

KAP English 12 (English 103 & 104—Kenyon College  
2016-2017  
New Albany High Instructor: Anne Stidham

**Course Description:** This is a college-level class designed to help students understand, enjoy, and prefer the canon as well as contemporary literary genres. The teaching approach of KAP English 12 is of teacher as facilitator. Discussion and analysis is student led. Serious students of imaginative literature are given a comprehensive analysis of the principal elements of fiction, poetry, and drama; a sufficient grasp of the nature and variety of literary works; reasonable means for reading them with appreciative understanding; and basic principles for making literary judgments. It is expected that the student will comprehend out of class reading prior to class discussion. Students should also possess the ability to write logically organized, extensively supported analytical essays about literature based on textual, primary and secondary sources. Intensive literary analysis demonstration is assessed through objective questioning, writing, and class discussion of such genres as *Othello*, *Macbeth*, *Atonement*, *Great Expectations*, *Mr. Pip*, *Paradise Lost*, *The Picture of Dorian Gray*, *The Awakening*, *Mrs. Dalloway*, as well as a study of orations, film, non-fiction writings and film, and finally, Romantic, Renaissance and modern poetry.

#### Unit by Unit Outline

##### Unit 1: *Great Expectations*

- Critically examine complicated plotlines, language, and historical contexts
- Analyze word choice to determine characterization
- Critically analyze the different powers of seduction of language, sexual attraction, power, money, and reputation.
- Participate in an informal (on-line discussion) and formal Socratic seminar to question, clarify, and contradict ideas.

##### Unit 2: *Mr. Pip*

- Compare and contrast the importance of literature from two different time periods and two different cultures.
- Examine the power of cultural memory and the power of story-telling.
- Listen and discuss different ways to preserve stories through the Story Corp website. What makes a good story?
- Identify and examine the seduction of story-telling as a means of understanding the human journey and as a means of escape.
- Produce, interview and edit a conversation in order to record a story to be uploaded to the Story Corp website and archived in the Library of Congress.

##### Unit 3: *Paradise Lost*

- Examine the epic conventions in a Romantic period as compared to the Classical Age.
- Analyze word choice as a rhetorical device.
- Develop and support a thesis-driven essay on the use of seduction using textual support.
- Decoding and annotating a difficult epic poem.

- Responding to “Finding Eden” in relation to the text in a timed-writing focusing on comparing and contrasting with support.
- Participate in a Socratic Seminar focusing on the importance of questioning, clarifying, and supplementing on high level, student-developed prompts.

Unit 4: *The Picture of Dorian Gray*

- Understanding and connecting the power of narcissism to modern examples
- Applying critical theory to the text (Feminist, Marxist, Read-Response)
- Examining the powers of seduction: Hedonism, Aestheticism, reputation, drug abuse, immortality, beauty through multi-genre examples.
- Writing a critical analysis essay in a student-created thesis. Benchmarks include: annotated bibliography, critically researching and applying multiple academic sources, and peer review. Required length 5-7 pages.

Unit 5: *Romantic Poetry*

- Reviewing the basic tenants of poetry: rhyme, meter, verse, and form in various poems.
- Focusing on the Romantic Era and its history, focus and the reactions to the Industrial Age.
- Examining Nature’s power of seduction through Wordsworth, Keats, Shelley, and Blake.
- Presenting a comprehensive speech on a Romantic poet, explicating a poem in a formal speech which includes a digital presentation.

Unit 6: *The Awakening*

- Critically reading a text through a Feminist lens
- Examining the powers of seduction through sexual awakening, identification, Nature, passion, gender empowerment, and reputation.
- Writing a critical analysis essay in a student-created thesis. Benchmarks include: annotated bibliography, critically researching and applying multiple academic sources, and peer review. Required length 5-7 pages.

Unit 7: *Mrs. Dalloway*

- Critiquing Woolf’s narration in terms of reliability, form, modernism, and criticism
- Connecting allusions and their origins to further understand seductive references including Hera, Eros, Persephone, Plato, and Biblical
- Furthering feminist study in terms of social politics, marital position, stereotypes, and options.
- Comparing and contrasting the text to the movie *The Hours* in an in-class, thesis driven short essay.

Unit 8: *Orations*

- Determining the power of rhetoric in major speeches using ethos, pathos, and logos
- Researching a famous speech and explicating its use of rhetoric in terms of ethos, pathos, and logos
- Delivering an oration that focuses on ethos, pathos and logos.

Unit 9: *Seduction in Film: American Beauty, Dangerous Liaisons, Quiz Show and Memento*

- Critically viewing film in terms of seduction through lighting, symbolism, camera angles, and expression.
- Compare film styles in terms of seduction of power, reputation, sexual dominance, flattery, and rhetoric
- Synthesizing one method of seduction in all four films in a well-developed, final essay.