

# Introduction to Old English

## English 4200/7200 and Linguistics 4200/7200

### Fall 2018 / MWF 10:00-10:50 a.m. / 300 A&S Building

~~~~~  
 Professor Johanna Kramer  
 Office: 206 Tate Hall  
 Office phone: 573-882-2087  
 E-mail: KramerJI@missouri.edu (note the "I" in the Pawprint!!)  
 ~~~~~

Office Hours: Wednesday 1-2:30 pm  
 Friday 11-11:50 am  
 and by appointment

**Course Description:** This course is an intensive introduction to Old English, the earliest form of English recorded in writing and the language spoken in Anglo-Saxon England from about the 5th to the later 11th century. While the focus of this class is the acquisition and practice of the Old English language, the course also introduces students to the fascinating literature and culture of Anglo-Saxon England (including its art, archaeology, manuscript culture, and religious practices). As we gain knowledge of the language, we first read prose texts and then move to more complex verse texts, among them such famous and brilliant poems like *The Wanderer* and *The Dream of the Rood*. This course is intended to give students a solid grounding in Old English grammar, enabling them to read a wide range of Old English texts in the original with the help of a dictionary and to proceed to more advanced studies in early English language and literature. Another purpose of this course is to become acquainted with the rich culture of Anglo-Saxon England, which combines oral and written, pre-Christian and Christian-Latin traditions. Aside from the pleasures of learning a medieval language, studying Old English will make you better understand modern English, can make you a stronger writer, and will allow you to recognize the influences of Old English literature on subsequent literary periods and writers.

#### Textbooks (Required):

- Robert Hasenfratz and Thomas Jambeck, *Reading Old English*, rev. ed. (Morgantown: West Virginia University Press, 2011).
- John C. Pope, *Eight Old English Poems*, 3<sup>rd</sup> ed. Prepared by Robert D. Fulk (New York: Norton, 2001).
- Hugh Magennis, *The Cambridge Introduction to Anglo-Saxon Literature* (Cambridge: Cambridge University Press, 2011).
- You'll be asked to print additional materials from the Canvas course website.

#### Additional Books and Background Reading (Highly Recommended):

- Stephen A. Barney, *Word-Hoard*, 2<sup>nd</sup> ed. (New Haven: Yale University Press, 1985).
- J. R. Clark Hall, *A Concise Anglo-Saxon Dictionary*, 4<sup>th</sup> edition, MART 14 (Toronto: University of Toronto Press, 1994). (also available online—see links on Canvas; but easier to navigate in print form)
- Randolph Quirk and C. L. Wrenn, *An Old English Grammar* (with a supplemental bibliography by Susan E. Deskis) (DeKalb: Northern Illinois University Press, 1994).
- Malcolm Godden and Michael Lapidge, *The Cambridge Companion to Old English Literature*, 2<sup>nd</sup> ed. (Cambridge: Cambridge UP, 2013).
- James Campbell, *The Anglo-Saxons* (Harmondsworth: Penguin Books, 1982).

There are a number of books on **Reserve** for our class at Ellis Library (see separate sheet on Reserve and Additional Resources). Most of these are basic resources for the study of Anglo-Saxon England. Depending on what **presentation topic** you sign up for, you **must** consult those resources. I also **strongly recommend** that you have a look at those books (grammars, readers, some general materials on Anglo-Saxon England) to help you digest the course materials on Old English.

## **Course Requirements/Grading:**

☞☞☞☞ You must check your Mizzou E-mail daily and our Canvas website regularly! ☞☞☞☞

**Exams:** You will take three exams. The two midterms will cover grammar and also include translations and parsing of sentences. The final exam will be mostly translation, but you will also be asked to parse sentences. Exams are necessarily comprehensive and cumulative as your knowledge of Old English builds over the course of the term.

**Quizzes:** There will be **five (5)** quizzes spread throughout of the term. Quizzes are intended to test your knowledge of specific areas of Old English grammar to encourage you to keep up with grammar lessons, readings, and translation exercises.

