

MOUNT ROYAL UNIVERSITY  
Department of English, Languages, and Cultures

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ENGL 3323  
*Early Medieval Literature*

**Instructor:** Dr. Kenna Olsen  
**Phone:** 403 440-5953  
**E-mail:** [kolsen@mtroyal.ca](mailto:kolsen@mtroyal.ca)  
**Office:** EA 3154  
**Office Hours:** by appointment

**Semester:** Fall 201  
**Section(s):** 001  
**Classroom(s):** T239  
**Meeting Time(s):** M 10:00-12:50

**Calendar Description:**

This course is a study of representative texts from the early medieval literary age, offering a range of popular genres from the Old and Middle English periods. Texts will be read in the original language, and instruction in the grammar, orthography and pronunciation of early medieval English will be provided.

**Dr. Olsen's Description:**

The aim of this course is to explore the culturally pervasive and influential texts that were produced in England between the late 9<sup>th</sup> century and the middle of the 15<sup>th</sup> century. These texts are the foundation of much of western literary tradition and culture; in our desire to decolonize, query, trouble, and understand many of our own (collective and individual) scholarly and societal methods and assumptions, questions such as how and why such texts were written and copied (and by whom), how and why such texts have influenced subsequent literary practices, theories, and interpretations, and how and why we still study such texts, are essential for understanding. Old English literature is part of an immense network of knowledge, assumption, inclusion, and negation that has contributed to how and what we read, think, and ponder. This course is an invitation to read and discuss the texts in their original language, to be challenged by linguistic and literary differences, and to reflect on historical and cultural difference. This course also relies upon traditional reading and teaching practices, and methods that are still widely understood as being “innovative,” including using Twitter in the classroom. As such, this course is also serves as an invitation to enhance our practical and habitual ways of communicating and finding new knowledge.

It is important acknowledge that the land on which we gather to learn and discover is the traditional territories of the Blackfoot and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikuni, the Kainai, the Tsuut'ina and the Stoney Nakoda First Nations,. The City of Calgary is also home to the Métis Nation of Alberta, Region III.

**Prerequisites:** One of English 2140, 2202, 2205, 2210, 2211, 2216, 2228, 2248, 2249, 2270, 2271, 2273, 2291, 2292, 2293, 2294, 2295, 2298, 2299, or 2301.

**Recommended Preparation:** Three 2000-level courses.

**Method of Instruction:**

(3 credits) 3 hours lecture

**Learning Aims at Mount Royal University:**

In every learning experience, both inside and outside of the classroom, Mount Royal helps you gain the

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knowledge and skills appropriate to your field of studies as well as foundational skills for lifelong learning and self-understanding. Mount Royal's learning aims prepare you to face 21st century challenges by helping you:

- Gain intellectual and practical skills, including:
  - o inquiry and analysis
  - o critical and creative thinking
  - o written and oral communication
  - o quantitative literacy
  - o information literacy
  - o visual literacy
  - o teamwork and problem solving.
- Experience integrative and applied learning, which enables you not only to gain knowledge and skills but to apply them to complex problems and in new settings.
- Develop the knowledge of human cultures and the physical, natural and technological world that will help you engage with the big questions facing us, whether in the past, the present, or the future.
- Develop personal and social responsibility through active involvement with diverse communities and real world challenges.

As you move through the successively higher levels of your undergraduate studies at Mount Royal University, each academic program will also have specific learning aims. For more information on this, please consult your program advisor.

### **Texts and Other Resources:**

#### **REQUIRED:**

Clark Hall, J.R. *A Concise Anglo-Saxon Dictionary*. 4th ed., U of Toronto P., 1960.

Gibaldi, Joseph, ed. *MLA Handbook for Writers of Research Papers*. 8<sup>th</sup> ed., MLA, 2016.

Treharne, Elaine, ed. *Old and Middle English, 890-1450: an Anthology*. 3rd ed. Wiley-Blackwell, 2010.

In addition to the above texts, several readings will be distributed by handout. Please keep them in order and bring them to class.

#### **RECOMMENDED:**

Any good paper dictionary.

