

**St. Jerome's University in the University of Waterloo**

**Department of English**

**Old English 1 (ENGL 305A)**

**Fall 2018**

**Class Times/Location: Tuesday and Thursday 6:30pm-7:50pm, SJ2 2007**

**Instructor: Dr. Elena Afros**

**Email: eafros@uwaterloo.ca**

**Office Hours: Tuesday and Thursday, 7:50pm-8:50pm**

**Course Description:** An introduction to the English language in its earliest form and to English prose in pre-Conquest England, examining Old English prose style, its principal practitioners, and their world view. (Undergraduate Calendar, 2018-2019)

**Course Objectives:** Course Old English 1 will

1. Equip students with the necessary tools to read and translate Old English prose
2. Introduce students to the multidisciplinary field of Anglo-Saxon studies
3. Prepare students to pursue further the study of the Old English language and literature

**Required textbook:** Hasenfratz, R., & Jambeck, T. (2011). *Reading Old English: A primer and first reader* (rev. ed.). Morgantown, WV: West Virginia University Press.

**Online workbook:** Baker, P. S. (n.d.). *The Old English aerobics workbook*. Available at <http://faculty.virginia.edu/OldEnglish/exercises/index.html>

Additional readings (see Schedule) are available on eReserves or online via the UW library.

**Course Requirements:** To receive credit in this course students must complete three homework assignments (10% +10% + 15%), three in-class grammar quizzes (5% each), and a final take-home exam (30%); 10% of the final mark are reserved for class participation. In addition, students are required to keep a glossary of the technical (linguistic, literary, palaeographic, etc.) terms that they encounter throughout this course (10%). Part 1 of the glossary is due in Week 6; Part 2 is due in Week 13. Students are expected to attend classes regularly (six missed classes will result in “0” for Participation), complete assigned readings and translations, actively participate in class discussions and group work, submit their assignments on time, and write quizzes and the final exam. Late assignments are not accepted (unless accompanied by the doctor’s note). Homework assignments must be typed and double-spaced (see LEARN); a paper copy must be submitted in class. In case of illness, an e-copy should be emailed to the instructor on a due date, and a paper copy should be submitted in class. Marked assignments will be returned in class.

### **Assignments Due Dates**

Homework Assignment 1 (see LEARN)	September 27
Glossary Part 1	October 11
Homework Assignment 2 (see LEARN)	October 23
Homework Assignment 3 (see LEARN)	November 20
Glossary Part 2	November 29
Home exam (see LEARN)	December 7

## Tentative Schedule\*

Please bring your textbook to every class.

Date	Lecture	Practice	Homework	Quiz/Exam
Week 1: 06.09	Introduction		Chapters 1 and 2 in Mugglestone, L. (2006). <i>The Oxford history of English</i> (eReserves)	
Week 2: 11.09	The sounds and spellings of Old English: Vowels	Pronunciation	Textbook: Chapter 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9.1, 1.9.2	
13.09	The sounds and spellings of Old English: Consonants	Pronunciation	Textbook: Chapter 1: 1.7, 1.8, 1.9.3, 1.9.4, 1.9.5	
Week 3: 18.09	Nouns and pronouns: The concepts of case and grammatical gender	Cases and their functions	Textbook: Appendix One: Parts of Speech (3.1 and 3.2) Textbook: Chapter 2: 2.1, 2.2, 2.3, 2.4, 2.5 (pp. 30-35), 2.11	
20.09	Strong nouns	Strong nouns	Textbook: Chapter 2: 2.6-2.10, 2.13. Please disregard note 1 on p. 39; for dissyllabic nouns, see LEARN	
Week 4: 25.09	Weak Nouns  Ælfric of Eynsham and his <i>Grammar</i>	Strong and weak nouns	Textbook: Chapter 3: 3.1-3.6  Hall, T. N. (2009). Ælfric as pedagogue. In H. Magennis & M. Swan (Eds.), <i>A Companion to Ælfric</i> (pp. 193-216). Leiden: Brill	

			(eReserves)	
27.09	Verbs: The principal parts  The concept of mood  Weak verbs classes 1 and 2	Weak verbs	Textbook: Appendix One: 3.3 Textbook: Chapter 3: 3.7-3.12; Chapter 8: 8.11, 8.11.1, and 8.11.2 ( <i>i</i> -mutation) Textbook: Appendix Two: 13, 15	
<b>Week 5:</b> 02.10	Weak verbs class 3; preterite-present verbs; and irregular verbs	Weak, preterite-present, and irregular verbs	Textbook: Chapter 4: 4.1-4.5	
04.10	----- The <i>Wonders of the East</i>	----- Weak verbs and irregular verbs	----- Anlezark, D. (2013). The Anglo-Saxon world view. In M. Godden & M. Lapidge (Eds.), <i>The Cambridge companion to Old English literature</i> (pp. 66-81). New York, NY: Cambridge University Press (eReserves) and Estes, H. (2010). Wonders and wisdom: Anglo-Saxons and the East. <i>English Studies</i> , 91, 360-373. (eReserves)	<b>Grammar Quiz 1: Nouns</b> -----

