



REGINA DOMINICAN

English Department Summer Assignment - 2026

Course: British Literature
Instructor: Jessica Barrett

Level: 3 (Honors)

Grade: 11

Brief Course Description:

This course examines British literature ranging from the English Renaissance to present day, including poems, plays, novels, short stories, and essays, with an emphasis on analyzing written works in depth and developing and refining written expression in narrative, argument, and informative research. Students will build on the reading and writing skills they have gained in prior years, exploring literary techniques in selected texts from this important place in the Western tradition, and gaining understanding of the thematic and historical concerns relevant to its major authors. In addition, students practice critical thinking, purposeful use of technology, oral presentation, small and large group discussion, vocabulary, grammar, and other language skills during the year.

What to Read: *The Picture of Dorian Gray* by Oscar Wilde (novel)

This must be purchased IN PRINT. e-Books are not allowed in English.

1. Read, highlight, and annotate the novel. (50 points for quality of work)

Your book will be collected on the first day of class in order to check the quality of annotations.

See the rubric for details on what is expected.

2. There will be a quiz on the novel during the first week of school. (50 points for understanding expressed)

Content will be discussed on the first day.

Academic Integrity and Honor Code of Regina Dominican

Regina Dominican is an academic community defined by its commitment to scholarship and to developing students to become independent thinkers. We expect all students to be honest and committed to the principles of academic and intellectual integrity in their preparation and submission of course work. Academic dishonesty is defined as unjust or unethical manipulation of material to achieve an academic advantage. It is the intention to circumvent learning and to present work as one's own when it isn't. Examples include but are not limited to handing in any work that is not one's own; - distributing and/or receiving answers on any graded assignment, test, quiz, paper, or homework; distributing and/or receiving a copy of any test, quiz, paper, or homework assignment; altering answers after an assessment is returned to gain credit; using study materials or accessing technology without a teacher's permission during an assessment; communicating during an assessment without permission; manipulating grades in any manner; the uncredited use, whether intentional or unintentional, of another person's words or ideas; passing off work generated from an AI website or generator as one's own. If a student suspects or has knowledge of an act of academic dishonesty, the student is obligated to inform the teacher, the Assistant Principal, a Counselor, or the Principal.

Annotations Rubric: 50 pts

Point Value	Quality of annotations	Further details:
A-/A/A+: 45-50 pts	The text is extensively annotated with copious margin notations. The annotations demonstrate a comprehensive and thoughtful reading . The margin notes show that the reader has proficiently analyzed the text, made insightful connections and drawn valid conclusions . Notations are balanced and show deep reading and thinking . <u>All</u> of the text is addressed.	<p>Student annotations should reflect comprehension, inference and depth/breadth of interaction with text.</p> <p>Based on text type, the following types of responses should be evidenced in annotations:</p> <ul style="list-style-type: none"> • Questions, reactions, opinions • Predictions and Inferences • Locating important passages / key evidence or ideas • Connections <ul style="list-style-type: none"> ○ other sources/accounts ○ our current world ○ other texts, films, etc. • Key words or phrases including figurative, connotative and specific word choices of the writer • Challenges of author’s bias/assumptions • Identification of author’s strategies: <ul style="list-style-type: none"> ○ Development of events or characters OR ○ Structure and development of argument • Writer’s Style: Tone, POV, Facts v. Opinions, Rhetorical/ Persuasive Devices, (diction, point of view, tone, repetition, etc.) • Literary elements such as characterization, setting, narrative (point-of-view), allusions, imagery, mood, etc.) • A comment on something that intrigues, inspires, confuses, aggravates, etc. • Definitions of any unfamiliar words or allusions • Particular difficult lines (it’s okay to be confused) <p>RL.11-12.1,RL.11-12.2,RL.11-12.3,RL.11-12.4,RL.11-12.5, RL.11-12.6,RL.11-12.8,RL.11-12.9,RL.11-12.10,W11-12.4</p>
B-/B/B+: 40-44 pts	The text is adequately annotated with margin notations. The annotations demonstrate that the reader understands the text beyond the literal level . The margin notes show that the reader has analyzed the text, made some connections and drawn some conclusions . Notations are balanced and show some deep reading and thinking . <u>Most to all</u> of the text is addressed.	
C-/C/C+: 35-39 pts	The text is annotated with some margin notations. The annotations are basic and consist mainly of plot driven questions or literal ideas . Annotations indicate a basic understanding of the text. The reader has been able to make one or two connections , but has been unable to use the text to draw valid conclusions . Notations are unbalanced and <u>only half</u> of the text is addressed.	
D-/D/D+: 30-34 pts	The text is underlined in appropriate places, but there are very few margin notes making it difficult to evaluate how well the reader understood the reading. Notes are illogical and not balanced. <u>Only one quarter</u> of text has been glossed. Insufficient length and depth in comments.	
F: 25-29 pts	Significant parts of the text are completely unmarked. There are no margin notes, only underlined text; OR the text is completely unmarked.	