#### **ADDITIONAL RESOURCES:**

- 1.) Please consult, on a regular basis, the on-line Blackboard site for our class. Copies of assignments and other course documents will be available on the Blackboard site. I also use Blackboard to email the class any announcements and reminders. Students will submit their take-home writing assignments via Blackboard. Take home writing assignments will be returned via email - students will need to open returned assignments on a computer with Adobe Reader (available in labs on campus).
- 2.) *The Middle English Dictionary*, <http://quod.lib.umich.edu/m/med/>, is an extremely useful online dictionary.
- 3.) *The Oxford English Dictionary*, available via MRU's library, is yet another useful (read crucial) online source.

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Additionally, students might consult my website, [www.emergingmedievalisms.ca](http://www.emergingmedievalisms.ca), which will give you some insight into my research, scholarship, and teaching. Some information and resources for our class can be found under the “Teaching” tab.

Content warning: Students registered in English 3323 should note that some material may be triggering or upsetting. Some medieval texts are political, graphic, sexual, and violent, both emotionally and physically. As your instructor, I cannot anticipate which texts might provoke reaction for individual readers. If you feel you require support because of any of the content in this course, please feel free to see me so that I can direct you to the appropriate campus resource, or see the list of campus resources at the end of this syllabus.

### Method of Assessment:

1. Participation	10%
2. Freewriting	10%
3. Grammar/Translation exercises (2x7.5%)	15%
4. Critical Review Assignments (2 x 15%)	30%
5. Term Projects (Individual Twitter and Presentation 15%; Group Creation and Presentation 20%)	35%

**All assignments and the term project must be completed in order for students to be eligible for a passing grade in the course.** Students are advised to keep a copy of all assignments until their graded assignments are returned.

*Participation (10%):* I expect you to attend class and to participate in all of our activities. In order to facilitate our sustained conversation, we will use Twitter (see more below, and on individual assignment directions). If you miss a class, you are responsible for the work done and should ask a colleague for notes and assignments.

Excessive absences will result in grade penalties on outstanding assignments.

*A note about Twitter:* In my research and teaching, I’m interested in the methods by which we come to critical and scholarly conversations, their sustainability, and the efficacy in using digital methods and social media to enhance our critical curiosity. Twitter, especially “academic Twitter,” has changed my research and teaching for the better, and so I invite you to use Twitter as a tool that will enhance your ability to participate in the course, our ideas, decisions, and scholarly work. My research and teaching has found that using Twitter encourages both critical and creative conversation; I’m interested in giving more students opportunities to contribute to also content and shape – Twitter is one tool that will help facilitate this goal. In this class, your participation mark, your, and your term project, will require that you engage with Twitter, including having your own Twitter account. Together, we will decide on a course hashtag during our first class. As part of your participation, you will tweet 2 times a week outside of class time. Please additionally tweet me (@KennaOlsen, and to our class hashtag #\_\_\_\_\_) during, before, or after class – regarding class content, readings, observations, etc. Please be prepared to discuss your Twitter contributions. Tweets may be creative, inquisitive, analogical, humorous, playful, critical, and/or informative. We will try to always have the Twitter feed available on the class projector. If you do not currently have a twitter account, you will be provided with support regarding Twitter, its logistics, and tips for savvy social media use and presence. Students who do not participate in the Twitter component will receive a failing grade for the participation component of the course assessment.

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Please also note, that participation via Twitter is not enough to sustain our class, and will not, on its own, allow you to usefully engage with our course work and discussion. I expect the class to be grounded in face-to-face conversation, yet augmented by electronic discourses.

Regarding Participation and Medieval English pronunciation: While students are not required to sit a formal oral examination, Old and early Middle English pronunciation is a key component of this course. As part of your participation, you are invited to contribute to pronunciation exercises. These will be facilitated via in-class recitation (individual and group), and recordings to support your pronunciation (available via Blackboard). Students who do not participate in the pronunciation component during class will receive a failing grade for the participation component of the course assessment.

I do not allow the recording of my seminars, lectures or classes.

*Freewriting (10%):* Ten to fifteen minutes of each class will offer opportunity for students to participate in freewriting. The freewriting exercises will be copied into a bound exercise book (notebook) with lined paper. You will submit your freewriting notebook at the end of the semester. The freewriting will be evaluated on quality, not quantity. You must make a conscientious effort to write in correct prose during your freewriting (this means writing in complete sentences). Freewriting topics will usually be assigned and will ask you to reflect on assigned readings, though you should be prepared to write in a respectful and mature manner on topics of your choosing. Students who must miss a scheduled class will not be able to complete the freewriting for that class. Missed freewriting will not be re-scheduled. Students who must miss a scheduled class will not be able to complete the freewriting for that class; as such, students who miss class will also miss credit for that portion of their overall freewriting assessment. Missed freewriting will not be re-scheduled.

