

Spring 2022 ◆ ENGL 449/549, LING 449/590 (56153, 56152, 56962, 56963)

Th 4:00-6:30 ◆ DSH 327

Dr. Obermeier

Middle English Language / Dialects

Office Hours: M and T 10-12 in HUM 227; and by Appointment

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Required Texts

Thorlac Turville-Petre, and Burrow, J.A. *A Book of Middle English*. Blackwell, 2021 (TB).

Class website: <https://www.anitaobermeier.com/engl449and559middleenglishdialects> (CWP).

Obermeier, Anita, and Gregory Castle, 2021. *Guide to Style*. On class web page

Course Requirements

Undergraduates

2 Ungraded Exercises	
2 Graded Exercises	worth 10%
Formal Translation Project	worth 35%
In-class Midterm	worth 15%
In-class Final	worth 20%
Class Participation	worth 20%

Graduates

2 Ungraded Exercises	
2 Graded Exercises	worth 10%
Formal Translation Project	worth 35%
In-class Midterm	worth 10%
In-class Final	worth 20%
Class Participation	worth 20%
Article Presentation	worth 5%

Grading is done on a standard 0-100 scale. For grading rubrics and scale, see class web page.

Tentative Syllabus

NOTE: When preparing the texts in *TB*, I suggest the following procedure.

Read first for comprehension, using the glossary.

Read again, aloud, for sound and/or listen to available audio files.

Read the headnotes carefully.

Translate the lines I will assign to your group.

Note unusual or significant morphological forms (inflections), sounds, and lexical items in the text. Bring questions about them to class.

Week 1

Th 1.20 Introduction to the Course and Video Presentation: *Story of English* and *English Goes Underground*. Introduction to the study of Middle English language.
Read Chapter *TB* Chapter 8 (65-76).

Week 2

Th 1.27 Read *TB* Chapters 1-3 (3-18).
Read “Old to Middle English Handout” (CWP).
Read *The Peterborough Chronicle 1137 (TB 87-92)*
Translate lines assigned to your group.
If you feel weak in grammar and sentence structure, review “Parts of the Sentence” and “Parts of Speech” (CWP).
F 1.28 **Last day to ADD sections, CHANGE credit hours or grading mode on LoboWeb.**

Week 3

Th 2.3 Read *TB* Chapter 4 (19-37).
Read *Brut (TB 108-14)*.
Translate lines assigned to your group.
Audio file on CWP.
Graduate Reading
Chapter 5 in Moore and Marckwardt (CWP).
Ungraded take-home exercise due: phonetic transcription of a PDE passage.
F 2.4 **Last day to drop a course without a W.**

Week 4

Th 2.10 Read *TB* Chapter 5 (38-46).
Read *Brut (TB 115-17)*.
Translate lines assigned to you group.
F 2.11 **Last day to ADD sections or CHANGE credit hours with form.**

Week 5

Th 2.17 *TB* Chapter 5 (47-55).
Read *Ancrene Wisse (TB 118-23)*
Translate lines assigned to your group.
Ungraded take-home exercise due: phonetic transcription of ME passage.

Week 6

Th 2.24

Read chapter 6 in Moore and Marckwardt (CWP).

Review grammar of previous weeks.

Read *The Owl and the Nightingale* (TB 93-107).

Translate lines assigned to your group.

Graduate Reading and Presentation:Aspyn: Kikuchi. "Aspects of Repetitive Word Pairs [in the *Owl and the Nightingale*]"**Week 7**

Th 3.3

Read TB Chapters 6-7 (56-64).

Read Introduction to *A Linguistic Atlas of Late Medieval English*, Chapter 1 (3-7) (CWP).Read *Sir Orfeo* (TB 124-43).

Audio file on CWP.

Translate lines assigned to your group.

Midterm Exam Prep.**Graduate Reading and Presentation:**Asa: Weyant. "'A translator is not free': J.R.R. Tolkien's Rules for Translation and Their Application in *Sir Orfeo*."**Week 8**

Th 3.10

Midterm Exam. Format of the test TBD.Read Julian of Norwich's *Revelations of Divine Love* (TB 368-74).**Graduate Reading and Presentation:**Lukus: Maggioni. "Compounding in *Ancrene Wisse*."**Week 9**

Th 3.17

Spring Break. Enjoy!

