Record: 5 new vocabulary words. Write the word, part of speech, and its meaning on the front and a sentence utilizing the word on the back. You may use notebook paper or type and print your words. Do NOT copy and paste from an online dictionary.

Send: Mrs. Tabb an e-mail address which you check regularly.

Read:

(H) "The Middle Ages" @ tabbnet.com/britlit. Go to Week 1 Handouts- Read all the way to "Bede". This information should be helpful to you when you are answering essay questions.

(P) Lesson 1 (Stobaugh) pay close attention to "The Seafarer", p 21. Be prepared to discuss Critical Thinking A - C (Stobaugh).

(P) pp. 215-219 and p. 233-236 (Stobaugh). Appendix A is a guide for you to follow when answering your essay questions for class. Refer to it often!

(P) Information about Expository Essays at tabbnet.com/britlit Week 1

Do:

(P) Assigned writing on Beowulf -
   Choose an essay prompt from Beowulf, Critical Thinking C or D or Biblical Application A or B, p. 26 for your essay topic
   *Journal about your choice. Minimum 2 - 3 pages
   E-mail me your prompt choice and how you intend to answer it.
   *Outline your thoughts in preparation for your essay writing. See sample outlines, p 217 (Stobaugh). AUTOMATIC 5 point deduction for failure to include an outline.
   *Write 1 -2 page essay from your journaling and outlining.
   Essay Format - see website, week 1, Essay Format

Read:

(P) Lesson 2 (Stobaugh)

(P) Lesson 32 (Stobaugh)

Do:

(H) Assigned writing on Mere Christianity
   Choose from Mere Christianity, Critical Thinking A or B, p. 205, for your essay topic
   *Journal about your choice. Minimum 2 - 3 pages
   E-mail me your prompt choice and how you intend to answer it.
   *Outline your thoughts in preparation for your essay writing. See sample outlines, p 217 (Stobaugh).
   *Write 1 -2 page essay from your journaling and outlining.

Read:

(P) Information below

The Epic

The epic is generally defined: A long narrative poem on a great and serious subject, related in an elevated style, and centered on a heroic or quasi-divine figure on whose actions depends the fate of a tribe, a nation, or the human race. The traditional epics were shaped by a literary artist from historical and legendary materials which had developed in the oral traditions of his nation during a period of expansion and warfare (Beowulf, The Odyssey, The Iliad).

Literary Devices in Beowulf.

Three typical literary elements that readers identify in Anglo-Saxon literature are: kennings, alliteration, and caesuras. Kennings are phrases which are used in place of the thing they represent in order to serve as a memory device for the poet. For example, "bling-bling" is a modern Kenning for "shiny jewelry". Alliteration is the repetition of consonant sounds in a line of poetry. It serves the poem for rhythm and sometimes for tone or mood. Caesuras are breaks in the line of poetry, and are not usually found outside of Anglo-Saxon literature. It serves as the unifying element in Anglo-Saxon poetry instead of rhyme.

Examples of Kennings in the poem are abundant. Some of them include "shepherd of evil, guardian of crime" line 432 and "that sin-stained demon" line 483 which refers to Grendel; "that mighty protector of men" line 472
referring to Beowulf.

**Alliteration** examples include, "He slipped through the door and there in the silence snatched up thirty men, smashed them..." line 36-37. Generally, there should be two or more words with the same consonant sound repeated to be considered alliteration.

**Caesura** examples include, "Swaddled in flames, it came gliding and flexing and racing toward its fate" lines 719-720. The pause is in the middle of the line, indicated by a natural break in the language and also a command.

Other typical devices in an epic:
A request for a hero's name and his father's. **Synedocche**—when an author uses a part to represent a whole, as in 'curving prow' to mean a boat. **Boasting** is a common feature. It allows the hero to recount his exploits, not for self-praise, but to show that he has already won fame and intends to seek it again. Very important to the Anglo-Saxons because their pagan religion offered no hope of reward in an afterlife. **Foreshadowing** was used frequently. **Hyperbole**, or exaggeration, was standard like when it is said that no one in the world was worthier to rule than Beowulf. **Irony** was also used. One example is when something occurs that is the opposite of what is expected. Beowulf's method of killing Grendel's mother is ironic because she is killed by her own sword. A triumphant procession after the hero's victory was typical.

**Essay Writing for this class:**
You may (but are not required) utilize the 5-paragraph essay format we used in Writing About Literature at the beginning of the year. As we move through the first semester, you should move away from this format and lengthen your paragraphs or use more than one paragraph to address a topic. As your confidence in essay writing develops, be sure to branch out and move away from this format. Refer often to the other resources I have provided on essay writing and let your style develop.

Here is a summary of the basic 5 paragraph format.

**Writing the 5 paragraph Essay**

1. Before you began writing, decide on your answer to the question asked of you. This is your basic thesis.
2. Before you begin writing, decide on what three pieces of evidence/support you will use to prove your thesis.
3. Write your introductory paragraph. Place your central idea/thesis along with your three pieces of evidence (topics) in order of strength (least to most) at the end of this paragraph.
4. Write the first paragraph of your body. You should begin by restating your thesis, focusing on the support of your first piece of evidence (topic).
5. End your first paragraph with a transitional sentence that leads to paragraph number two.
6. Write paragraph two of the body focusing on your second piece of evidence (topic). Once again, make the connection between your central idea/thesis and this piece of evidence.
7. End your second paragraph with a transitional sentence that leads to paragraph number three.
8. Repeat step #6 using your third piece of evidence (topic).
9. Begin your concluding paragraph in restating your thesis. Include the three points you've used to prove your thesis.
10. End your concluding paragraph with a statement of extension which will (hopefully) cause the reader to look beyond what you have written. You do not include new evidence in your last paragraph.

**Tips:**
1. Never use "I" or "you" (Unless specifically told that is allowed)
2. Do not use contractions in formal writing.
3. Organization is one of the most important parts of good writing. Make sure to organize from the first paragraph onward.
4. Be sure to use quotes to help with your evidence.