*Grammar/Translation exercises (15% in total):* Students will be assessed on their completion of, and participation in, the grammar/translation exercises. There will be 2 exercises. Each will be based on a specific reading for the course; however, the material and requirements for these exercises will be announced - on an individual basis - the class before the assignment is due.

*Critical Response Papers (30%):* You will write two 3-4 double-spaced, typed, papers that follow correct MLA style and respond to assigned secondary readings. In order to receive a passing grade, these papers **MUST** be formatted according to MLA style, and must follow the rules of MLA citation. Further details and instructions will be available on 17 September (for Response 1), and on 22 October (for Response 2).

n.b. Please read the attached information on the marking codes I use – this will give you some idea of the kinds of errors for which your paper will be penalised. If you are unsure of any of them, or if you feel your paper may contain substantial errors, then you are advised to do any or all of the following things: consult a writing handbook before you start writing; make an appointment with the Student Learning Services on campus; ask a peer whose work you trust to edit your paper with you; see me during office hours. I will not edit your papers, but I will assist you with understanding specific writing errors or problems.

*Term Projects (Individual Twitter 15%; Group Project Presentation 20%):* The term project allows us to engage deeply with the textual and theoretical questions that underpin this course, without requiring a scheduled final exam. The term project is divided into two parts: an individual component; and a group component. We will

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discuss your term project, (its goals, parameters, reasoning, and methods) briefly on our first day, again on our 2<sup>nd</sup> day (17 September) with support from a START Media Trainer, and again on the 15<sup>th</sup> October with support from a START Media Trainer.

**Individual Component:** Beginning in week 6, students will individually be responsible for 2 tweets that capture approximately 25 lines of *King Horn* (the last text assigned on the syllabus) per tweet. 4 students per class will have posted their tweets to the course and project hashtags (please refer to the sign-up sheet on my office door – available after our first class - and sign up by 01 October), BEFORE THE SCHEDULED CLASS (by 8:30 a.m. on the day of discussion, at the latest), all of which will be reviewed by the class. Each student will briefly (but formally) discuss (present) their considerations in creating each tweet, and should be prepared to offer insights into the challenges of deciding on the essential components of 25 lines of poetry in 280 characters. The tweets you create for this part of your term project must include prose (in other words, they must include more than emojis, GIFs, etc.). In our penultimate class, we will have the opportunity to review the entirety of *King Horn* in its original, and the Tweet version created by the class, where we will together finish the final lines remaining to Tweet. In addition to encouraging the voicing of student opinions and perspectives, this assignment will have us discuss the literary features and nuances of a canonical medieval literary text, while considering what is gained or lost in our social media version. Further information will be provided nearer the start date for this assignment. Tweet portion: 7.5%; Tweet reflection: 7.5%

**Group Component:** By week 6 (October 15), you will have informed me of who you are working with. You need to be at least a pair, and the maximum number in a group is 4. Groups will be responsible for responding to a prompt, a question, provided by me on 01 October. How the group decides to respond is up to the group, keeping the following parameters in mind: the group must present (together, and in a method that demonstrates shared work load) a summary of their approach to the prompt during our last class together; the prompt will ask groups to include study and inclusion of at least one text on the course syllabus (groups cannot choose *Beowulf* as their core text); the approach must respond to, or incorporate, some recent scholarly approach to the chosen text; the prompt will ask groups to answer by creating something that is presentable or performable, such as a Story Map, a podcast, a video, Prezi, or Powtoons. Groups will submit an approach (including a 5 item annotated reference list) by 05 November that should be approved by me. Groups will submit their project to me via email for our last day, and will present a synopsis of their approach to the class on 10 December. Please note that each member of the group will receive the same grade from me; however, I reserve the right to distribute individual grades in circumstances that indicate unequal work amongst group members. Additionally, each of you will be required to submit, to me, an evaluation (grade) for the other members of your group. More information will be distributed and available on 17 September. Group presentation (synopsis): 5%; Group project: 15%

**Grading Scheme:** The Department of English follows the grading system described in the *MRU Calendar*. For those assignments for which the grade is expressed as a percentage, the following table of equivalents will apply:

