

English 319: Old English Language, Literature, and Culture
MWF 12:00-12:50, 206 Palmer
CRN: 23285

Professor Lori Garner
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Course Description

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In this course you will learn to read the very earliest English literature in its original form, poetry and prose from an intriguing medieval culture that has exerted profound influence even in modern times. Old English was the language spoken by the Anglo-Saxons from roughly 450-1100 AD, and the period's stories of heroes, saints, monsters, and exiles have inspired such writers as J.R.R. Tolkien, Ezra Pound, and Seamus Heaney. Since most Modern English speakers must learn Old English as a foreign language, our work will involve intensive study of Old English grammar with the primary goal of translating a wide range of evocative texts. Course requirements include daily exercises and readings, a series of quizzes and tests (including oral recitation), and a final research project. Prerequisites: Any 200-level literature course or permission from the instructor.

Required Textbooks and Electronic Materials

Please note that these texts were chosen with our specific class goals in mind. Other translations and earlier editions cannot substitute.

- Peter Baker, *Introduction to Old English* (3rd edition, Blackwell, 2012)
- Roy Liuzza, trans. *Beowulf* (2nd edition, facing page, Broadview, 2013)
- Greg Delanty and Michael Matto, eds. *The Word Exchange* (Norton, 2011)
- Exercises and workbook: <http://www.oldenglishaerobics.net/>
- *An Anglo-Saxon Dictionary* (Bosworth and Toller):
<http://beowulf.engl.uky.edu/~kiernan/BT/bosworth.htm>

Course Requirements

Participation and daily work: 20%

- Daily assignments and frequent assessments will provide opportunities to review and apply your language and translation skills on a regular basis. Please note that much work will be completed online prior to class. If you miss class for any reason, please contact me and check the Moodle sites for any missed instructions.

- Daily work cannot be made up except in the most extenuating circumstances. In such cases, special arrangements need to be made ahead of time and documentation will likely be requested. Please submit requests to the “special arrangements” box, even if you have discussed issues with me previously.

Exams: 55%

- Four exams (10% for the first exam and 15% for each subsequent exam) will test your skills in translation and pronunciation, your knowledge of the Old English language, and your understanding of Anglo-Saxon culture.
- Any special arrangements for make-up examinations must be made ahead of time and outside of class. Except in the case of serious illness or other documented emergency, make-up examinations will receive a 20% deduction.

Paper: 15%

- The final paper (approximately 2000 words) offers you the opportunity to apply your knowledge of Anglo-Saxon language and culture in a close analysis of one or more Old English poems. All quoted material must be supplemented with your own original translations. Additional information and requirements will follow.
- Late papers will be subject to a 10% penalty. Papers submitted after the day and time of the scheduled final exam may not be accepted.

Final Project: 10%

- The final project (which, ideally, should relate to your final paper) offers a chance to research a specific aspect of Anglo-Saxon culture and share your findings with the class and other interested students. This project will take the form of a poster or other display that succinctly conveys information on your topic. In lieu of a comprehensive final exam, our class will meet during the scheduled exam time for an Old English Open House, where your projects will be displayed and discussed.
- Please note that you must be present at this event and that late projects cannot be accepted for credit.

Additional Notes

Class preparation: Please read all materials carefully and complete all assigned exercises before you come to class. Bring questions about what is difficult or confusing to you. Also come prepared to share your thoughtful insights and responses. It is your responsibility to notify me *before* classtime of any problems completing readings or assignments. While time spent completing readings and assignments will no doubt vary from student to student and from day to day, you should expect to spend several hours preparing for each hour that you are in class. See helpful tips on time management at <https://in.rhodes.edu/admin/counseling/Pages/Time-Management.aspx>.

Daily Exercises: In conjunction with our work in Baker’s text, we will be using Baker’s online supplements, including online exercises, worksheets, and readings. Please make sure that the computer(s) you will be using have the capabilities to utilize these crucial resources. Alternatively, you can make use of the computer classrooms in Barret to complete online work. Exercises are available at <http://workouts.oldenglishaerobics.net/>. Each of you will be given a login ID and password to the site specific to our class. If you have trouble with the website, you

can complete the corresponding worksheet by hand and bring it to class to avoid grade penalties. These worksheets are available at <http://faculty.virginia.edu/OldEnglish/exercises/index.html>.

Honor code: All work must adhere to the honor code: “As a member of the Rhodes community, I pledge I will not lie, cheat, or steal, and that I will report any such violation that I may witness.”

