

## ENG4166 Assessment Guidelines Autumn 2023

### Question 1:

And whan that this was don / thus spak that oon

Now late vs sitte and drynke / and make vs merie

### Question 2:

a) Explain what 'nas' (line 9) means and how line 9 would be rendered in Present-Day English (PDE).

Students should be able to recognise 'nas' as a contraction of 'ne' and 'was'. Acceptable variants: 'not' + 'was', or negation + 'was'.

PDE rendition: "There was never a prophet so holy". Extra points for producing a construction with existential THERE.

b) Explain how line 10 would be rendered in PDE and how the word order differs from PDE.

Since Adam and Eve ate the apple (possibly "had eaten")

PDE has SVdO, not SdOV

Extra point for recognising "þen" as an accusative.

### Question 3:

Ich him rede speke na more

Explain how these lines would be rendered in present-day English (PDE) and how the word order differs from PDE.

PDE: 'I advise him to speak no more'. Also acceptable: 'I advise him not to speak any more'.

The central issues are:

1. The object 'him' occurs between S and V in the ME line. This element order is not possible in PDE.
2. What is a bare infinitive in ME must be preceded by 'to' in PDE.

### Question 4:

The Cook of Londoun, whil the Reve spak,

For jaye him thoughte he clawed him on the bak.

A possible PDE paraphrase is 'The Cook of London, while the Reeve spoke, was so happy he thought the Reeve scratched him on the back.'

What case is the form 'him' of the third-person singular masculine personal pronoun in line 4326? The paraphrase suggests it should be nominative, but it is not. Why?

Key issue:

'him' is dative case. The nominative is not used because the construction is an impersonal construction.

### **Question 5:**

We have talked about the variation between h- forms and th- forms of the 3pl pers pron in class and the students have seen LALME maps.

Answers will explain that

\* th- forms spread from the North to the South and the various case forms did not spread at the same speed. The nominative arrived first and the dative last. Chaucer represents a stage where the nominative th- form had arrived but not yet the dative th- form.

A strong answer may possibly mention that the th- forms are or may be Scandinavian in origin (their origin has not been the main focus).

### **Question 6:**

Give an account of how the status of French changed during the course of the Middle English period.

Much could be said about this issue. Points we have discussed in class:

- division between early and late loans, with early ones being to do with administration, governance, military, taxation, while later ones are to do with culture, literature, fashion, etc. The students may not give very too many actual examples of loan words, but they may talk about domain loss. They may mention literary forms, e.g. contrast alliterative verse < OE with end-rhymed verse < Romance; as well as standards for script and wording of documents.

- The reading for the Manuscript Studies part of the course has sections on the use of English in manuscripts. It ventures that English becomes the norm when French nobles no longer command French, but also more sophisticated points, namely the choice of English in texts for children and younger women. The second group is to do with lack of access to formal schooling to the same extent as their male counterparts.

- English as a Low language, French and Latin as High languages. English moves towards becoming a High language during ME, with the mid-14c as turning point when English regains functions it had lost to French after the Conquest, such as at court, national administration etc.

- A strong answer may bring up how English lacked vocabulary to serve all the functions of a High language. It will talk about "elaboration" or "functional elaboration". It may mention English having parochial functions only in the period immediately after the Norman Conquest.

- The students may be familiar with the quote that "unless a man knows French, people think little of him" (Robert of Gloucester).

### **Question 7:**

Localisation

a)

1. Collect forms in response to questionnaire to build a linguistic profile (LP) of your text. The questionnaire items are high-frequent words.
2. Look up the forms, beginning from those that are best attested and have clear dialectal distributions.
3. Exclude the area where those forms are not found.
4. Repeat 2-3 until you have accounted for as many forms as you can, progressive eliminating areas. The area that is ultimately not excluded is your text's localisation.
5. Start over with any remaining forms to reach a second localisation for those forms. A second localisation could represent a layer of exemplar forms, if the forms represented by the primary localisation is the scribe's forms.

b) No, the localisations are not geographical or need not be. A good answer recognises that texts may be similar to each other for a number of reasons, e.g. their exemplars may originate in similar localities; their scribes may originate in similar localities; the texts are copies of the same work; the texts belong to the same text-type/genre.