Week 10

Th 3.24

Cont. Introduction to *A Linguistic Atlas of Late Medieval English*.Read *Piers Plowman* (TB 153-73), especially 7b (160-73).

Translate lines assigned to your group.

Review TB 6.3.

Graded take-home exercise due: guided identification of dialect passages.**Graduate Reading and Presentation:**Laurie: Nevalainen. "Fourteenth-Century English in Diachronic Perspective."**Week 11**

Th 3.31

Read *Sir Gawain and the Green Knight* lines 181-278 (TB 194-213).

Translate lines assigned to you group.

Audio file on CWP.

Graduate Reading and Presentation:Ford: Platzer. "The Development of Natural Gender in Middle English, or: Sex by Accident."

Week 12

T 4.5

Finish Phase 1 of Formal Translation Project.

Th 4.7

Read John Trevisa: *Dialogue between a Lord and Clerk* (TB 235-42).

Read Chapter 7 in Moore and Marckwardt (CWP).

Translate lines assigned to you group.

Graduate Reading and Presentation:Jessie: Elswiler. "The Lexical Fields 'Knight,' 'Leader,' and Army in Layamon's *Brut*."**Week 13**

W 4.13

Finish Phase 2 of Formal Translation Project.

Th 4.14

Read John Gower: *Confessio Amantis* (TB 255-66).

Translate lines assigned to your group.

Audio files on CWP.

Graduate Reading and Presentation:Emma: Machan. "French, English, and the Late Medieval Linguistic Repertoire."

F 4.15

Last day to drop a course without approval of college dean.**Week 14**

Th 4.21

Read *The York Play of the Crucifixion* (TB 284-94).

Translation will be assigned by Player parts.

Graduate Reading and Presentation:Bethany: Fernández-Conde. "The Second Person Pronoun in Late Medieval English Drama."

F 4.22

Finish Phase 3 of Formal Translation Project.

Su 4.24

Date for Medieval Banquet**Week 15**

Th 4.25

Read Chaucer's *Reeve's Tale* (TB 327-45).

Translate lines assigned to your group.

Audio files on CWP.

Graded take-home exercise due: unidentified dialect passages.**Graduate Reading and Presentation:**Alex: Rothwell. "Henry of Lancaster and Geoffrey Chaucer: Anglo-French and Middle English in Fourteenth-Century England."**Week 16**

T 5.2

Final Draft of Formal Translation Project due.

Th 5.4

Read Malory's *Morte Darthur* (CWP).

Translate lines assigned to your group.

Audio files on CWP.

Final Exam Prep.**Graduate Reading and Presentation:**Ian: Pearsall. "Before-Chaucer Evidences of an English Literary Vernacular with a Standardizing Tendency."

Finals Week

Th 5.11 **Final Exam** at 5:30-7:30pm.
 Format of the test TBD.

Course Objectives

This course provides an introduction to those principal dialects of Middle English, demonstrated by selected readings, in the context of the development of the language from Old English to Early Modern English (c. 1150-1500). We will be looking at the language both diachronically (the historical development) and synchronically (the differentiation of dialect features at a given time). The primary goal of the course is to familiarize students with the range of texts available in different dialects during the period. Students should, for example, be able at the end of the course to read *Sir Gawain and the Green Knight* in the original North-West Midlands dialect with a full appreciation of the contribution of the language to the artistry of the poem, and to recognize its difference from the London dialect of Chaucer.

Learning Outcomes

At end of the course, students should be able:

- to acquire a working knowledge of basic grammar and vocabulary of Middle English
- to evidence knowledge of the historical and linguistic development of Middle English
- to identify linguistic features of the dialects of Middle English
- to identify the provenance and date of a Middle English text on the basis of phonology, morphology, syntax and lexical peculiarities
- to provide working translations of Middle English texts
- to conduct research using appropriate methods and tools for Medieval Studies

Course Policies

1. Attendance is mandatory. Since your progress in the course will depend a great deal on what we discuss in class, I expect class attendance and participation (actual contributions to the class discussion). I will pass out attendance sheets, and it is your responsibility to sign the sheets. So, if the sheet passed you by, come up to the desk and sign at the end of class. Half of your participation grade is based on attendance. Every missed class will drop your participation grade 5 points. **Note:** While you are welcome to check with me on what you have missed, I cannot “reteach” material you missed during my office hours or over email. Please consult the weekly resources documents on the class website. Due to Covid-19, I will look at attendance more holistically. The course will be recorded as well and made available upon request.