95 - 100	A+	4.00	Excellent. Superior performance, showing comprehensive understanding of subject matter.
85 - 94	A	4.00	
80 - 84	A-	3.70	
77 - 79	B+	3.30	Good. Clearly above average performance with knowledge of subject matter generally complete.
73 - 76	B	3.00	
70 - 72	B-	2.70	

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67 - 69	C+	2.30	Satisfactory. Basic understanding of subject matter.
63 - 66	C	2.00	
60 - 62	C-	1.70	
55 - 59	D+	1.30	Marginal performance. (Generally insufficient preparation for subsequent courses.)
50 - 54	D	1.00	
0 - 49	F	0.00	Fail. Assigned to students: a) who do not meet the academic requirements of the course, or b) who cease to continue in the course, but do not withdraw as per Mount Royal University policy.

**FOIP:** Students should be aware that Mount Royal University operates under the Freedom of Information and Protection of Privacy Act. Please consult the Academic Calendar for further details.

The following is a brief guide for the interpretation of letter-grades (especially written work).

A+: outstanding work.

A: absolutely exceptional work.

A-: excellent work, interesting, challenging, focused, carefully developed arguments, demonstrating a clear command of prose style

B+: very good work, original and insightful arguments, fluid and sophisticated prose, carefully supported arguments.

B: good, even very good, a “B” paper will be free of all writing errors, and demonstrate a coherent argument with a careful organization

B-: better than average, clear engagement with the issues discussed, demonstrating a strong argument.

C+: satisfactory work, but with some weaknesses, perhaps in the organization, or in the development of the argument, or in the sentence structure and style.

C: average work, no substantial problems, but needing improvement in the level of analysis and argument.

C-: some obvious weaknesses in basic skills, or in the development of the argument.

D-D+: minimal pass, problems with basic skills (including content, organization, writing), but with sufficient material to allow credit.

F: incoherent writing style, substantial weaknesses in the argument, misuse of secondary sources, or failure to write on a topic assigned.

**Course Policies:**

*Classroom and electronic equipment:* This class depends upon an interaction with social media and electronic devices. Please do so responsibly, reasonably, and respectfully.

*Attendance and Participation:* Students are expected to attend all classes and are responsible for all information and instruction provided in them. Marks (on upcoming assignments) will be deducted for absences.

Lectures and discussions provide much of the material for which you are responsible. I will not repeat a lecture, summarize a lecture, or provide anyone with my lecture notes. My lectures are copyrighted material, so no recording, please.

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*Submissions:* Assignments are due at the beginning of class on the due date assigned, unless you are instructed otherwise. Be sure to keep a copy of each assignment for your own records (I urge you to keep a hard copy of your assignments. Please note that I reserve the right to request a hard copy of any assignments at any time). You must keep your notes and assignments together and in order. Please note, finally, that I will not meet with you to discuss returned assignments on the day of their return.

*Missed or Late Assignments:* Assignments are due as indicated on the course schedule and course outline. In this course, we build on skills garnered throughout the term; this means that weaknesses or adjustments that I identify for you in your work needs to be addressed or rectified by the next submission in order for your work and engagement with the course material to improve and flourish. In order to achieve these levels of understanding and skill competences, assignments must be submitted by the deadline indicated on the course outline, schedule, or assignment sheet, and seminar presentations and/or responses must be shared on the required day. This method ensures that I can provide you with comments and suggestions for your work before your next submission date. Late assignments will not be accepted; all assignments, presentations, seminars, and term projects must be completed and submitted in order to achieve a passing grade in this class.

*Email Policy:* Emails received within 24 hours prior to a due date cannot be guaranteed an answer before the assignment is due. Note, also, that email is not an appropriate alternative to meeting with the instructor during office hours and that email will not be used to explain material that was covered in missed lectures.

*Campus Resources:* Mount Royal University has several supports for students:

### **Wellness Services**

Room: U216

Phone: 403.440.8877

Web: [mru.ca/wellness](http://mru.ca/wellness)

### **Your Mental Health**

Are you feeling overwhelmed, stressed and anxious? Finding it hard to be motivated, meet deadlines or attend class? Having a hard time sleeping, concentrating or retaining information no matter how much you study? Help is available! See the mental health website for more information.

### **Student Learning Services**

Room: EL2100 (Riddell Library and Learning Centre)

Phone: 403.440.6452

Web: [mru.ca/sls](http://mru.ca/sls)

Take charge of your learning by working with Writing and Learning Strategists, Math Learning Strategists, Learning Peers, and Mentors. Develop stronger studying and writing skills, work toward a better understanding of course content, hone math and problem-solving skills, and connect with mentors to help you succeed at university and beyond.