### **Question 8:**

ANSWER EITHER a)

a) In paleography, a book hand is a script suitable for literature, while a document hand is a script suitable for documents. The formata grade of Gothic Cursiva Anglicana represents a document hand transformed into a book hand.

What aspect(s) of Gothic Cursiva Anglicana did clerks and copyists change to turn it into a book hand?

The cursiveness. Cursive hands, joined-up letters, are fast to write and are suitable for documents for this reason. A book hand is the opposite. The most formal Textura hands are upright, the letters are not connected to each other, and there are no feet (serifs) on minims. The Formata grade of Anglicana –the most widely used script in medieval England– is a document hand transformed into a book hand. The transition is achieved through making the letters (more) upright and non-cursive. The Hengwrt, Ellesmere, Corpus 198, and Harley 7334 MSS of Chaucer's Canterbury Tales are all written in Anglicana Formata.

OR b)

b) What is understood by 'compilatio' as a common practice in medieval manuscript production?

'Compilatio' is to do with compiling. Many medieval manuscripts contain multiple texts. When a compiler practises 'compilatio' they not only pick what texts to include in the final manuscript, they also modify the texts in the process, e.g. to suit the intended audience. An example would be the Auchinleck Guy of Warwick romance, where the sections about Reinbrun (Guy's son) have been taken out and turned into a free-standing tale. Similarly, a text may have been revised to give prominence to female characters in a manuscript intended for a female audience, esp. considering how reading of romances may have served an educational purpose. They provide role models for their audience. Think of the typical romance where a young knight sets out on a quest, eventually kills a dragon and wins a princess (higher social standing than himself). The story teaches a young member of the gentry both how to behave and that dedication and hard work may lead to social advancement. Yet another variant is the one where what you include in your manuscripts is select extracts only.

### Question 9:

a) Kerby-Fulton et al (2012) contrast the Findern manuscript and the Auchinleck manuscript with respect to several aspects of their production, from the number of scribes to their intended audience. What are some of those aspects?

Auchinleck: 6 professional scribes with Scribe 1 as stacionarius/coordinator. Produced ("distribution-copied") over a short-ish period of time. On parchment for a well-to-do patron although it is not a de-luxe MS. Decorated, planned. Uniform contents (romances), possibly educational in nature. Kerby-Fulton suggests adolescent females as target audience. Exemplars available in London area where the MS was produced.

Findern: 40-50 scribes, with sections in professional hands and the remainder by amateur hands. On paper. Produced in a rural setting, exemplars will have been harder to come by: they were possibly borrowed from local sources such as neighbouring gentry or abbeys. Production will have taken much longer for this reason. Varied content: romances but also medical recipes and religious texts -- this is typical of MSS produced by and for rural gentry. It is possible that local families may have entertained each other by adding texts (poems) to the manuscript as a kind-of parlour game (Kerby-Fulton's idea). [contrast with Auchinleck which was distribution-copied.]

b) Give examples of women as possible producers of manuscripts or as the intended audience of manuscripts.

Some of the copyists of the Findern MS may have been women; at least six out of +40 copyists. The evidence is that they have signed the text(s) they copied. They did so at the end of those texts.

There exist monastic manuscripts that are addressed to "my syster at the nunnery" or similar.

Evidence of female readership/ownership is occurrence of women's names on margins, on their own or next to pen-trials.

Other evidence of a female audience is in the contents. The Auchinleck MS contains romances in the courtly love tradition with some 'compilatio' efforts to promote female characters. The choice of

themes and texts may also reflect a desire to educate (younger) women. This is true also of the Findern and Vernon MSS, although they have more varied contents.