

# ADVANCED PLACEMENT ENGLISH: SYLLABUS

Advanced Placement Literature engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for the readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course provides students with the skills in analytical reading and expository writing necessary to prepare them for college-level reading and writing. Summer reading and writing will be required of students who enroll in AP Literature.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.

## IOWA CORE STANDARDS:

### **Standard 1: Reading Strand - Literature**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

### **Standard 2: Reading Strand – Informational Text**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

### **Standard 3: Writing**

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

### **Standard 4: Speaking and Listening**

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

### **Standard 5: Language**

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

## SUMMER READINGS: THE MORALLY AMBIGUOUS CHARACTER

Wilson, *Fences*  
Achebe, *Things Fall Apart*  
Miller, *Death of a Salesman*

## ANTIQUITY: THE GLORY THAT WAS GREECE AND THE GRANDEUR THAT WAS ROME:

*The Journey begins—The Hero Cycle and the Great Quest*

The Old Testament: Biblical Archetypes  
The Creation and Fall  
The First murder  
The Flood  
Psalm 8: The Order of Created Things

Homer, selections from *The Odyssey*

Sophocles, *Oedipus the King*  
*Antigone*

**THE MIDDLE AGES: MORALITY FOR THE MASSES**

Dante, from *The Divine Comedy, the Inferno*, Canto V, “Paolo and Francesca”

Chaucer, from *The Canterbury Tales*, “The Miller’s Tale,”

*Everyman*

**THE RENAISSANCE: RENEWAL AND ORIGINALITY**

Petrarch—the sonnet:

See also sonnets by Shakespeare, Wordsworth, Keats and others

Shakespeare: The Greatest of Them All: Note: We know nothing about Shakespeare; he knows everything about us.

*Hamlet*, We will also view *Hamlet*, the Kenneth Branagh version.

*The Tempest*

Donne and the Metaphysical Poets: The Ecstasy of Conceit: Selected poems from the texts and handouts

**THE ENLIGHTENMENT: WHATEVER IS, IS RIGHT**

Pope, *The Rape of the Lock*,

Swift, *A Modest Proposal*

Voltaire, *Candide*

**ROMANTIC POETS: THE VISIONARY COMPANY: THE JOURNEY MOVES INWARD**

Blake, from **Songs of Innocence**; “Holy Thursday,” and “The Chimney Sweeper,” “The Tyger,” “The Lamb” from **Songs of Experience**

Wordsworth, “Lines Written in Early Spring,” “The Green Linnet,” “The Solitary Reaper,” “Nutting,” (handout); **The Prelude**, Book II (handout); “Tintern Abbey,” and “Intimations Ode,”

Keats, The Great Odes: “Ode on a Grecian Urn,” “Ode to a Nightingale,” “Ode on Melancholy,” “To Autumn,”

**THE VICTORIAN PERIOD: THE DILEMMA OF INDUSTRIALISM**

Dickens, **Hard Times**.

Whitman, “When Lilacs Last in the Dooryard Bloom’d,” additional poems (handouts).

Dickinson, poems

***THE TURN OF THE CENTURY: FIN DE SIECLE: THINGS FALL APART***

Conrad, *Heart of Darkness*; also view “Apocalypse Now”

Ibsen, *Hedda Gabler*

James, *The Turn of the Screw*

Chopin, *The Awakening*

Wilde, *The Importance of Being Earnest*

***THE MODERN and CONTEMPORARY WRITERS: DISPARATE VOICES APPROACHING***

Joyce, The Irish Iconoclast: From *Dubliners*, “The Dead”; (view video)

*A Portrait of the Artist as a Young Man.*

Salinger, *The Catcher in the Rye*

Mamet, *Oleanna*

Vonnegut, *Slaughterhouse Five*

**20<sup>th</sup> Poetry: Impressions and confessions**

Selections from T.S. Eliot, William Butler Yeats, Wallace Stevens, Dylan Thomas, D.H. Lawrence, Wilfred Owen, Ann Sexton and others

“It is the mark of an educated mind to be able to entertain a thought without accepting it.” – Aristotle

We are committed to providing your student with a well-rounded/diverse educational experience, involving a wide variety of topics and relevant social issues encountered in our pluralistic society. In our classrooms, all opinions are valued and critical thinking is expected. The focus of instruction is centered on both the Dubuque Community School District and Iowa State Standards.

Parents and/or guardians are welcome/encouraged to read, view, and discuss material with their student. Core texts are listed on course syllabi located on the school website.