**Presentation:** Each student will give a presentation of **5-7 minutes** on a topic related to Anglo-Saxon literature and culture. You must prepare a **handout** with relevant information and a short bibliography on the subject (not consisting only of websites). Carefully document all sources you use! To prepare your presentation, you must consult the sheet with the **Reserve List and Additional Resources** posted on Canvas (under Course Documents). I will also be able to recommend reliable sources to you (there is a lot of incorrect and plain weird stuff on the Middle Ages out there!! Don't trust it!). A list with topics to choose from will be distributed during the first week of class. The presentations are intended to provide the class with basic information about a range of topics to increase general knowledge about Anglo-Saxon England (besides the language of Old English).

**Recitation:** Later in the semester, you will **memorize and recite** one or two passages of Old English. One passage will be about 10 lines of poetry (more details forthcoming). No Whining--it's good for you!

**Participation, Attendance, and Classroom Etiquette:** Since the primary focus of the course will be on learning grammar, acquiring language skills, and practicing translation, a large part of the grade is allotted to class participation. While the exams take a more traditional format in that they test factual grammar knowledge and translation skills, our class time will be mostly focused on practicing Old English in groups and individually. You are expected to **attend** class without exception, keep up with the readings and grammar lessons, and come prepared to **present** your homework, **work collaboratively** on the material covered in the readings, or **translate** out loud in class. For translation homework, it is acceptable to come to class with scripted translations of the assigned passages. Your proficiency will be evaluated based both on the smoothness of a translation and the ability to explain aspects of grammar. Note that in the final exam you will be required to translate drawing on the accumulated knowledge of the entire semester.

**Attendance is crucial! Three (3) undocumented absences will lower your final course grade by one letter. Six (6) or more undocumented absences may result in failure of the class!!** As in any other professional setting, I expect an email or phone call to announce and explain any absences before the class you have to miss. In order for an absence to be excused, you need to document your reasons for missing class (doctor's note, etc.). I take attendance at the beginning of class. If you are late enough to miss roll call, it is your responsibility to make sure I have you marked as present.

**Cell phones** should not be visible in the classroom!! I'll be happy to hold your phone for you during class time, if I see it appear.

<b>Grade Distribution:</b>	Participation	25%	Quizzes (5 x 4%)	20%	Final Exam	20%
	Recitation	5%	Exam 1	10%		
	Presentation	10%	Exam 2	10%		

**Grading Scale:**

A standard 10%-per-grade scale will be used to assign final course grades. That said, I reserve the right to adjust the final grade according to the overall performance demonstrated throughout the semester.

<b>A+</b>	97-100	<b>B+</b>	87-89	<b>C+</b>	77-79	<b>D</b>	61-69
<b>A</b>	93-96	<b>B</b>	83-86	<b>C</b>	73-76	<b>F</b>	0-60
<b>A-</b>	90-92	<b>B-</b>	80-82	<b>C-</b>	70-72		

**Graduate Students:** You will complete the same assignments as undergraduates. Your work will be evaluated based on appropriately higher standards. I may assign you additional work. Final course grades will be assigned on the +/- scale.

**Academic Integrity:** Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. Consequently, **plagiarism is unacceptable**. If you submit work that you did not produce yourself, including another student's work, or if you resubmit work previously graded in another class, you commit plagiarism. You must acknowledge all sources used, whether in paraphrase, summary, or direct quotation, with proper citations. If you have any questions about proper citation and acknowledging sources or about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, please consult with me.

**MU's Pledge of Honor:** I strive to uphold the University values of respect, responsibility, discovery, and excellence. On my honor, I pledge that I have neither given nor received unauthorized assistance on this work.

**Students with Disabilities:** If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability-related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Disability Center (<http://disabilitycenter.missouri.edu>), S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

**Recording class meetings:** University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students **may not** make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record **are not permitted** to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

### TENTATIVE COURSE SCHEDULE (subject to change)

**NOTE:** Readings and assignments must be completed by the day listed on the schedule. For chapters in *ROE*, you must complete the **assigned Exercises** and assigned translations from the **Readings** as listed in the syllabus. CV = Canvas; *ROE* = *Reading Old English*; *EOEP* = *Eight Old English Poems*; *ASL* = *The Cambridge Introduction to Anglo-Saxon Literature*.

