

SOMMERSEMESTER 2004

Lehrveranstaltungen

VORLESUNGEN UND LECTURE COURSES

Mackenthun

Survey Lecture American Literature: Part I

Vorlesung

Mi. 11.15-12.45, HS 315

This survey lecture will carry you from the pre-colonial beginnings and the historical emergence of American literature through its development in the 18th and 19th centuries all the way to the Civil War. As a consequence of exploring the meanings of the terms "America" and "literature" and their relevance for the definition of an American literary 'canon,' special emphasis will be put on the impact of ethnicity, gender, and social relations on American writing. The survey lecture forms the background of your studies of American Literature; attendance is highly recommended. Most texts discussed in the lecture will be taken from the *Heath Anthology of American Literature*, ed. Paul Lauter (2 vols., Fourth edition), purchase is recommended to students who want to specialize in American Studies.

Linke

Fulbright Lecture Series: Aspects of American Culture

Vorlesung

Fr. 09.15-10.45, HS 218

This lecture series brings to Rostock American Fulbright professors who are teaching at German universities in summer 2004. The guest speakers will lecture on their special fields in American Studies, addressing issues in history, politics, literature, ethnicity, and popular culture. The final list of speakers and topics will be posted at the beginning of the summer term. Each lecture will consist of a brief introduction of the speaker, his/her presentation (in English) and question time (in English or German). All participants are encouraged to ask questions and contribute to a lively discussion.

Rosow

Introduction to Cultural Studies II

Vorlesung

Mi. 09.15-10.45, HS Radiologie

This course is a continuation of the introduction to the study of culture provided in the new Grundkurs (Introduction to Cultural Studies I) in the Winter Semester 2003/04. It introduces additional theoretical foundations for other courses in cultural studies. The course endeavours to familiarise students with the history of the field, broad theoretical concepts and more specialised meanings and practices of cultural studies.

The individual sessions that take up themes from the Introduction Part I start with brief revisions and then expand on these. Themes that are explored in depth include the core concepts of cultural studies: concepts of theory; concepts of description, interpretation and analysis; concepts that structure and

Lehrangebot -Vorlesungen

order constructions of reality; concepts of social structure; concepts of spatial-cultural order; and concepts of temporal order.

The second section is rather selective and is arranged around some of the key scholars, texts, sites and debates in the field of cultural studies that were not covered in the Introduction Part I. The main emphasis is on the exemplary application of the theory provided in the first section to concrete problems.

Note: Previous attendance of the Grundkurs: Introduction to Cultural Studies is helpful but not essential.

A Reader will be available from the Copyshop in Brunnenhof. Participants who are not already in possession of the following book are encouraged to buy Hartley, John (2002) *Communication, Cultural and Media Studies. The Key Concepts*, London and New York: Routledge. (ISBN 0-415-26889-3)

Brock

Maxims of Communication

Vorlesung

Mi. 09.15-10.00, HS Chemie

In 1975, Grice published the article "Logic and Conversation", in which he laid out his ideas of a Cooperative Principle and maxims of effective communication: Quality, Quantity, Relation and Manner. Following him, many researchers formulated alternative maxims to grasp pragmatic regularities. Among them are politeness maxims and Relevance Theory. The lecture attends to this body of work, and to the overall question: What, in addition to the language system, makes communication work?

Grice, H. P. (1975). "Logic and conversation", in: Cole, Peter / Jerry L. Morgan (eds.), *Syntax and Semantics*, volume 3: *Speech Acts*, New York / San Francisco / London, 41-58.

Leech, G. (1983). *Principles of Pragmatics*, London / New York: Longman.

Sperber, D. / D. Wilson (1986). *Relevance, Communication, and Cognition*, Oxford: Blackwell.

Kornexl

History of the English Language

Vorlesung

Di. 13.15-14.00, HS 10020

This lecture charts the development of English from its beginnings up to the present day, exploring major changes in the fields of phonology and spelling, morphology, syntax, vocabulary and semantics. Special attention will be given to aspects of variation as well as processes of standardization and to the linguistic properties and extra-linguistic forces that have turned English into an international language of unique currency and status.

Garbe

Fundamentals of Grammar

Lecture Course

Mo. 09.15-10.45, HS 10020

This course provides an introduction to the analysis of English sentences. This will include forms and structures of simple and complex sentences (finite clauses, infinitive and participle constructions) as well as syntactic functions of word groups and subclauses. It will also deal with the grammatical categories of the verb (mainly tense and aspect), which means discussing and practising the use of English verb phrases, and considering similarities and differences between English and German.

Alexander, L.G. (1988) *English Grammar*, Longman.

Greenbaum, S. and R. Quirk (1993) *A Student's Grammar of the English Language*, Longman.

Greenbaum, S. (1991) *An Introduction to English Grammar*, Longman.

