

Vampires Syllabus

INSTRUCTOR INFORMATION

Please go to your course and access the 'Course Home' for detailed instructor information.

CONTACT INFORMATION

Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response in that time, please reach out again just in case I did not get your message.

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 DESCRIPTION

Myth may seem entirely fictional, but, most myth and legend comes from real places. Vampires are no different. This course traces the history of the vampire from its origins in folklore all the way through our modern day interpretation of the infamous creature. As we learn about the vampire you will learn valuable research, critical thinking and note-taking skills as you explore the history, folklore, sociology and psychology of the monster

COURSE GOALS

Learners will:

- Familiarize students with the basic concepts of myth and folklore.
- Define key terms and theories related to the study of myth and folklore.
- Explore the cultural, historical, and social contexts in which myths and folklore emerge.
- Examine the role of myth and folklore in shaping cultural identity.
- Develop critical thinking skills in analyzing myths and folklore from various perspectives.
- Compare and contrast myths and folklore from different cultures.
- Explore common themes that appear across diverse cultural traditions.
- Examine the ways in which myths and folklore influence and are influenced by literature.
- Examine how myths and folklore adapt to changing cultural and societal contexts.
- Encourage students to creatively engage with myths and folklore through projects, presentations, or artistic expressions.
- Explore modern adaptations of myths and folklore in literature, film, and other media.
- Develop research skills, including the ability to locate and evaluate scholarly sources on myths and folklore.
- Encourage independent research projects on specific mythological or folkloric topics.

STANDARDS MET

This course meets the following California state standards. Specific standards met for each assignment are listed with the assignment in the course itself. This course covers the California content standards for Social Sciences found here: [History Social Science Content Standards](#)

REQUIRED TEXTS

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

Other selected readings for nonfiction available within the course.

COURSE OUTLINE

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

Throughout the blocks, students will be showcasing and exercising the following skills:

- Evaluate with supporting evidence
- Recall/describe and explain assumptions
- Interpret a plan of attack
- Recognize trends over time
- Classify essential results of compromise, solutions, policies
- Construct meaningful arguments from conflicting sides
- Defend and justify arguments
- Evaluate and critique government or historical policy

Block One: Where Did it all Begin?

Block 1 Discussion: Research a Myth!

Watch Video: What is Folklore?

Watch Video: The Origins of the Vampire

Block One Assignment: Folklore, Legend and Myth

Block Two: The Oldest Vampire Myths: Mesopotamia and Greece

Block Two Discussion: Ancient Mesopotamia

Watch Video: Mesopotamia

Read: Article on the Ekimmu

Watch: Lamashtu and Lillith

Block 2 Assignment: Lamashtu and Stereotypes

Block Three: Are Vampires Everywhere?

Block Three Discussion: Why so widespread?

Read: Analysis of the Vampire

Read: Interview on the Origins and Meaning Behind the Vampire Myth

Watch: The Science Behind Vampires

Block Three Assignment: Research a Vampire!

Block Four: But What About Transylvania?

Block Four Discussion: Relating to the Vampire

Read Article on Slavic Vampires

Read: Interesting Facts on Myths and Legends

Block Four Assignment: 1900s Music One Pager

Block 5: Inspired by Real Life

Block Five: Discussion: Real Life Inspirations

Watch: Vlad the Impaler

Read: Elizabeth Bathory

Block Five: Assignment: Vampires in History

Block 6: Where does Bram Stoker's Dracula Fit In?

Block Six Discussion: Stoker's Life and Novel

Watch: Biography on Bram Stoker and His Novel

Read: Excerpt from Dracula

Block Six Assignment: Myth and History

Block Seven: Modern Day Vampires

Block Seven Discussion: Vampires Today

Watch: The Evolution of the Vampire

Read: Article on the Psychology of the Vampire

Block Seven Assignment: Brainstorming for Final Project

Block Eight Final Project: Wrapping Things Up

Block Eight Final Project: Vampire Qualities in All of Us.

RESOURCES/MATERIALS USED IN THIS COURSE

- All reading materials are available online, but will also be provided as links through the course website. Other selected readings for nonfiction available within the course.
- Youtube: videos on TED Talks, Criminal Justice case studies, Instructor created videos, Facilitator created content

METHODS OF INSTRUCTION

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 week 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, 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.

(UTEP Connect)

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 in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS

All work must be submitted to Brightspace, our learning management system. This is very important for record keeping and compliance. You have access to directions on how to do this in the 'Course Resources' folder of this class and in your Orientation class. If you need any help submitting work please reach out to your instructor and we will make time to ensure that you're able to turn in work to Brightspace.

HONESTY AND PLAGIARISM

Academic Integrity is essential to authentic learning. We want you to get the most out of your courses, and a BIG part of that is learning how to:

- Come up with your own ideas
- Use technology (like AI and other Online resources) to inform your original ideas
- Research in ways that help you develop your thoughts
- Give credit where credit is due
- Explore and use tools (like AI, citation generators, etc.) that help you grow as a person and a learner

Please review [THIS RESOURCE](#) for more information on plagiarism and [this guide for choosing, using and citing resources](#).

Our goal is to support you so that you can learn in a meaningful, authentic way. Any plagiarized work (this includes work generated solely by AI) will be given a zero and referred to your EF/COACH/GUIDE for review. From there we will work with you to support you as best we can.

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](#)

