

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5711
Course Title Intermediate Old English
Transcript Abbreviation Int Old English
Course Description Students with intermediate or advanced reading knowledge of Old English will continue their study of Old English to strengthen translation skills, explore scholarship in the field, and learn discipline-specific research tools.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term No
Max Credit Hours/Units Allowed 6
Max Completions Allowed 2
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites English 5710 or the equivalent or permission of the instructor
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Doctoral Course

Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

- | | |
|---|--|
| Course goals or learning objectives/outcomes | <ul style="list-style-type: none"> The objectives of the course are (1) to strengthen translation skills, (2) to read a wider range of Old English literature, (3) to explore current scholarly conversations in the field, (4) to learn to use discipline-specific research tools. |
| Content Topic List | <ul style="list-style-type: none"> Old English Literature
Translation |
| Sought Concurrence | No |

Attachments

- Curriculum Map September2022.docx: Curriculum Map
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)
- English 5711-Revised May 2023.docx: Revised Syllabus
(Syllabus. Owner: Hewitt, Elizabeth A)

Comments

- The curriculum map (with new class highlighted in yellow) is uploaded.

Revised syllabus uploaded. *(by Hewitt, Elizabeth A on 05/10/2023 10:33 PM)*
- Please see Panel feedback email sent 12/19/2022. *(by Hilty, Michael on 12/19/2022 01:04 PM)*
- If this new course can count in the English BA (even as an elective), please upload updated curriculum map for the major. *(by Vankeerbergen, Bernadette Chantal on 11/22/2022 10:57 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ramsey, Mary Katherine	11/21/2022 12:44 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	11/21/2022 03:00 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/22/2022 10:57 AM	College Approval
Submitted	Hewitt, Elizabeth A	11/22/2022 11:46 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	11/22/2022 11:47 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/30/2022 11:51 AM	College Approval
Revision Requested	Hilty, Michael	12/19/2022 01:04 PM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	05/10/2023 10:33 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	05/10/2023 10:33 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/31/2023 09:05 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/31/2023 09:05 AM	ASCCAO Approval

English 5711: Intermediate Old English [insert catalogue #]

Meetings	Two 80-minute meetings per week [insert time, day, classroom]
Delivery	In person
Format	Seminar, 2 2/3 hours per week
Instructor	Prof. Leslie Lockett
Office hours	Mondays 11:00-1:00 on Zoom; Fridays 2:30-3:30 in 460 Denney
Office	460 Denney Hall
Mailbox	421 Denney Hall (turn in materials to English Dept. front desk staff)
E-mail	lockett.20@osu.edu

Description

Students with intermediate or advanced reading knowledge of Old English will read most of *Beowulf* in Old English. We will also learn about the manuscript context in which *Beowulf* survives, read the other works in the *Beowulf* manuscript (mostly in translation, but also short excerpts in Old English), and learn key historical and literary-critical approaches to the poem.

Requirements: thorough and engaged preparation of translation and other readings for each class meeting; energetic in-class participation; one or two in-class presentations on material not assigned to the rest of the class; three exercises on the use of field-specific research tools; two essays (or one essay and a seminar paper that builds upon the essay).

Prerequisite: English 5710 or equivalent. Repeatable up to 6 credit hours.

Learning objectives

- To sharpen skills in reading Old English efficiently, accurately, and with understanding.
- To read the epic poem *Beowulf*, perhaps the most important surviving work of Old English literature, in its original language.
- To understand the most vigorous scholarly conversations pertaining to *Beowulf*.
- To gain experience using field-specific print and online resources that are essential in conducting high-level research about early medieval English language, literature, and culture.

Required texts

1. George Jack, ed. *Beowulf: A Student Edition*. Oxford: Oxford University Press, 1994. ISBN-13: 978-0198710448
2. R.D. Fulk, ed. and trans. *The Beowulf Manuscript: Complete Texts and the Fight and Finnsburg*. Dumbarton Oaks Medieval Library 3. Cambridge, MA: Harvard University Press, 2010. ISBN-13: 978-0674052956
3. J.R. Clark Hall. *A Concise Anglo-Saxon Dictionary*. 4th ed, with supplement by Herbert D. Meritt. Toronto: University of Toronto Press, 1996. ISBN-13: 978-0802065483

Additional readings will be posted on Carmen. When a reading is assigned to the whole class (as opposed to readings assigned for individual presentations), you are expected to bring these readings to class in a format that enables annotation, either on paper or on an electronic device that has an app for annotating PDFs.