Huddleston, R. (1990) *English Grammar. An Outline*, CUP.

Siebold

Spracherwerb und Englischunterricht

Lecture Course

Do. 09.15-10.45, HS 315

Auch für Lehramt Grundschule und BA/MA (anstatt *PS Approaches to Language Learning*).

Voraussetzung für die Teilnahme: vorherige Teilnahme am GK Sprachwissenschaft und Fundamentals of Grammar.

Wie lernen Menschen Sprachen? Zunächst wird der Frage nachgegangen, wie Kinder ihre Muttersprache erwerben. Im Mittelpunkt des Seminars steht jedoch der Zweitspracherwerb.

Darunter sind die Voraussetzungen sowie die Art und Weise zu verstehen, wie Menschen außerhalb und innerhalb des Klassenraums andere Sprachen als ihre Muttersprache erwerben. Das Seminar gibt eine Einführung in wichtige Fragestellungen, Methoden und Ergebnisse der Zweitsprachenerwerbsforschung. Das Schwergewicht liegt dabei auf möglichen Schlussfolgerungen für den Englischunterricht: Wie verhelfen die Erkenntnisse der Zweitsprachenerwerbsforschung zu Einsichten in Wege und Grenzen des beruflichen Handelns künftiger Englischlehrerinnen und -lehrer?

Grundstudium

Literaturwissenschaft

Klaus

Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft A + B

Übung

Gruppe A: Mi. 09.00-11.15, R. 8023

Gruppe B: Do. 09.00-11.15, R. 8023

nur für Lehramter

Der Kurs möchte mit Grundbegriffen und zentralen Fragestellungen der Literaturwissenschaft unseres Faches vertraut machen, also in die Teilbereiche Literaturtheorie, Textanalyse und Literaturgeschichte einführen. Anhand von Werken aus unterschiedlichen Perioden, Gattungen und Kulturkreisen soll ein Eindruck von dem weiten Gegenstandsbereich der englischen und amerikanischen Literaturwissenschaft vermittelt und zugleich eine Anleitung zum Umgang mit Texten gegeben werden.

Eine Sitzung beginnt üblicherweise mit der gemeinsamen Interpretation eines Textes und geht dann, darauf aufbauend, in eine systematische Informationsbereitstellung durch den Lehrenden über.

Schmitt-Kilb

Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft C

Übung

Dienstag: 9.15-10.45, HS 218

nur für Lehramter

"Ohne Spaß am Lesen und ein ausgeprägtes Interesse an englischsprachiger Literatur ist das übliche Lesepensum im Bereich Anglistik/Amerikanistik nicht zu bewältigen - ohne begriffliche und theoretische Grundlagen bleibt die Freude an literarischen Werken sprachlos und läßt sich nicht mitteilen" (Ansgar und Vera Nünning, *Grundkurs anglistisch-amerikanistische Literaturwissenschaft*, Stuttgart 2001, S. 8). Teil 1, also Spaß und Interesse am Lesen und an der Literatur, müssen Sie mitbringen (ansonsten sind Sie hier grundsätzlich falsch)! Teil 2, die Einführung also in den weiten Gegenstandsbereich des Faches und in die Bereiche Literaturtheorie, Textanalyse und Literaturgeschichte, ist das Ziel des Kurses, das jedoch nur erreicht werden kann, wenn Sie Neugier und die Bereitschaft mitbringen, sich mit zunächst ungewohnten Fragestellungen auseinanderzusetzen, ein wissenschaftliches Vokabular anzueignen und anzuwenden sowie an theoretischen Konzepten (und Texten) "abzuarbeiten".

Der Lohn ist die Erkenntnis, dass die wissenschaftliche Auseinandersetzung mit Literatur nach anfänglichen Hürden ebenso faszinierend sein kann wie das Lesen von Literatur! Die zu behandelnden Texte werden in Form eines *Readers* zur Verfügung gestellt. Zusätzlich werden wir den Roman *Things Fall Apart* des Nigerianers Chinua Achebe behandeln – kaufen und lesen!

Der Kurs ist dreistündig; er setzt sich zusammen aus dem wöchentlichen Seminar (2-stündig) und einem für alle obligatorischen Blockseminar.

Wallat

American Gothic Tales

Proseminar

Di. 13.15-14.45, HG 229

Gothic novels and tales can be defined as a type of romance, very popular in the 18th century and at the beginning of the 19th century, which has had a considerable influence on fiction since. Most Gothic novels were tales of mystery and horror, intended to chill the spine and curdle the blood. They contained a strong element of the supernatural and the now traditional 'haunted house' props. Often they were set in medieval castles which had a secret passage, a dangerous, winding stairway, a stupefying atmosphere of doom and gloom and a proper complement of spooky happenings. The

vogue of medievalism, sensationalism, and supernatural horrors was developed by Walpole's *The Castle of Otranto* (1746), M.G. Lewis's *The Monk* (1795); *The Mysteries of Udolpho* (1795) and other romances of horror by Ann Radcliffe, and later by Godwin and Mary Wollstonecraft Shelly. Their influence is to be seen in the work of E.T.A. Hoffmann, the Brontës, and Edgar Allan Poe.