2. Tests and Papers: Separate instructions are posted on the class webpage for each test and paper. Tests are closed book and emphasize detail knowledge through ids, translation, and essay questions. Papers must conform to the presentational guidelines set forth in the *Guide to Style* or the *MLA* and be submitted on time.

3. Class Discussion and Participation: The class is set so that every student has to contribute.

4. Assignments: Students must attempt **all** assignments to pass the course. You cannot simply skip an assignment because you are happy with your grade at the time; hence you cannot, for instance, skip the final. There will be extra credit opportunities for attending lectures with medieval topics, etc. 5 points on 5% of the overall grade.

5. Pertinent Websites: Our class website contains links to pertinent Arthurian and other medieval sites. All handouts will be available from the website also.

6. Graduate Article Presentation: Each of you will select **one** essay from the Graduate Readings listed on the syllabus (I still have to add those) and prepare a 10-minute critical analysis of it to deliver in class, followed by 5 minutes of questions. This means you should present on the content of the essay but also evaluate the effectiveness of the argument and structure. Please also prepare a handout for your audience. Let me know which article by **Friday, 1.28.2022** via email.

7. Mask Requirement: In order to further protect students, staff, and faculty in UNM learning and research environments, *cloth masks will no longer comply with the existing masking requirements. Effective January 18, UNM will require that medical or health grade masks be worn.* UNM students, staff, and faculty should wear three-ply or better medical/health procedure masks (ASTM Type 1, 2 or 3 or better). As the Omicron variant is highly transmissible, cloth masks do not afford the best protection against smaller aerosols or particles potentially laden with airborne virus if infected people are present. Cloth masks may be worn on top of the required medical or health grade masks to enhance fit but should not be worn alone. Please watch this [helpful video](#) to improve the fit of your mask.

8. Etiquette: No cell phone use or texting in this class. Turn your phones off. When we meet over Zoom, please be courteous and present to the class. It is evident when people are doing something else while on Zoom. We live in trying times; let's be kind to one another.

9. Doing the Right Thing: UNM has policies to preserve and protect you and the academic community available in the [Student Pathfinder](#) as well as in the Faculty Handbook. These include policies on student grievances [D175](#) (undergraduates) and [D176](#) (graduate and professional students), academic dishonesty ([D100](#)), and respectful campus ([CO9](#)). Please ask for help in understanding and avoiding **plagiarism** (passing the work or words of others off as your own work or words) or other forms of academic dishonesty. **For clarification, see #102-107 in the *Guide to Style*.** Doing something dishonest in a class or on an assignment can lead to serious academic consequences. Come talk with me about your concerns or needs for academic flexibility or talk with support staff at one of our [student resource centers](#) before you do something that may endanger your career.

10. Credit Hour Statement: This is a three credit-hour course. Class meets for two 75-minute sessions of direct instruction for sixteen weeks during the Fall 2021 semester. Students are expected to complete a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

11. Accommodation Statement: In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who

notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact [Accessibility Resource Center](#) at 277-3506 or arcsrvs@unm.edu for additional information.

UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours. You are also encouraged to contact [Accessibility Resource Center](#) at arcsrvs@unm.edu or by phone 277-3506.

12. Support in Receiving Help: Students who ask for help are successful students. I encourage students to be familiar with services and policies that can help them navigate UNM successfully. Many services exist to help you succeed academically, such as [peer tutoring](#) at CAPS and <http://mentalhealth.unm.edu>. There are plenty of ways to find your place and your pack at UNM: see the "student guide" tab on [my.unm](#), [students.unm.edu](#), or ask me for information about the right resource center or person to contact.

13. The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment.

14. Title IX: Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>).

15. Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

16. Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.