

How Gods and Monsters Made the World

Syllabus

INSTRUCTOR INFORMATION

All this information can be accessed in Bright Spaces under course home

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS

COURSE GOALS

This course covers the California content standards for Social Sciences found here:

[English Language Arts Content Standards/California](#)

Reading - to use literature as a bridge to understanding humanity and history as well as to develop reading comprehension skills. This includes the ability to identify elements of plot and analyze figurative language.

To identify and analyze theme in literature

To understand the basic elements of poetry

Writing - To develop a strong, clear writing style that show a knowledge of argument, evidence and traditional, formal English grammar

COURSE DESCRIPTION

You may know about Percy Jackson, but did you know that pretty much every culture in the world has its own version of how things came to be? That includes having their own myths, legends, gods and monsters. In this course, we will read creation stories that come from Native American culture, the Vikings, Africa, India, China, Japan, Australia and Greece. As we do that, we learn about the history and the cultures of the people who told these stories. Learning about stories and where they come from is a great way to develop reading and writing skills, and so we will be practicing how to

create an argument, prove a point and identify important parts of a story. The class coursework also offers students the opportunity to learn how to research online, identify elements of plot and express themselves in a strong, articulate manner.

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website

[MLA Format](#)

Other selected readings for nonfiction available within the course

COURSE OUTLINE

Below is a summary of the topics of study covered in this course.

Block One: Native American Myth

Discussion board: Introduction and Theme

Vocabulary assignment

Lesson on Annotation

Native American Creation Stories/annotation

Vocab Quiz

Discussion Questions on Native American Creation Stories

Block Two: African Myth

Review African myth vocabulary

Read three myths and compare/contrast

African myth quiz

Discussion questions African myth and history

Block Three: Japan

Review Vocab list

Read Japanese creation myth

Quiz Japanese creation myth

Finding the Common Ground Japanese myth assignment

Discussion board/ Japanese myth image

Block Four: Norse Myth

Review Vocab list

Research Norse history and culture
Develop paragraph writing skills
Create an argument in writing
Develop research skills

Block Five: Australia

Review Aboriginal myth
Research the history and culture of the indigenous people of Australia
Develop paragraph writing skills
Support an argument with evidence
Develop research skills
Body paragraph for research essay

Block Six: India

Research the history of the Indian myth
Develop essay writing skills and critical thinking skills
Identify major ideas in a story
Learn to write your concluding paragraph for your essay

Block Seven: China

Practice research skills
Learn about Chinese myth and history
Develop editing skills
Work with MLA format
Final draft of essay project

METHODS OF INSTRUCTION

This is an online course. You are expected to work each day. Each day/BLOCK there will be reading and/or writing assignments. Due dates will be clearly stated for each assignment and assignments are due at that time.

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Each BLOCK in a course is worth about 1 BLOCK of work during the regular semester. You can find our suggested pacing guide at ileadonline.org under 'CALENDARS'. It is highly recommended that learners follow the pacing schedule

posted. Please be sure to check in with your teacher of record (coach/EF/Guide/ES) for guidance with scheduling.

This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail exchanges (or other communication) with the facilitator, by reading the assigned readings, submitting assignments, completing and submitting original work.

Learners are expected to check their course and email account every day, complete work on time as assigned with designated dates and time.

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book. An overall grade is based on the following scale:

90%-100%	EG
70%-89%	MG
50%-69%	AG
Less than 50%	NY

SCORING RUBRIC

90-100 Mastery of written expression/ demonstration of concept
Strong understanding of topic
Insights are articulate, accurate and thought provoking
Appropriate subject and complete

80-90	<p>Good written expression/ demonstration of concept</p> <p>Interesting and above average understanding of topic</p> <p>Insights explore and demonstrate critical thinking</p> <p>Appropriate subject and complete</p>
70-80	<p>Mastery of concept needs improvement</p> <p>Fair written expression/ demonstration of concept</p> <p>Minimal critical thinking</p> <p>Appropriate subject and complete</p>
60-70	<p>Poor evidence written expression/ demonstration of concept</p> <p>Lack of creativity or originality</p> <p>Did not follow instructions</p> <p>Work is off topic and/or incomplete</p>

SUBMITTING ASSIGNMENTS

All assignments for the BLOCK are due Friday unless otherwise stated. The BLOCKly schedule offers suggested pacing. Work may be turned in late and/or learners can work according to an alternate pacing schedule. Please contact your online facilitator AND your EF/COACH/GUIDE as soon as possible if you need to work according to an alternate schedule

NON-HARASSMENT

Learners are expected to treat fellow students, and their facilitators, with respect. No form of a “hostile environment” or “harassment” will be tolerated by any learner or facilitator.

For more information on good netiquette, please review [THIS RESOURCE](#)

HONESTY AND PLAGIARISM

Plagiarism of any sort is prohibited.

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft

- to present as new and original an idea or product derived from an existing source

Please review [THIS RESOURCE](#) for more information on plagiarism.

Any plagiarized work will be given a zero and referred to your EF/COACH/GUIDE for review.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

Learners are expected to communicate with their instructor and each other in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications.** If you are emailing or messaging your instructor or each other, please be sure they know who you are and what class you're in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including

humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.

5. **Respect others' voices and be kind.** We all come from different backgrounds and have our own stories. Assume the best of each other and always be kind in your communication.
6. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
7. **Practice Patience:** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.