Part 1: Course Description and Goals
OEII builds on the grammatical foundations learned in OEI and adds to students’ knowledge of Anglo-Saxon literature and culture through reading a wide selection of shorter poems and prose in Old English. Readings for this term are focused around ideas of beginnings and endings, and will include Bede’s account of the beginnings of Anglo-Saxon poetry and the “Fates of Men,” a poem cataloguing the many ways an Anglo-Saxon might die. In addition, since Old English is a reconstructed language, the course will familiarize students with some of the basic language tools for studying and reconstructing Old English. The final goal of this course is to prepare students to translate Beowulf in the Spring term.

Texts
Coursepacket provided.

Requirements
Daily quizzes (credit/no credit. No make-ups) and Participation .................. 25%
Optional midterm (not graded)
Old English research tools projects ................................................. 25%
Research project ............................................................................. 25%
Final exam ....................................................................................... 25%
Students who fail to turn in any written assignments or who miss more than 1/3 of the quizzes/class sessions will automatically fail the course.

Part 2: Schedule
Week 1
T Jan. 10  Introduction. Diagnostic. Ælfric’s *Colloquy*.
Th Jan. 12  Ælfric’s *Colloquy*, cont.

Week 2
T Jan. 17  *Deor*.
THIS WEEK: Meet with me to discuss your term project.
Th Jan. 19  Bede, Gregory and the Angles, from the Old English version of the *Historia Ecclesiastica*.
DUE: Research project 1: Dictionaries

Week 3
T Jan. 24  Bede, Conversion of Edwin, from the Old English version of the *Historia Ecclesiastica*.
Th Jan. 26  Bede, Cædmon, from the Old English version of the *Historia Ecclesiastica*.

Week 4
T Jan. 31  *Genesis B*, ll. 322-440. Class translation will focus on ll. 356-409, Satan plots against Adam and Eve.
Th Feb. 2  *Genesis B*, ll. 547-683. Class translation will focus on ll. 547-67, the devil’s temptation of Eve, and ll. 655-83, Eve’s temptation of Adam.
Research project 2: Word Studies

Week 5
T Feb. 7  Ælfric, *St. Swithun, Bishop*, ll. 21-94, St. Swithun appears to a smith.
Th Feb. 9  Ælfric, *St. Swithun, Bishop*, ll. 111-131, St. Swithun heals a crippled man.
OPTIONAL MIDTERM

Week 6
Research project 3: The Old English Corpus

Week 7
T Feb. 21  *The Fortunes of Men*, ll. 1-64.
Th Feb. 23  *The Fortunes of Men*, ll. 64-98.
DUE: Research project 2, 3, or 4: Semantic Fields

Week 8
T Feb. 28  *The Wanderer*, ll. 1-77.
Th Mar. 1  *The Wanderer*, ll. 77-115.

Week 9
T Mar. 6  *The Dream of the Rood*, ll. 1-100.
Th Mar. 8  *The Dream of the Rood*, ll. 101-154.
DUE: Research project 5: Manuscripts and Editions

Week 10
Th Mar. 15  *Beowulf*, ll. 758-90.
Final Exam: Monday, March 19, 8am.
Final project due Wednesday, March 21 by 5pm.

Part 3: Policies

Attendance and Participation
- Students may miss class up to two times without penalty. These absences are designed to cover emergencies and illnesses, but I don’t need any explanation for their use. If you miss more than these two for any reason, your final grade will be lowered one step per absence. Students who miss more than 1/3 of the class sessions will automatically fail the course.
- In the case of severe or long-term emergencies you should talk to me about your standing in the class.

Electronic devices. All electronic devices – phones, computers, tablets, e-readers, etc. – must be turned off and put away before class.

Email
- In general, a visit to my office should be preferred to emails (which I can’t promise to answer quickly).
- Emails should observe standard capitalization, punctuation, etc.
- Requests for exceptions to my policies or extensions must be made in person in my office (see below).

Turning in written work.
- All essays must be stapled and must observe MLA or Chicago formatting and citation.