Plagiarism and academic integrity: The Rhodes College Honor Council Constitution defines plagiarism as follows: “Cheating includes plagiarism; specifically, it is the act of using another person’s words or ideas and representing them as one’s original work. This includes, without limitation, using information from any source without proper reference, getting ideas or words from a classmate’s paper, failure to properly punctuate direct quotes, and obtaining a paper from someone else. Ignorance is not an excuse for these violations. It is the student’s responsibility to consult the professor, an Honor Council member, or writing handbooks for procedure for properly acknowledging sources.” Barret Library offers the following advice for avoiding possible plagiarism:

- Acknowledge and cite all sources properly.
- Use quotation marks around words that are not your own.
- Properly introduce and indent longer quotations that are not your own.
- Use footnotes or endnotes to acknowledge another’s words or ideas.
- Do not paraphrase too closely.

Please note also that all written work (including assigned translations) must be original work produced specifically for this course. No paper or portion of a paper—even if revised— may receive credit if it has already received or will receive credit in another class. Please ask me or a Writing Center staff member if you have any doubt about even a small portion of a paper that you have produced.

Attendance: As the official Student Handbook explains, Rhodes College “considers interactive engagement with other students and the professor, in a structured setting, to be one of the essential and central components of the academic program. . . . Absenteeism is not to be taken lightly” (<http://www.rhodes.edu/collegehandbook/10372.asp>). Regular attendance is thus expected and counts as a part of your participation grade. Three tardies will be treated as one absence. In addition to the effect of absences on your participation grade, after three unexcused absences, your overall grade may automatically be reduced by 2 percentage points each day, down to 60%. (In other words, a student will not fail on the basis of attendance alone, but poor attendance could theoretically reduce a grade as low as D-.) For example, if your course average at the end of the semester is an 80% and you have 4 unexcused absences, your course grade will be lowered to 78%. I will take roll or distribute a roll sheet at the beginning of each class. I will have a sign-in sheet for late arrivals at the front of the room. Please note that it is *your* responsibility to sign the sheet if you arrive late in order to avoid recorded absences. Absences and tardies may be excused only if I have been notified ahead of time and outside of class. If you miss class, be sure to check the course website for missed material or assignments. Students whose reasons for absence raise privacy concerns should seek assistance from the Office of Student Affairs: <http://www.rhodes.edu/campuslife/1186.asp>.

Electronic Materials: We will be using online resources extensively for readings and assignments, including Moodle and Peter Baker’s online Old English exercise keyed to our

textbook. If you do not have a personal computer compatible with Moodle or Baker's workbook, please make use of the Computer labs in Barret to complete graded work and access required readings. Grades will also be posted to Moodle regularly. If you suspect an error in your reported grade, please notify me within one week of receiving the grade. (Please do not wait until the end of the semester to challenge grades.) While I will always make allowances for campus-wide outages, please note that individual problems with a personal computer or account will not serve as an excuse for late assignments.

Special Accommodations: If you require any disability-related accommodations, please contact me as soon as possible. I am more than happy to help make any necessary arrangements. If you have not already done so, please contact the Office of Disability Services: 901-843-3885. For further information, go to <http://www.rhodes.edu/disabilityservices/default.asp>.

Library Reserve: Occasionally, books that might be especially helpful for your research may be placed on reserve in Barret Library. Books to be used for article reviews will also be held on reserve.

Additional Resources: Success in this course and others is likely to be enhanced with careful time management, good study habits, and a general sense of well-being. The Counseling Center offers free and confidential counseling to Rhodes students: <http://www.rhodes.edu/counselingcenter.asp>. In addition, helpful links and information on such issues as test anxiety, procrastination, homesickness, study skills, and stress are available at <http://www.rhodes.edu/counselingcenter/12077.asp>.

Extenuating Circumstances: If you need to discuss extenuating circumstances, please arrange a time to meet with me or contact me by email. Please avoid using the time immediately before and after class to ask for special arrangements. Information on late penalties can be found under course requirements.

Schedule of Readings and Assignments

All readings and assignments must be completed prior to classtime on the dates assigned. All exercises listed below are to be completed electronically at <http://workouts.oldenglishaerobics.net/>. For all assigned translations, please keep a word list (in a notebook or as an electronic document) for any vocabulary that you do not already know by memory. You will be expected to bring your word lists to class each day.