More about Writing and Learning Strategists and Math Learning Strategists:

Writing and Learning Strategists can help you with writing, organizing ideas, referencing, learning, time management, planning presentations, academic reading strategies, exam preparation strategies, and more. Math Learning Strategists support foundational mathematics practice and problem-solving strategies needed for many

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math, science, business, and statistics-based courses.

Appointments are free of charge and can be booked online (through MyMRU, Academic Success tab), by phone, or in person. Workshops are also offered for a variety of popular topics, and you can find the schedule online.

### **Iniskim Centre**

Room: T110

Phone: 403.440.5596

Web: <http://mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/IniskimCentre/index.htm>

The Iniskim Centre offers programs and services to increase the engagement and success of Indigenous students while raising awareness of Indigenous peoples and cultures. The centre recognizes and respects the diversity of all Indigenous peoples of Canada.

Indigenous students can take advantage of:

- A welcoming space and community for students on campus
- Office hours with instructors, professors, and post secondary coordinators
- Accessibility services including learning accommodations, technology and assessments
- Writing and learning supports — small group sessions are held on writing, studying and referencing
- Library support for research, ideas and possible resources for your studies
- Counseling Services 1.5 days in the Centre and throughout the week in the Wellness Centre
- Academic Advising services to help create and stick to an academic plan
- Workshops that will help you to complete papers, scholarship applications and budgets
- Medicine Trail Program for cultural teachings and practices individually and in small groups
- Indigenous Housing Program for residence resources and community programs
- Aboriginal Science and Technology Program that supports students aspiring to be in or registered in the Faculty of Science and Technology
- Study spaces for tutoring and small group work

### **Office of Campus Equity & Meaningful Inclusion**

Room: C201

Phone: 403.440.5956

Web: [mtroyal.ca/diversitymru.ca/cemi](http://mtroyal.ca/diversitymru.ca/cemi)

The Office of Campus Equity & Meaningful Inclusion offers programs and services to foster a safe, respectful, equitable and meaningfully inclusive campus for every member of the Mount Royal community.

Students can access our department to:

- Enjoy a welcoming space and community
- Receive confidential information and support related to discrimination, harassment, accommodation and dating, domestic and sexual violence
- Volunteer for peer-to-peer programming related to social justice or interfaith topics
- Register for a variety workshops and other inclusive programming events (e.g. Movie Nights)
- Participate in faith-based programming and interfaith dialogue
- Receive mediation or conflict management assistance

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To schedule an appointment or learn more, visit our website.

### **Career Services**

Room: A200 (Kerby Hall)

Phone: 403.440.6307

Web: [mtroyal.ca/careerservices](http://mtroyal.ca/careerservices)

Career Services provides opportunities for students to clarify, experience and achieve their career and employment goals.

Plan your career: If you are not sure what program or major to choose, wondering if graduate school is an option, want to explore career options related to your program of study - meet with our certified career development team.

Find a job: Build experience while you study and find relevant employment through: resume critiques, recruitment events, the Student and Graduate online job bank and our online resource centre. Connect with us in person through individual appointments, workshops, and on-campus recruitment events.

Co-op, Work Experience and Internships: We provide opportunities to integrate experiential learning with your degree.

### **Accessibility Services**

Room: Y201

Phone: 403.440.6868

Web: [mtroyal.ca/accessibility](http://mtroyal.ca/accessibility)

Accessibility Services assists the University in creating an accessible learning environment that encourages full participation in academic courses for students experiencing disability-related barriers.

If you are a student experiencing a disability-related barrier who may require academic accommodation and have not yet registered with Accessibility Services, please contact their office. You must be registered with Accessibility Services to access academic accommodations.

If you are a student with an Academic Accommodation Letter and Professor Acknowledgement form from Accessibility Services, please make an appointment with me as soon as possible to discuss your accommodations in a private and confidential setting. Requests to review and sign academic accommodation documents should not be made during or between classes.

### **Diversity and Human Rights**

Diversity, Inclusion, Human Rights and Sexual Violence: You are encouraged to find general information as well as information on how to address issues related to diversity, inclusion, discrimination, harassment, accommodation, healthy relationships and dating, domestic and sexual violence. See the [MRU Diversity and Human Rights Website](http://www.mtroyal.ca/CampusServices/CampusResources/DiversityHumanRights/index.htm).