Academic Integrity. A certain amount of trust needs to exist in the teacher/student relationship: you must be able to trust that I am not, for instance, making up facts and knowingly teaching you falsehood. I must be able to trust that the student work I am responding to and spending my time on is your own work, done to the best of your ability. Because of this, I take both sloppy work and plagiarism very seriously. Plagiarism will be reported, and students who plagiarize will normally fail the class. Plagiarism is using the words or ideas of others without attributing them to their source as though they were your own. Relying on others (commentaries, for instance) to do the thinking and analysis that you should be doing often comes very close to plagiarism and certainly short-circuits the learning process. Please familiarize yourself with the University’s definition of plagiarism in section OAR571-021-0105.26 of the Student Conduct Code.

Accommodation and Requests for Exceptions and Extensions
- Students who need special accommodation for disabilities should contact me.
- Students who feel they are struggling in the class are welcome and encouraged to come talk to me before dropping the course or lapsing into deep depression.
- The policies outlined here and online are designed to help me deal with workload and paperwork issues so that I can spend more time on teaching and research. I am happy for feedback on whether things seem to be working well or not, or to entertain any requests for exceptions to any of my policies or for extensions. Requests of this sort must be made in person and in private. I will not consider or answer emailed requests for exceptions or extensions (although email is an excellent way to set up an appointment, if you need one).

Part 4: Assignments

Research Tools projects
The Research Tools Projects are designed to familiarize you with the basic language tools Old English scholars use and to give you opportunity to consider some of the textual issues surrounding Anglo-Saxon texts. For the following 5 assignments, do numbers 1 and 5 with care and write them up in detail (number 5 feeds into your term project). For numbers 2-4, choose one. Any additional projects you do will count as up to 3 points extra credit for the course. You may begin any of these before they’re actually due.

In all cases, I will expect you to turn in something on the due date and be able to discuss the assignment in class, but if you want to polish up the assignments later that’s fine, so long as I get the finished version by the last class day of the term.

Please see additional handout for more details on these assignments.

Project 1: Dictionaries. Due Thursday, January 19. This project allows you to familiarize yourself with the three major Old English dictionaries.

Project 2: Word Studies. (Suggested due date: Thursday, February 2.) This project gives you opportunity to see how scholars reconstruct the meaning of OE words through their contexts and through comparative philology.

Project 3: The Corpus. (Suggested due date: Thursday, February 16.) This project allows you to familiarize yourself with the awesome tool that is OE Corpus online – a searchable database of the entire corpus of writings in Old English.

Project 4: Semantic fields. Due: One or more of projects 2-4: Thursday, February 23. This project walks you through mapping the semantic fields of related words, a way to refine our knowledge of words’ meanings.

Project 5: Manuscript study/Editing assignment. Due: Thursday, March 8. This project allows you to work with (a facsimile of) the original manuscript (MS) and consider the sort of work that editors do in preparing an authoritative edition.

Term Project
For this project, choose one Old English text to study the MS, reception, and literary history. (I’d prefer that it come from the syllabus, but if you have a poem we haven’t read you’d like to explore, that’s fine, as long as it’s not Beowulf.) You will then put together a literary history of the text, considering such issues as:

- Sources: Like almost all medieval literature, Old English literature is extremely traditional. What sources does the author of this work draw upon?
- MS: What MS is this poem found in, and what’s the history of the MS? What challenges does it present for modern-day readers and editors?
- Editing: What’s its editing history?
- Reception: What’s its reception history? Was it known to early modern antiquarians? Are there later adaptations or versions of this text? What sorts of translations are available, and how would you characterize them?
- Scholarship overview: what key scholarly interpretive problems does the text present, and what major issues does scholarship on the text focus on?
- What issues could use further study?

In Week 2 of classes, meet with me to discuss this project. I can help you decide on a text (if you’re undecided) and give you pointers for getting started.

DO NOT DELAY IN STARTING. It’s too big of a project to hope to do well in the last week or so of the term, and you won’t be able to get all the research sources you’ll need (you’re going to have to ILL some of them).

I strongly encourage students to tackle this project; however, if you have your heart set on a different sort of project, come talk to me about it.

Exams
- The midterm is optional and no grade is assigned for it. It’s designed to give you a chance to check your progress and to familiarize yourself with the exam format if you so desire. It will be take-home, but closed book (honor system, but there’s no reason to cheat). I’ll correct it if you return it to me.
- Like the midterm, the final exam will consist of a passage read in class and a previously unseen passage. It could also include grammar/vocabulary questions.