:

Plagiarism is defined as “the practice of taking someone else’s work or ideas and passing them off as one’s own” (Oxford Dictionary online). Cheating of **any kind** is not acceptable in this course and will qualify you for an automatic zero. This includes: assignments, online discussions, assessments and published writing. Academic integrity is integral to relevant and authentic learning. It is **absolutely okay** to reference someone else’s ideas, especially if they helped you come to your own understanding of the material, or were a springboard for your ideas. If you need help citing someone else’s ideas and/or work, let me help you do it correctly, and give credit where credit is due.

Students: After reading and discussing the course information per our class discussion and syllabus for English IV with your parents/guardians, please detach this page. You will need to sign below, and your parents/guardians will need to complete and sign below. This needs to be returned to me by Friday, September 11, 2020. This can be done in hard copy (this sheet) or electronically (scan and email or respond on the GoogleForm sent to your email).

By signing below, you are acknowledging the following:

- I have read this syllabus and understand the course requirements – including the essay and novel requirements.
- I agree to have all my course materials in class by **Friday, Sept. 11..**
- I have read the attached HHS student expectations sheet / hybrid learning schedule and understand my responsibilities as an engaged learner, due dates and expectations. I understand we will be using Moodle and Turnitin for online assignments and TEAMS for communication and meetings.
- I understand the late work / make up work policy.
- I understand Mrs.P’s cell phone and food/beverage policies.
- I will communicate with Mrs. P if I am struggling with the expectations, course load, or concepts taught.
- I understand the four expectations of our school and the specific expectations in Mrs. Preshinger’s classroom.

Student Printed Name _____

Student Signature _____

Parents and Guardians: After reading and discussing the course information and syllabus for English IV with your student, please initial where indicated then complete and sign below.

I give permission for my student to read and view all listed materials (some disturbing language and content): _____ (If you have concerns, please contact me.) I understand Mrs. P’s cell phone policy and give permission for my student to park their personal electronic device(s) in the “phone home” at the beginning of class. By initialing here, I acknowledge that my student has a personal electronic device(s) with them at school: _____

Parent/Guardian’s Name _____

Parent/Guardian’s Signature _____

Preferred mode of contact (circle) Email / Phone / TEAMS (video)

Please list preferred email address / phone # _____

Questions/Concerns/Points of Clarification:

Thank you for sharing your kiddos with me...here’s to a great year!