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**Academic Honesty**

*Plagiarism and Academic Dishonesty:* Please consult the Student Code of Conduct at [http://www.mtroyal.ca/wcm/groups/public/documents/pdf/code\\_student\\_conduct.pdf](http://www.mtroyal.ca/wcm/groups/public/documents/pdf/code_student_conduct.pdf).

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**Tentative Course Schedule:**

Note: please be advised that this schedule is tentative – changes may be made (with notice!) according to class progress. Any changes (including additions and/or deletions to the readings, or changes in test or assignment dates) will be announced in class.

Students are responsible for finding out what the readings are and doing the readings before class. **This schedule does not include all of the readings that will be assigned over the term.** Depending on class progress, handouts may be added to the course readings – you are responsible for all assigned readings, including handouts not included on this schedule. All readings are from Treharne unless otherwise indicated.

WEEK	DATE	CLASS ACTIVITY, READINGS AND ASSIGNMENTS DUE
1	10 Sept	Course Introduction History and Language  Reading: pp. xx-xxxvi; 1-11 (Bede's <i>Ecclesiastical History</i> , includes "Caedmon's Hymn," "The Settlement of the Angles, Saxons and Jutes" and "The Life of Caedmon")
2	17 Sept	History and Language, the <i>ASC</i> , <i>Beowulf</i>  Reading: 33-47 (excerpts from <i>The Anglo-Saxon Chronicle</i> ); 182-225 (especially lines 320-790) review "Medieval Immersion" on <i>Emerging Medievalisms</i>  Bree Smith, START Media Trainer 10:00-11:00
3	24 Sept	<i>Beowulf</i>  Reading: as above (especially lines 791-1250 from <i>Beowulf</i> )  <b>Q1</b>
4	01 Oct	<i>Judith</i>  Reading: pp. 224-241 (lines 1-345)  <b>CR1 due</b> <b>Sign up due for Individual Portion of Term Project</b>
5	08 Oct	Thanksgiving: no class
6	15 Oct	<i>The Wanderer; The Seafarer</i>  Reading: pp. 54-60 (lines 1-115); pp. 60-67 (lines 1-124) Bree Smith, START Media Trainer 10:00-10:45  <i>King Horn</i> tweet lines 1-25 and 26-50; student: _____ <i>King Horn</i> tweet lines 51-74 and 75-100; student: _____ <i>King Horn</i> tweet lines 101-124 and 125-148; student: _____ <i>King Horn</i> tweet lines 149-176 and 177-200; student: _____
7	22 Oct	<i>The Wife's Lament; The Husband's Message; The Ruin</i>

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		<p>Reading: pp. 86-91; 90-95; 94-99</p> <p><b>Q2</b></p> <p><i>King Horn</i> tweet lines 201-224 and 225-250; student: _____</p> <p><i>King Horn</i> tweet lines 251-276 and 277-298; student: _____</p> <p><i>King Horn</i> tweet lines 299-324 and 325-348; student: _____</p> <p><i>King Horn</i> tweet lines 349-374 and 375-400; student: _____</p>
8	29 Oct	<p><i>Deor / Wulf and Eadwacer; Proverbs of Alfred</i></p> <p>Reading: pp.74-77; 70-75; pp. 443-455</p> <p><b>CR2 due</b></p> <p><i>King Horn</i> tweet lines 401-426 and 427-448; student: _____</p> <p><i>King Horn</i> tweet lines 449-474 and 475-498; student: _____</p> <p><i>King Horn</i> tweet lines 499-524 and 525-552; student: _____</p> <p><i>King Horn</i> tweet lines 553-576 and 577-598; student: _____</p>
9	05 Nov	<p><i>Life of St. Margaret; Love-Ron of Friar Thomas Hales / Riddles</i></p> <p>Reading: pp. 308-323; 437-443; TBA</p> <p><i>King Horn</i> tweet lines 599-624 and 625-652; student: _____</p> <p><i>King Horn</i> tweet lines 653-676 and 677-700; student: _____</p> <p><i>King Horn</i> tweet lines 701-724 and 725-750; student: _____</p> <p><i>King Horn</i> tweet lines 751-776 and 777-800; student: _____</p> <p><b>Term project annotated reference list and approach due</b></p>
10	12 Nov	<p><i>Hali Meidhad; Lyrics</i></p> <p>Reading: 366-381; TBA</p> <p><i>King Horn</i> tweet lines 800-824 and 825-848; student: _____</p> <p><i>King Horn</i> tweet lines 849-876 and 878-900; student: _____</p> <p><i>King Horn</i> tweet lines 901-924 and 925-948; student: _____</p> <p><i>King Horn</i> tweet lines 949-976 and 977-998; student: _____</p>
11	19 Nov	<p><i>Hali Meidhad; Lyrics; Ancrene Wisse</i></p> <p>Reading: pp. 382-407; Reading: 366-381; TBA</p> <p><i>King Horn</i> tweet lines 999-1024 and 1024-1050; student: _____</p> <p><i>King Horn</i> tweet lines 1051-1074 and 1075-1100; student: _____</p> <p><i>King Horn</i> tweet lines 1101-1124 and 1125-1148; student: _____</p>