<b>Week 6:</b> 09.10	Study day: No classes			
11.10	Learning how to translate	Translation	Textbook: Chapter 5 Textbook: Appendix One: 1, 2, and 4	
<b>Week 7:</b> 16.10	Learning how to translate	Translation	Textbook: Chapter 5 Textbook: Appendix One: 5	
18.10	Adjectives	Strong and weak adjectives	Textbook: Chapter 6: 6.1-6.3 Textbook: Appendix One: 3.4-3.6	
<b>Week 8:</b> 23.10	Adjectives: Degrees of comparison	Adjectives and adverbs	Textbook: Chapter 6: 6.4-6.8	
25.10	Adverbs Prepositions	Adverbs and prepositions	Reading: Chapter 6: 6.9-6.16	
<b>Week 9:</b> 30.10	----- Pronouns	----- Personal, possessive, and reflexive pronouns	----- Textbook: Chapter 7: 7.1-7.4 Textbook: Appendix One: 3.2	<b>Grammar Quiz 2: Adjectives; Weak and Irregular Verbs; Parataxis and Hypotaxis</b> -----
01.11	Pronouns (P.S.)  Prognostics	Demonstrative, relative, and interrogative pronouns	Textbook: Chapter 7: 7.5-7.8  Cesario, M. (2011). Ant-lore in Anglo-Saxon England. <i>Anglo-</i>	

			<i>Saxon England</i> , 40, 273-291 (eReserves)	
<b>Week 10:</b> 06.11	Strong verbs: Classes I, II, III, and IV  Vercelli Book	Strong verbs	Textbook: Chapter 8 Textbook: Appendix Two: Verner's Law (§2) Additional (optional) reading on ablaut: pp. 54-64 in Hogg, R. (2002). <i>An introduction to Old English</i> (see LEARN: "Electronic Resources")  Treharne, E. (2006). Vercelli Book. In D. S. Kastan (Ed.), <i>The Oxford encyclopedia of British literature</i> . Oxford University Press (eReserves) and pages 46-56 in Whitworth, V. (2002). <i>Dying and death in Anglo- Saxon England</i> . Woodbridge: Boydell Press (eReserves)	
08.11	Strong verbs: Classes V, VI, and VII  Contracted verbs	Strong verbs (including contracted verbs)	Textbook: Chapter 9; 11.1	
<b>Week 11:</b> 13.11	Rarer noun forms	Translation	Textbook: Chapter 10	
15.11	Impersonal constructions	Translation	Textbook: Chapter 11  Meaney, A. (2000). The practice of	

	Medical writings		medicine in England about the year 1000. <i>Social History of Medicine</i> , 13, 221-237 (eReserves)	
<b>Week 12:</b> 20.11	The making of manuscripts	Exeter Book <i>Riddle 26 (24)</i>	Chapter 9 (pp. 170-178) in Bitterli, D. (2009). <i>Say what I am called: The Old English riddles of the Exeter Book and the Anglo-Latin riddle tradition</i> . Toronto, ON: University of Toronto Press (eReserves)  Optional: An interpretation of the same riddle ( <i>Riddle 26</i> ) within the framework of ecocriticism: Chapter 3 (pp. 87-102) in Dale, C. (2017). <i>The natural world in the Exeter Book riddles</i> . Woodbridge: Brewer (order from TRELIS)	
22.11	The making of manuscripts (P.S.)	Reading digital images of the Old English manuscripts		
<b>Week 13:</b> 27.11	----- Old English poetry	----- Reading poetry	----- Textbook: A Quick Guide to Old English Poetry Lerer, S. (2006). Anglo-Saxon	<b>Grammar Quiz 3: Strong Verbs; Rarer Nouns; and Pronouns</b> -----

			<p>elegies. In D. S. Kastan (Ed.), <i>The Oxford encyclopedia of British literature</i>. Oxford University Press (eReserves)</p> <p>or Bintley, M. (2018, January 31). The elegies of the Exeter Book. <i>The British Library</i>. Available on <a href="https://www.bl.uk/medieval-literature/articles/the-elegies-of-the-exeter-book">https://www.bl.uk/medieval-literature/articles/the-elegies-of-the-exeter-book</a></p>	
29.11	Summary and review			Take-home exam (see LEARN; due 07.12)

**\* Please note that the schedule is subject to change.**



## **Electronic Device Policy**

Students are allowed to use electronic devices in class for educational purposes only. For more information on the rationale behind this policy, see Whitford, E. (2018, July 27). The myth of multitasking. Inside Higher Ed. Retrieved from:

<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

## **Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See

[http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

## **Important Information**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

## **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### **Off campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## **Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

## **Academic freedom at the University of Waterloo**

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

## **Writing and Communication Centre**

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/wcc](http://www.uwaterloo.ca/wcc). Group appointments for team-based projects, presentations, and papers are also available.

**Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.