Recommended text

R.D. Fulk et al., eds. *Klaeber's Beowulf: Fourth Edition*. Toronto: University of Toronto Press, 2008. ISBN-13: 978-0802095671

Grading criteria

- 40% In-class participation. See Appendix 1 below for more information about the instructor's expectations.
- 15% Three written exercises covering translation, prosody, research methods and bibliography. See Appendix 2 below for detailed instructions.
- 15% Short essay (4-6 pages), due around week 7. Detailed instructions will be provided on Carmen in the early weeks of the course.
- 15% Final paper: **either** a second short essay on a topic distinct from the first short essay (4-6 pages), **or** a research paper (12-15 pp.) that further develops ideas from the first short essay. Detailed instructions will be provided on Carmen around the time that the first short essay is due.
- 15% In-class presentation(s) on a scholarly secondary source or a supplementary primary source (one or two per student).

Grading scale

Letter	Percentage	4.0 Scale
A	93-100	4
A-	90-92.9	3.7
B+	87-89.9	3.3
B	83-86.9	3
B-	80-82.9	2.7
C+	77-79.9	2.3
C	73-76.9	2
C-	70-72.9	1.7
D+	67-69.9	1.3
D	60-66.9	1
E	0-59	0

Auditors

Auditors are excused from all written work but are expected to keep up with all translations and readings and to deliver at least one in-class presentation.

Students enrolled for S/U grade

Graduate students enrolled for an S/U grade will receive an S for work that would be given a letter grade of B or higher. Undergraduates will receive an S for work that would be given a letter grade of C- or higher.

Attendance

Regular attendance is essential for maintaining the continuity and depth of our in-class discussions. You are permitted two unexcused absences without penalty, but your final grade may be lowered by 5% per absence after the second unexcused absence. Documented excused absences will not affect

your grade, but please communicate clearly with Prof. Lockett about when and how you will make up missed work.

Late work

Written work is accepted for up to one week after the due date but will be graded down four percentage points per day. Prof. Lockett would rather read excellent work that is turned in late, as opposed to shoddy work that is turned in on time, so please don't hesitate to communicate with her in a timely manner if you're struggling with an assignment and would like an extension (without penalty).

Special needs

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please communicate with Prof. Lockett immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Class cancellations and shifts to online learning

There is a pretty good chance that I'll have to move our class to Zoom occasionally if I've been exposed to Covid, or if I am experiencing Covid symptoms before I have a chance to be tested. If this happens, I will e-mail you as soon as possible, and we will have class in our English 5711 Zoom room (which is separate from the office hours Zoom room). If you need a place with good wi-fi in order to attend class online, don't forget you can go to our usual classroom at our usual class time and just sign on from there.

It is unlikely that I would cancel class for any reason, since we can easily meet online, but in case I do have to cancel, I will contact you via e-mail and request that a note on be placed on the door of the classroom. In addition, I will contact you by e-mail as soon as possible following the cancellation to let you know how the cancellation affects your preparation for the next class meeting.

Plagiarism

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas, and/or the sharing of electronic files containing written work that is not expressly designated as group work. *In this course, it is sometimes appropriate, ethical, and beneficial to work on translations or to discuss research methods with other members of the class. The written work that you turn in, as well as the oral translations that you give in class, must nonetheless be your own. This means you must not share electronic copies of assignments that you will be graded on as an individual. Please do not hesitate to ask the instructor if you have questions about what constitutes plagiarism in this course.*

Mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Provisional schedule of translation assignments, readings, and major written assignments

