

The IB gods on the virtues of studying and reviewing your Part 3 works:

- “Remind candidates of the necessity to **re-read** or at least revise their Part 3 works before the examination; they should be able to remember details and, if possible, significant quotations which can be used to support their argument.”
- “One last point concerns the use of **detailed evidence** to support assertions and interpretations. Many essays consist mainly of generalities with no examples or specific details. Such essays do not receive high marks.”
- “Many examiners noted that the variety of details mentioned in relation to texts at particular centres (and surprising and detailed insights in general) indicated a personal engagement with works that comes from **re-reading**.”

Read with a pen or pencil in hand. Mark passages that seem interesting or important to you. Write questions in the margins of your text. If you don’t have your own copy, use post-it notes. Don’t overdo it, but do do it.

There will be reading quizzes... uncheduled and scheduled...

Goals:

- master the **detail**,
- understand the **literary conventions** of the novel and how this particular novel works, and
- **question** the text and **investigate** places where you find interpretive problems, complexities, or conundrums.

As always, this schedule is subject to change – please keep an eye on the website for the most recent information.

Date	In-Class Work	Homework
Monday, 12/18	<i>Pride and Prejudice</i> Introduction	HW: Critically Read “Jane Austin’s Life”
Tuesday, 12/19	More P&P introductory material	HW: Read Vol. 1, chapters 1-4 & Journal #1
Wednesday, 12/20 (IOCs before school)	Ch. 1-4 & Journal Discussion	Journal Breakdown: Journal #2 = Vol. 1, chapters 5-9 Journal #3 = Vol. 1, chapters 10-14 Journal #4 = Vol. 1, chapters 15-18 Journal #5 = Vol. 1, chapters 19-23
OVER BREAK – FINISH VOLUME ONE and JOURNALS #2-5		
Tuesday, 1/2	Quiz on Volume 1; Ch. 5-14 + Journals #2 & #3 Discussion	
Wednesday, 1/3	Ch. 15-23 + Journals #4 & #5 Discussion	HW: Read Vol. 2, chapters 1-6 & Journal #6
Thursday, 1/4 Friday, 1/5	Began watching the BBC version of <i>Pride and Prejudice</i> Vol. 2, Ch. 1-6 & Journal #6 Discussion	HW: Read Vol. 2, chapters 7-13 & Journal #7
Monday, 1/8 (IOCs)	Check Reading & Journal #7; Motif Poster	HW: Read Vol. 2, chapters 14-19 & Journal #8
Tuesday, 1/9	Check Reading & Journal #8; Darcy’s Proposal	Taking a break...
Wednesday, 1/10	Discussion	HW: Read Vol. 3, chapters 1-6 & Journal tonight or tomorrow night
Thursday, 1/11	Discussion	HW: Read Vol. 3, chapters 7-13 & Journal-if you didn’t last night
Friday, 1/12 (IOCs)	Continue BBC version of movie	HW: Finish Novel (no journal)
Monday, 1/15	No School – Martin Luther King, Jr. Day	
Tuesday, 1/16 (IOCs)	Sig. Quotes Assign. & Study Guide in Rm. 1304	Finish Sig. Quotes & Study Guide
Wednesday, 1/17	Socratic Seminar Part 1	
Thursday, 1/18 (IOCs)	TBD	
Friday, 1/19	Socratic Seminar Part 2	
Monday, 1/22 (IOCs)	Class-led discussion regarding Paper 1 + prep	
TUES, 1/23-Fri, 1/26	1 st Semester Finals (30 min of OUR final will be Tuesday!)	

Additional Pride and Prejudice Assignment: Completed on Tuesday, January 16 in the lab and submitted to turnitin.com.

- **Significant Quotations/Phrases:** Select **10 quotations/phrases** that you feel are important or that you just plain like. For each quotation/phrase, include an explanation of its significance in the novel or why you liked it.

Journals: Due on the day the section of the novel is up for discussion. 1 page per journal.

First half page: Identify a specific convention used in this section of the novel. Explain the effect/impact/ significance of the convention. Use at least one specific detail to support your idea.

Structural Conventions:

Foreshadowing
Plot/subplot
Chapter
Epistolary (letters)
Chronological/disrupted narrative
Bildungsroman
Exposition
Climax
Epiphany
Reversal

Narrative Voice:

omniscient narrator
point of view
third person
unreliability

Direct/indirect speech
Diction
Abstract/concrete language
Connotation/denotation
Syntax
Tone
Repartee
free indirect speech

Characterization:

Major/minor characters
Hero/Protagonist
Antagonist
Multi-layered
Caricature
Flaw
Trait

Figurative Level:

Motif/symbolism
Imagery

Setting:

Atmosphere
Time/place

Other:

Irony (verbal, dramatic and situational)
Paradox
Theme
Allusion
Ambiguity
Cliché
Exaggeration
Understatement

Second half page: Select a passage from the text. Write an effect statement explaining the effect of Jane Austen's choices in the passage.

Group Study Guide Assignment: Will be completed in class on Tuesday, 1/16 in the lab.

Some themes and ideas to consider in the novel:

- marriage
- money
- narrator's perspective vs. what Austen reveals through dialogue
- manners (proper vs. improper)
- character
- pride
- vanity
- prejudice
- gender
- class
- reading
- verbal and non-verbal communication (words vs. actions)
- silence and speech
- education
- relationships (Mr. and Mrs. Bennett, Jane and Lizzy, Jane and Bingley)
- epistemology: what characters know and how they know it
- characterization: how Austen reveals and develops character
- dancing: function of
- settings (what they symbolize)