<u>Week</u>	<u>Date</u>	<u>Topic/Readings and Assignments</u>
1	M 8/20	Introduction: Old English—what is it anyway?
	W 8/22	Grammar—The Big Picture, The Small Picture <i>ROE</i> , Appendix One, A Basic Introduction to Traditional Grammar (pp. 358-95)
	F 8/24	<i>ROE</i> , Chapter 1, OE Alphabets and Pronunciation (pp. 1-28) Practice reading OE out loud: Exercise 1.9.5 (p. 28) Do as much of the Exercises (pp. 26-28) as you can, but I am much more interested in you practicing pronunciation than being able to transcribe sounds. <i>ASL</i> , pp. 1-9 and 30-35. Baker, “The Anglo-Saxons and Their Language” [on CV] Listen to OE recordings at <a href="http://www.wwnorton.com/college/english/nael/noa/audio.htm">http://www.wwnorton.com/college/english/nael/noa/audio.htm</a> (# 2 and # 3) and <a href="http://mdrout.webspace.wheatoncollege.edu/">http://mdrout.webspace.wheatoncollege.edu/</a> (lots of recordings to choose from)
2	M 8/27	<i>ROE</i> , Chapter 2, Getting Started: Nouns (pp. 30-41) Start memorizing the definite article (2.5.1, p. 34) and the tables of nouns forms! <i>ASL</i> , pp. 9-23 and 190-94. Suggested additional reading: Treharne/Pulsiano, “Introduction to Anglo-Saxon Vernacular Literature” [on CV] Continue getting comfortable with pronunciation.
	W 8/29	<i>ROE</i> , Chapter 2, Getting Started: Nouns (pp. 42-57) Do Exercise 2.2.
	F 8/31	Translate Reading II (pp. 54-57) <i>ROE</i> , Chapter 3, “Weak” Nouns and Regular Verbs (pp. 60-66) Exercise 3.1 <i>ASL</i> , pp. 23-29.
3	M 9/3	LABOR DAY!!! NO CLASS!!!!
	W 9/5	<b>QUIZ 1.</b> <i>ASL</i> , pp. 36-44.
	F 9/7	<i>ROE</i> , Chapter 3, “Weak” Nouns and Regular Verbs (pp. 66-78) <i>ASL</i> , pp. 45-53 and 103-110.
4	M 9/10	<i>ROE</i> , Chapter 3, “Weak” Nouns and Regular Verbs (pp. 79-85) Exercise 3.2 <i>ASL</i> , pp. 53-66.

	W 9/12	Finish translating Readings III.i (pp. 83-85) <i>ROE</i> , Chapter 4, Weak Verbs Class III and Irregular Verbs (pp. 90-96) <i>ASL</i> , pp. 66-75.
	F 9/14	<b>QUIZ 2.</b> <i>ROE</i> , Chapter 5, Learning How to Translate (pp. 116-55).
5	M 9/17	<i>ROE</i> , Chapter 4, Weak Verbs Class III and Irregular Verbs (pp. 96-109) Exercise 4.4 (practice what you read about in Chapter 5).
	W 9/19	Review for Exam 1.
	F 9/21	<b>Exam 1.</b>
6	M 9/24	<i>ROE</i> , Chapter 6, Adjectives and Adverbs, Prepositions (pp. 168-82). Finish Reading IV (Wonders of the East 1) (pp. 109-13)
	W 9/26	<i>ROE</i> , Chapter 6, Adjectives and Adverbs, Prepositions (pp. 182-90). Finish Reading IV (Wonders of the East 1) (pp. 109-13) Trans. Reading V, <b>lines 1-9</b> (Wonders of the East 2) (pp. 159-64).
	F 9/28	<i>ROE</i> , Chapter 6, Adjectives and Adverbs, Prepositions (pp. 190-206). Exercise 6.5 # 2, 6, 8, 9, 10. Trans. Reading V, <b>lines 9-18</b> (Wonders of the East 2) (pp. 159-64).
7	M 10/1	<b>QUIZ 3.</b>
	W 10/3	<i>ROE</i> , Ch. 7, Personal Pronouns, Reflexives, Relatives (pp. 216-24)
	F 10/5	<i>ROE</i> , Ch. 7, Personal Pronouns, Reflexives, Relatives (pp. 224-30) Exercise 7.2, # 2, 4, 6, 10, 11. Trans. Reading VII.ii, # 1-8 (Monastic Sign Language) (pp. 248-52)
8	M 10/8	<i>ROE</i> , Ch. 7, Personal Pronouns, Reflexives, Relatives (pp. 230-44) Exercise 7.3, # 2, 3, 4, 5.
	W 10/10	<b>QUIZ 4.</b> Read <i>EOEP</i> , Commentary on <i>Cædmon's Hymn</i> , pp. 49-56. Bring <i>EOEP</i> to class!
	F 10/12	Tour of Special Collections and Rare Books at Ellis Library? (Details TBA)
9	M 10/15	<i>ROE</i> , Chapter 8, Strong Verbs I, Classes 1, 2, 3, and 4 (pp. 254-63) Exercise 8.1
	W 10/17	<i>ROE</i> , Chapter 8, Strong Verbs I, Classes 1, 2, 3, and 4 (pp. 264-77). Exercise 8.2
	F 10/19	Trans. <i>The Battle of Maldon</i> , ll.1-16 ( <i>EOEP</i> , p. 15). Read <i>EOEP</i> , Commentary on <i>The Battle of Maldon</i> , pp. 75-79. Read "A Quick Guide to OE Poetry" ( <i>ROE</i> , pp. 480-91).
10	M 10/22	<b>Exam 2.</b>