Date	Lines of translation in Jack (ed.), <i>Beowulf</i>	Other readings assigned to the entire class	Individual in-class presentation options; students are welcome to suggest additional presentation options based on works that they encounter in their research. Also listed here: works that LL will present.
1.1	1-25: Scyld Scefing (25 lines)	Introductory materials in Jack edition of <i>Beowulf</i>	
1.2	26-114: Danish genealogy; Heorot and Grendel (89 lines)		(LL: Anlezark, “Scaef, Japheth, and the origins of the Anglo-Saxons”)
2.1	115-188: Grendel (74 lines)		(LL: Overview of Robinson, <i>Beowulf and the Appositive Style</i>)
2.2	189-228 and 258-300: Travel and speeches (83 lines)	<i>Beowulf</i> , lines 229-257 and 301-404, trans. Fulk Selections from Bliss, <i>An Introduction to Old English Meter</i>	
3.1	405-490: Beowulf and Hrothgar (86 lines)	Detailed instructions for first essay assignment (posted on Carmen)	(LL: Using meter to assess the antiquity of <i>Beowulf</i> ; Fulk, <i>HOEM</i> ; Bredehoft, <i>Authors and Audiences</i>)
3.2	491-558: Unferth, part 1 (68)		Clover, “The Germanic Context of the Unferþ Episode”
4.1	559-631: Unferth, part 2; Wealhtheow (73 lines)		
4.2	675-738: Grendel’s approach to Heorot (63 lines)	<i>Beowulf</i> , lines 632-674, trans. Fulk	Lapidge, “ <i>Beowulf</i> and the Psychology of Terror”
First written exercise due			
5.1	739-836: The fight with Grendel (79 lines)		
5.2	837-884a: Grendel’s arm; Sigemund (48 lines)	Hill, “The Economy of Honour in <i>Beowulf</i> ”	(LL: Orchard, “The Kin of Cain”)
6.1	Translation catch-up day, if needed	<i>Beowulf</i> , lines 884b-1250, trans. Fulk	Hurley, “Elemental Intimacies”

		<i>The Fight at Finnsburg</i> , trans. Fulk Chickering's explanation of the Finnsburg episode	
6.2	1251-1382: Gift-giving; Grendel's mother (132 lines)		Hennequin, "We've Created a Monster" Ferhatović, "Meghan Purvis's <i>Beowulf</i> "
7.1	1408-1472: Grendel's mere (65 lines)	<i>Beowulf</i> , lines 1383-1407 and 1473-1491, trans. Fulk	(LL: Wright, "The <i>Visio S. Pauli</i> and the Insular Vision of Hell")
7.2	1492-1622: Battle with Grendel's mother (131 lines)		Robinson, "Elements of the Marvellous"
Second written exercise due			
8.1	1623-1698a: Beowulf returns from the mere (76 lines)	Taranu, "Men Into Monsters"	
8.2	1698b-1784: "Hrothgar's Sermon" (87 lines)	<i>Beowulf</i> , lines 1785-1913, trans. Fulk Detailed instructions for second essay assignment (posted on Carmen)	
First essay due (4-6 pages)			
9.1		Introduction to Fulk, <i>The Beowulf Manuscript</i> <i>Judith</i> , trans. Fulk Translation of excerpts from <i>Judith</i> (lines TBA)	
9.2	Class meeting in Special Collections Reading Room No translation to prepare for today, but please read the protocol for visits to Special Collections: https://library.osu.edu/special-collections/material-use		
Spring break			