Wed	January 9 '13	Introduction to class. <i>Beowulf</i> prologue.
Fri	11	<i>Beowulf</i> lines 1-1049 in Liuzza's modern English translation (pp. 55-117); "Reading Old English" (pp. 49-50); complete online "quiz" after finishing reading and reading the syllabus (note: you can use your book and the syllabus while you take it)
Mon	14	<i>Beowulf</i> lines 1050-2199 (pp. 117-87); look at Baker "Mini-Text K," Ch. 15; complete online Moodle assignment.
Wed	16	<i>Beowulf</i> lines 2200-3182 (pp. 187-245); "The Ruin" (<i>Word Exchange</i> , p. 299 ff.); complete online Moodle assignment.
Fri	18	<i>Beowulf</i> introduction by Roy Liuzza (pp. 11-43); Appendix E (skim, noting general patterns and differences) (pp. 301-320); complete online Moodle assignment.
Mon	21	Martin Luther King Observance – No classes
Wed	23	Meet in Barret 35. Read Baker, Preface and Ch. 1 (pp. xii-10); from <i>Word Exchange</i> : "Death of Alfred" (119 ff.) "Death of Edgar" (pp. 121 ff.), "Battle of Brunanburh" (pp. 113 ff.), "Battle of Finnsburh" (pp. 127 ff.)
Fri	25	Baker, Ch. 2 (pp. 11-21) and Appendix A & B (pp. 169-73); memorize table in section 2.7 (p. 21); online exercises on "Accentuation," "Voiced or Unvoiced," and "Pronunciation of g"; Listen to "The Fall of Adam and Eve" (online)
Mon	28	Baker, Ch. 3 (pp. 22-33); using the online version, translate sentence 2 of "The Fall of Adam and Eve. Make note of various parts of speech, clauses, phrases, and sentence elements using the terminology from Ch. 3.
Wed	30	Baker, Ch. 4 (pp. 34-40); using the online version, translate sentences 3-7 of "The Fall of Adam and Eve," noting the case of each noun and pronoun; complete exercise "What case should it be?" (online)
Fri	February 1	Meet in Barret 35. Review; using online version, translate sentences 8-19 of "The Fall of Adam and Eve"
Mon	4	Test #1

Wed	6	Baker, Ch. 5 (pp. 41-49); memorize table 5.3 (p. 42); exercise “Third-person pronouns,” Part A only (online); translate “Cynewulf and Cyneheard” sentences 1-5 (p. 186 and online)
Fri	8	Memorize tables 5.1, 5.2 (p. 42); exercises “First and second person pronouns” and “Third-person pronouns,” Part B; translate “Cynewulf and Cyneheard,” sentences 6-10.
Mon	11	Memorize tables 5.4, 5.5 (pp. 44); exercises “Demonstrative pronouns as articles,” “Demonstrative pronouns, <i>þes</i> ”; translate “Cynewulf and Cyneheard” sentences 11-16.
Wed	13	Memorize table 5.7 (p. 46) and indefinite pronouns (list on p. 47); exercise “Indefinite and other pronouns” Part A (online); translate and complete exercise for Minitext A (p. 46 or online)
Fri	15	Baker Ch. 6 (pp. 50-63); memorize table 6.1 (p. 52); exercise “Nouns and pronoun case: Fill in the blank”; translate “Story of Cædmon” 1-3, noting gender, case, and number of nouns and pronouns.
Mon	18	Memorize table 6.4; exercises “Determining the gender of nouns,” “Case and number of nouns: Fill in the blanks!” and “What’s that dative doing?”; translate “Story of Cædmon” 4-10, noting gender, case, and number of nouns and pronouns
Wed	20	Complete exercises and memorize vocabulary for “Frequently looked-up nouns” 1 and 2; complete exercise and memorize vocabulary for “Common nouns, rare declensions”; translate and complete exercise for Minitext B, “Miracle of St. Benedict” (p. 62 and online)
Fri	22	Meet in Barret 35. Review; translate “Story of Cædmon” 11-13, noting gender, number and case of nouns and pronouns; Read also “Cædmon’s Hymn” (<i>Word Exchange</i> , p. 420)
Mon	25	Test #2
Wed	27	Baker, Ch. 7 (pp. 64-88); memorize Table 7.2, “personal endings” and <i>fremman</i> from table 7.1 (p. 65) and <i>lufian</i> (Table 7.4, p. 70); complete exercises “Basic Verb Inflections” and “Explore weak verbs”
Fri	March 1	No class meeting; Memorize table 7.3, “ <i>beon</i> ” (p. 67); complete online Moodle assignment; translate “The Wanderer,” lines 1-11a, parsing verbs.
Mon	4	Memorize principle parts for <i>writan</i> , <i>ceosan</i> , <i>singan</i> (all found in Table 7.8, p. 75); complete exercise “Explore strong verbs”; translate “The Wanderer” lines 11b-29a, parsing verbs.