- W 10/24 Trans. *The Battle of Maldon*, ll.17-24 and 62-83 (*EOEP*, pp. 15-17).  
Read “Old English Versification” (*EOEP*, pp. 129-52).
- F 10/26 Trans. *The Battle of Maldon*, ll.84-95, 108-12, and 162-71 (*EOEP*, pp. 18-20).  
*ASL*, pp. 76-84 and 96-103.
- 11 M 10/29 Trans. *The Battle of Maldon*, ll.172-84 and 309-25 (*EOEP*, pp. 20-26).  
*ASL*, pp. 110-15 and 133-43.
- W 10/31 🏠👉 *ROE*, Chapter 9, Strong Verbs II, Classes 5, 6, and 7 (pp. 288-301).  
Exercise 9.3, # 1-3.
- F 11/2 Trans. *The Wife’s Lament*, ll.1-17 (*EOEP*, p. 39)  
Read *EOEP*, Commentary on *The Wife’s Lament*, pp. 120-23.
- 12 M 11/5 **Quiz 5.**
- W 11/7 Trans. *The Wife’s Lament*, ll.18-41 (*EOEP*, pp. 29-40).  
*ASL*, pp. 143-64.
- F 11/9 Trans. *The Wife’s Lament*, ll.42-53 (*EOEP*, p. 40).  
*ROE*, Chapter 11, Contract Verbs, Impersonal Constructions (pp. 345-51).
- 13 M 11/12 Trans. *The Dream of the Rood*, ll.1-27 (*EOEP*, pp. 9-10).  
Read *EOEP*, Commentary on *The Dream of the Rood*, pp. 64-7.
- W 11/14 Trans. *The Dream of the Rood*, ll.28-62 (*EOEP*, pp. 10-11).  
*ASL*, pp. 84-96.
- F 11/16 Trans. *The Dream of the Rood*, ll.63-94 (*EOEP*, pp. 11-12).  
*ASL*, pp. 116-30.
- 14 THANKSGIVING BREAK!!! NO CLASSES!!! ENJOY!!!
- 15 M 11/26 Trans. *The Dream of the Rood*, ll.95-121 (*EOEP*, p. 13).
- W 11/28 Trans. *The Dream of the Rood*, ll.122-156 (*EOEP*, pp. 13-14).
- F 11/30 Trans. *Beowulf* (handout)
- 16 M 12/3 Trans. *Beowulf* (handout)
- W 12/5 *ASL*, pp. 165-89.  
Wrap-Up; Evaluations, etc.

**Final Exam:** Monday, December 10, 7:30-9:30 a.m. in 300 A&S Building (our regular classroom).