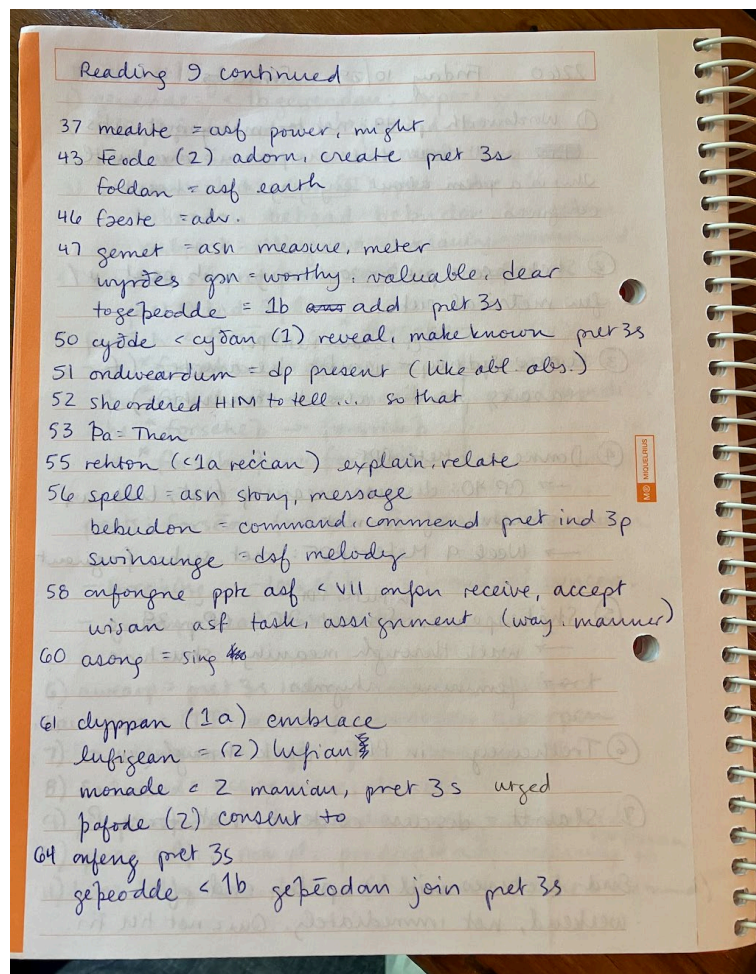
10.1		<i>The Passion of St. Christopher and Wonders of the East</i> , trans. Fulk Translation of excerpts from <i>Wonders of the East</i> (lines TBA)	<i>Letter of Alexander to Aristotle</i> , trans. Fulk
10.2	1999-2151: Homecoming at Hygelac's court (134)	<i>Beowulf</i> , lines 1914-1998, trans. Fulk	
11.1	2177-2231a: Fifty winters pass (60)	<i>Beowulf</i> , lines 2152-2176, trans. Fulk	Lerer, "Grendel's Glove"
11.2	2231b-2277: Lay of the Last Survivor (47 lines)		
Third written exercise due			
12.1	2278-2354a: The dragon (77 lines)		
12.2	No new translation; catch-up day if needed	<i>Beowulf</i> , lines 2354b-2509, trans. Fulk	Georgianna, "King Hrethel's Sorrow"
13.1	2510-2601: Beowulf's speech; dragon fight begins (92 lines)		
13.2	2602-2751: Dragon fight concludes (150 lines)	<i>Beowulf</i> , lines 2752-2792, trans. Fulk	
14.1	2793-2891: Messenger is sent to the Geats (99 lines)	(If we are behind schedule, we'll read 2793-2891 in translation instead: stay tuned!) <i>Beowulf</i> , lines 2892-3027, trans. Fulk	
14.2	3028-3182: Hoard and funeral (155 lines)	Cooke, "Who Cursed Whom?"	
15.1	Catch up on translation, if needed		(LL and/or students, time permitting: Lapidge, " <i>Beowulf</i> , Aldhelm, the <i>Liber Monstrorum</i> , and Wessex"; Kiernan, "Eleventh-Century Origins"; Davis, "Ethnic Dating")
15.2	Students give 5-minute presentations of final papers SEI's and discursive evaluations		

	<p style="text-align: center;">Second essay (4-6 pages) or research paper (12-15 pp., building on first essay) due</p>
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Appendix 1: In-class participation

The most effective way to improve your Old English translation proficiency is to translate a sizable volume of Old English text each week and to have immediate feedback on your translation when you volunteer to translate in class. This is why in-class participation constitutes 40% of your grade for this course. Here are some recommendations for effective preparation and in-class participation.

- In class, everyone will be expected to share a portion of their translated lines at every class meeting, and to answer some questions about the vocabulary, morphology, and syntax of those lines.
- You are strongly urged *not to simply read out a translation that you've prepared in writing before class*, but rather to go through the mental labor of translating again, while looking at the Old English lines in the textbook and at *notes that you have prepared in writing*. Here's an example from LL's own preparation of a reading from the *Old English Bede*:



- Letting go of that written translation during class can be scary – your prepared written translation is like a security blanket! But we will practice this technique during the first couple of weeks of the semester to acclimate everyone.

- In addition, when the whole class is assigned to read a scholarly essay or chapter about *Beowulf*, you are expected to read in an engaged manner, taking notes that will enable you to participate in discussion. Identify the author's main points, and look up the most important terms that are unfamiliar to you. If you have questions that aren't easily resolved by looking things up, you are very welcome to bring them to class. And it's okay (check that – it's *great!*) if you have doubts about the methods or argument in your assigned reading – bring your doubts and criticisms to class too.

The following rubric outlines what grade you can expect to receive for in-class participation based on the quality of your contributions to the class.

- A For each class meeting, you have prepared a generally accurate and meaningful translation of all of the assigned Old English lines, and you volunteer willingly to translate in class. Although you are not expected to translate with perfect accuracy, you generally know where your translation has gone off the rails, and you can ask about those spots before we get there. You have prepared for discussion of the secondary sources by attentively reading and annotating them beforehand. And when other students give in-class presentations, you pay attention and contribute useful observations and questions.
- B For each class meeting, you have prepared a generally accurate and meaningful translation of *most* of the assigned Old English lines, and you volunteer willingly to translate in class. Sometimes, mistakes sneak up on you, but you show a commitment to improving over the course of the semester. You usually make meaningful contributions to discussion of the assigned secondary sources and other people's in-class presentations.
- C You have translated most of the assigned lines but without much accuracy or comprehension; or alternatively, you have translated attentively but you usually complete less than half of the assigned lines. You occasionally decline to share any of your translated lines with the class (or you run out of completed translation before you are called on). You occasionally contribute to in-class discussions of secondary sources, but your preparation of the readings is superficial.
- D You rarely share translation in class, or you share sometimes but demonstrate little effort at comprehending the Old English text. You demonstrate no preparation for discussion of secondary sources.
- E You are frequently absent and therefore contribute exceedingly little to in-class translations and discussions.