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		<i>King Horn</i> tweet lines 1149-1172 and 1173-1200; student: _____
12	26 Nov	<p><i>Sir Orfeo</i></p> <p>Reading: pp. 550-563</p> <p><i>King Horn</i> tweet lines 1201-1226 and 1226-1254; student: _____</p> <p><i>King Horn</i> tweet lines 1255-1276 and 1277-1300; student: _____</p> <p><i>King Horn</i> tweet lines 1300-1326 and 1327-1350; student: _____</p> <p><i>King Horn</i> tweet lines 1350-1376 and 1377-1402; student: _____</p>
13	03 Dec	<p><i>King Horn</i></p> <p>Reading: pp. 582-614</p>
14	10 Dec	<i>Term Project Presentations and Discussion</i>

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Department of English, Languages, and Cultures

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**MARKING CODES**

**ERRORS THAT WILL SERIOUSLY HINDER AN ASSIGNMENT'S SUCCESS; ERRORS BELOW MUST BE RECTIFIED BY THE NEXT WRITTEN ASSIGNMENT**

agr or s/v agr	Agreement problem–i.e. subject and verb do not agree; pronoun does not agree with antecedent.
cs	Comma-splice–i.e. joining two independent clauses with a comma.
frag	Sentence Fragment– <u>Serious Error</u> .
m/m or mod.	Modifier Error–either a dangling modifier, or a misplaced modifier.
poss	Error in use of possessive form.
punct	Punctuation Error.
ref	Referent Error–a pronoun has no clear antecedent.
run-on	Run-on sentence–i.e. two independent clauses joined without any punctuation.
sp	Spelling Error– <u>Serious Error</u> .
ss	Sentence structure error.
//	Parallelism error.

**ERRORS AGAINST MLA STYLE**

MLA	Error in documentation or MLA style.
source?	Argument or claim is in need of a source– <u>Serious Error</u> .

**ERRORS OF OTHER TYPE (STYLE, DEVELOPMENT, CONTENT, ETC.)**

awk	Awkward syntax, diction, phrasing, or structure.
dev	Development needed.
diction	Diction weakness or error.
gen	Overgeneralisation.
log	Logic error–in sentence, in diction, in argument.
organis.	Organisation problem–i.e. ideas do not follow logically, or are not organised effectively.
PP	Paragraphing Errors–weak or faulty transitions; new paragraph needed; not an actual paragraph.
prfrd	Proofread–essay needs to be proofread– <u>Serious Error</u> .
pv or voice	Passive Voice problem–in general, you should try to use the active voice in your writing. Use the passive voice carefully.
qual	Qualification needed.
red	Redundant.
rep	Repetitive–i.e. repetitive ideas, diction or phrasing.
sign?	Significance?–significance of statement of quotation not fully developed.
slang	Inappropriate use of slang.
this?	“This” what?? Do not use “this” without the noun it modifies. The same goes for “these,” as in “these are...” or “this is...”. Use the full idea, as in “this idea is.” or “these issues....”
trans	Transition error–i.e. between ideas or arguments; between paragraphs.
vague	Diction or sentence is too vague.
verb	Verb Error or errors–i.e. an error in tense, or a shift in tense; an error in the form of the verb used.

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wordy	Wordiness—taking too many words to say what a more precise phrase or sentence can accomplish effectively.
ww or wc	Wrong word or word choice.
^	Insert here (usually with a suggested correction above).
/	Insert a space here.
¶	Paragraph.