Wed	6	Memorize principle parts for <i>helpan</i> , <i>hweorfan</i> , <i>sprecan</i> (p. 75); translate “The Wanderer” lines 29b-57.
Fri	8	Memorize principle parts for <i>stelan</i> , <i>bacan</i> , <i>hatan</i> (p. 75); Read “Poems of Exile and Longing” (<i>Word Exchange</i> , 27-63)
MWF	11/13/15	Spring Break
Mon	18	Complete exercise and memorize “Frequently looked up verbs,” writing down the verb type (strong/weak and number) of each of the underlined verbs; complete exercise on “Preterite-present verbs” and memorize the principle present and past forms for the verbs <i>agan</i> , <i>magan</i> , <i>gemunan</i> , <i>sculan</i> , <i>purfan</i> , and <i>witan</i> on p. 81; translate “Dream of the Rood” lines 1-5a (p. 245), parsing verbs
Wed	20	Memorize <i>don</i> , <i>gan</i> , <i>willan</i> (7.12, p. 82); complete exercises “Auxiliaries and verbals” and “The subjunctive.” translate “Dream of the Rood” lines 5b-14a, parsing verbs.
Fri	22	Meet in Barret 35. Translate and complete exercise for Minitext C (p. 87 and online); read selections from “Biblical Stories and Lives of Saints” in translation (<i>Word Exchange</i> , p. 327-377)
Mon	25	Test #3
Wed	27	Easter Recess (begins at 10:00 pm on Wed. March 27)
Fri	29	Easter Recess
Mon	April 1	Classes Resume
Wed	3	Baker, Ch. 8 (pp. 88-95); memorize Table 8.1 (p. 90); translate and complete online exercise for Minitext D, “On Danish Customs” (p. 93); translate <i>Maldon</i> 1-21.
Fri	5	Baker, Ch. 9 (pp. 96-98); exercise on “Common adjectives”; translate Minitext E (p. 97); translate <i>Maldon</i> lines 22-44.
Mon	8	Baker, Ch. 10 (pp. 99-105); exercises on “Correlation,” “Prepositions, Part One and Two”; translate Minitext F, “A Vision of Hell” (p. 103 and online); memorize prepositions in section 10.5 (pp. 104-05); translate <i>Maldon</i> , lines 45-67.
Wed	10	Baker, Ch. 11 (pp. 106-114); exercises “Nouns and their modifiers,” “Pronouns and their antecedents,” “Subject and verb”; translate Minitext G, “From Solomon and Saturn” (p. 113 and online); translate <i>Maldon</i> lines 68-90.
Fri	12	Baker, Ch. 12 (pp. 115-22); translate Minitext H (p. 120); exercise on “Word order”; translate <i>Maldon</i> lines 91-112.
Mon	15	Baker, Chs. 13 and 14 (pp. 123-45); exercise on “Alliteration”; translate Minitext I, “Riddle 80” (p. 131); translate and complete exercise for Minitext J, “Extract

		from Maxims I” (p. 144 and online); Read “Maxims 1 A-C” (<i>Word Exchange</i> 171-91); translate <i>Maldon</i> lines 113-29.
Wed	17	Meet in Barret 35; Baker, Chs. 15 and 16 (pp. 146-55); complete exercises on “Additional transcription practice” and “Runic transcription”; complete Minitexts L and M (p. 159); read all of “Battle of Maldon” in <i>Word Exchange</i> .
Fri	19	Test #4
Mon	22	No assigned reading. Bring <i>Word Exchange</i> to Class.
Wed	24	Papers due. Submit electronically through <i>turnitin.com</i> .
Fri	26	No classes Awards Convocation Undergraduate Research & Creative Activity Symposium (URCAS)

Scheduled (Non)Exam time: Monday, April 29, 8:30-10:30, East Village Lodge

- *Old English Open House: Projects Due*

Important Dates to Note

SPRING SEMESTER, 2013

Classes Begin	January 9, Wednesday
Drop/Add Period Ends	January 15, Tuesday
Enrollment Clearance Deadline	January 15, Tuesday
Extended Drop Period Begins.....	January 16, Wednesday
Martin Luther King Day Observance	January 21, Monday
Pass/Fail Option Ends	January 30, Wednesday
Extended Drop Period Ends.....	January 30, Wednesday
Withdraw Period Begins	January 31, Thursday
Last Day to Remove Conditional Grades	February 6, Wednesday
End of First Seven Weeks Classes.....	February 27, Wednesday
Mid-Term Grades Due.....	March 4, Monday, 9:00 a.m.
Spring Recess Begins.....	March 8, Friday, 5:00 p.m.
Classes Resume.....	March 18, Monday
Fall, 2013, Registration Begins.....	March 20, Wednesday
Withdraw Period Ends	March 22, Friday
Easter Recess Begins	March 27, Wednesday, 10:00 p.m.
Classes Resume.....	April 1, Monday
Undergraduate Research and Creative Activity Symposium	April 26, Friday
Awards Convocation.....	April 26, Friday, 9:00 a.m.
Reading Days	April 27, Saturday, and May 2, Thursday
Final Examinations	April 29 - May 4, Monday-Saturday
End of Spring Semester	May 4, Saturday
Final Grades Due	May 6, Monday, 9:00 a.m.