Appendix 2: Instructions for translation/research/bibliography exercises

Exercise 1. Please turn in your work *on paper*, *double-spaced*, by [insert date for meeting 4.2].

Part 1: translation, parsing, and scansion

- Produce an original prose translation of *Beowulf* lines 301-310.
- Parse the following words: *bad* (line 301), *scionon* (303), *gebroaden* (304), *foldbuendum* (309).
- Using Sievers' five types of alliterative half-lines, indicate which types appear in lines 305, 308, and 310.

Part 2: using the dictionaries

The OE words *feorb* and *ferbð* are sometimes treated as synonyms, and it has been proposed that they are etymologically related.

- Use one of the older dictionaries (Clark Hall or Bosworth-Toller) to look up these words. Report which meanings *feorb* and *ferbð* have in common and which meanings belong solely to one word or the other.
- Use the *Toronto Dictionary of Old English A-I online* to look up these same words. Has the more recent and comprehensive lexicographical research of the DOE project shed any new light on the significance of these words?
- What are the various spellings of these words attested in the dictionaries?
- What do you think: are these words synonyms? Why or why not? Explain your reasoning.

Exercise 2. Please turn in your work *on paper*, *double-spaced*, by [insert date for meeting 7.2].

Part 1: translation, parsing, and scansion

- Produce an original prose translation of *Beowulf* lines 1065-1073a.
- Parse the following words: *baledð* (line 1068), *porfte* (1070), *bruron* (1074b).
- Choose one other item of vocabulary, morphology, or syntax in this section of the poem (or nearby that is troublesome and interesting, and write a few sentences of explanatory commentary about it. Be sure to document where you found the information that supports your explanation!

Part 2: using the bibliographies and reference works

Suppose you were planning to write a critical essay on the Old English poem called *Daniel*.

- Use the Blackwell Encyclopedia of Anglo-Saxon England to find the following background information that you would need for your paper:
 - In what manuscript is *Daniel* preserved? (Please provide its specific shelf mark, not just its informal name.
 - What other Old English works are in this manuscript?

- When was this manuscript copied?
 - What is the standard critical edition of Daniel?
- Continuing with your hypothetical paper on the OE poem *Daniel*: If you wanted to read scholarly studies of the poem, you could track them down using several different bibliographies.
- Please search for articles on *Daniel* in the following three bibliographies: *Anglo-Saxon England*, *Regesta Imperii*, and *International Medieval Bibliography*.
 - After you've tried each of these searches, please do the following two tasks:
 - Describe the differences in the quantity, quality, and chronological distribution of the references you find in each bibliography. (In other words, you won't have equal success in all three searches; describe the pros and cons of using each of these bibliographies for this particular task.)
 - Track down either the hard copy or the e-copy of two articles on Daniel: one that first appeared before the year 2000, and one that first appeared (i.e. was not simply reprinted) after the year 2000. Please make a copy of the first page of each of these articles and attach them to the rest of your assignment.

**Exercise 3. Please turn in your work *on paper*,
double-spaced, by [insert date for meeting 11.2].**

Part 1: transcription, recognizing poetic structure, using the DOE Corpus

- Below is an image of a passage from *Beowulf* in the manuscript. For a larger, higher-resolution image, visit https://www.bl.uk/manuscripts/Viewer.aspx?ref=cotton_ms_vitellius_a_xv_f004r and navigate to folio 142r.
- Please transcribe from the large initial H through the end of the page. Turn the Old English into modern characters; reproduce the punctuation as it appears in the manuscript, and keep the length of the lines the same as they are in the manuscript, but expand any abbreviations, and improve on the scribe's word spacing if you feel confident in doing so.
- Next, make a copy of your transcription in which you arrange the text into pairs of alliterating half-lines, in the manner used by modern editors of OE poetry.
- Finally, choose any noun or adjective in this passage that starts with a letter between A and I, so that you can find it in the Toronto *DOE*. Look up the word in the *DOE* and determine what its attested spellings are. Then look up those attested spellings in the *DOE* Corpus. Is your word a rare word, or a *hapax legomenon*? If your word appears frequently in the corpus, is it more commonly attested in poetry, or does it appear in prose as well? If it is extremely common, can you sort out what genres of text it most often appears in?

æt æt weod ladiu niht se tate

Drod sari mabelode helm scyl daga
ne þu þu æt æt sælu soþu se m
pod daga teodum deað is æt hege
yumen lafæ yl dia hio þu min þu
piza þu in þeð boþa eal se stealla
donne þe on oþre hæl an petedon
þon hinton þe þan eopras enyfe dan

Appendix 3: General bibliography for Old English studies

As the semester progresses, we will become familiar with current scholarly conversations that are specifically about *Beowulf*, and we will build a bibliography of studies pertinent to *Beowulf* and the *Beowulf*-manuscript. The works provided here are not *Beowulf*-specific but will support general scholarly inquiries about Old English language and literature, early medieval English history and culture, and manuscript studies. In addition, this very selective bibliography contains all the works you'll need as you complete the translation/research/bibliography exercises whose instructions are contained in Appendix 2.

I. Reference works

Fontes Anglo-Saxonici: World Wide Web Register,
<https://www.st-andrews.ac.uk/~cr30/Mercian/Fontes>.

This is a database that shows which (usually Latin) sources were used by Old English authors.

Godden, Malcolm, and Michael Lapidge, eds. *The Cambridge Companion to Old English Literature*. 2nd ed. Cambridge: Cambridge University Press, 2013.

Lapidge, Michael, John Blair, Simon Keynes, and Donald Scragg, eds. *The Wiley-Blackwell Encyclopedia of Anglo-Saxon England*. 2nd ed. Malden, MA: Wiley-Blackwell, 2014.

Robinson, Orrin. *Old English and its Closest Relatives*. London: Routledge, 1992.

Stodnick, Jacqueline, and Renée R. Trilling, eds. *A Handbook of Anglo-Saxon Studies*. Malden, MA: Wiley-Blackwell, 2012.

II. Editions and translations

Bradley, S. A. J., ed. and trans. *Anglo-Saxon Poetry*. London: Dent, 1982.

Chickering, Howell D., Jr., ed. and trans. *Beowulf: A Dual-Language Edition*. 2nd ed. New York: Anchor Books, 2006.

Klaeber, Frederick. *Klaeber's Beowulf and the Fight at Finnsburg*. Edited by R. D. Fulk, Robert E. Bjork, and John D. Niles. Introduction by Helen Damico. 4th ed. Toronto: University of Toronto Press, 2008.

Krapp, G. P., and E. V. K. Dobbie, eds. *The Anglo-Saxon Poetic Records*. 6 vols. New York: Columbia Univ. Press, 1931-1942.

This remains the standard critical edition of most poetic texts in Old English; the major exceptions are *Beowulf*, for which Klaeber's edition (see above) is the standard, and the *Metres of Boethius*, which are edited in Malcolm Godden and Susan Irvine, eds., with Mark Griffith and Rohini Jayatilaka, *The Old English Boethius: An Edition of the Old English Versions of Boethius's De Consolatione Philosophiae*, 2 vols. (Oxford: Oxford University Press, 2009).

Williamson, Craig, trans. *The Complete Old English Poems*. Introduction by Tom Shippey. Philadelphia: University of Pennsylvania Press, 2017.

III. Bibliographies

Anglo-Saxon England: annual bibliography at the end of each volume of the journal. Discontinued after Bibliography for 2010 in vol. 40 (2011).

Old English Newsletter: register for free at <http://www.oenewsletter.org/OENDB> .

Temporarily unavailable, as of 5/10/23, while bibliography and archive are being updated. See also *OEN* online archive for “The Year’s Work in Old English Studies,” containing evaluative comments on recent publications.

International Medieval Bibliography: accessible through OSU Libraries databases; search by title.

Regesta Imperii database: http://opac.regesta-imperii.de/lang_de/index.php .

IV. Old English language and literature

Bosworth, Joseph. *An Anglo-Saxon Dictionary*. With *Supplement* by T. Northcote Toller and enlarged addenda and corrigenda by Alistair Campbell. Oxford: Clarendon Press, 1972.

Searchable version now available online at <http://bosworth.ff.cuni.cz/>.

Campbell, A. *Old English Grammar*. Revised ed. Oxford: Clarendon Press, 1962.

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