Said to be initially written in reaction to the sedate neoclassicism of earlier 18th-century culture, the Gothic novel or tale survived into the 20th century. For American novelists, strongly influenced by Charles Brockden Brown and Edgar Allan Poe, the Gothic genre remains an important means of accounting for the anger that erupts from the violation of the self by the world, and the American female Gothic tradition can be interpreted as a reflection of gendered experience of the female self responding to and often in conflict with the psychological, social, cultural, and physical structures within which she lives.

This course tries to examine if and how modern American Gothic tales can be read as reflections of the "...terrors of the soul...", and to what extent they can be regarded as part of American literary tradition.

The anthology of American Gothic tales is on order at the Thalia bookstore.

Wallat **19th Century American Poetry: Walt Whitman and Emily Dickinson** Proseminar

Di. 09.15-10.45, HG 229

Walt Whitman and Emily Dickinson, the two "literary giants" of early American poetry, found the subjects and materials for their work in their own experience and in their own locales. Walt Whitman, the self-proclaimed "bard of America", used bold images and symbols drawn from work day life to capture the American spirit. Emily Dickinson discovered the substance for her poems in the garden next to her house in Amherst, Massachusetts; in the small events of household life; in the depth of her inquisitive mind. Each in his or her own way brought the American experience and the American language into novels, poems, and essays that would shape American literature.

Participants are asked to buy the following books:

Casebook: A Collection of Poems by Emily Dickinson: New York: Heinle, 1998. [ISBN: 0155054872]

Walt Whitman, *Leaves of Grass*, Oxford: Oxford University Press (The World's Classics)

Wallat **The 1930s: Literature, Art and Politics in an Angry Decade** Proseminar

Do. 09.15-10.45, HG 229

The 1930s – the decade of the "Great Depression" – left a deep impact on the American nation. It brought an end to the "golden and roaring 1920s" and saw many Americans in deep despair and extreme poverty. Confronted with this social catastrophe, artists, intellectuals and politicians responded to it in various ways.

This seminar will focus on how the "Great Depression" led to an immense upshot of social unrest and social protest. John Steinbeck's novels *In Dubious Battle* (1936) and *The Grapes of Wrath* (1939), together with short stories, paintings and documentaries (provided in a reader), will give an insight into this decade of unrest, despair, and struggle to preserve human dignity.

The books are on order at the Thalia bookstore.

John Steinbeck, *In Dubious Battle* (1936) and *The Grapes of Wrath* (1939)

Mackenthun **Thomas Pynchon, *Vineland*: A Case Study in Literary Criticism** Proseminar

Di. 11.15-12.45, R. 8028

Thomas Pynchon's novels are often regarded as too complex for undergraduate study. This seminar is intended to disprove this prejudice by closely reading and discussing *Vineland*, one of Pynchon's more accessible novels. Set in Northern California, *Vineland* parodistically condenses a myriad of American and non-American themes, mocking well-protected American myths both 'right' and 'left,' and criticizing the complacency of the Reagan era. Students are required to purchase, and start reading during the term break, Pynchon's novel *Vineland* (Penguin edition, ISBN 0141180633; some copies on order at Weiland bookstore, others available from internet bookstores). A *Reader* with additional

materials will be made available at the beginning of term. Knowledge of Pynchon's novel *The Crying of Lot 49* would be helpful.

Sprachwissenschaft

Bös

Grundkurs Sprachwissenschaft

Übung

Do. 13.15-14.45, HS 218

Ziel des Grundkurses ist es, einen ersten Überblick über die Teildisziplinen und wesentlichen Begriffe der Sprachwissenschaft zu geben. Es werden zunächst die kleinsten Einheiten im Sprachsystem, die Laute, beschrieben (Phonetik, Phonologie). Anschließend stehen Form und Bedeutung von Wörtern (Morphologie, Semantik) und die Analyse von Sätzen (Syntax) im Mittelpunkt der Aufmerksamkeit. Es werden außerdem Aspekte der Textanalyse, z.B. die Informationsverteilung im Satz (Thema-Rhema) sowie die Verknüpfung von Texten (Kohäsion) betrachtet.

Darüber hinaus erfolgt auch eine Auseinandersetzung mit dem Gebrauch der Sprache in der aktuellen Sprechsituation. So werden Aspekte der sogenannten Sprechakttheorie diskutiert, die die Bedeutung und Wirkung von Äußerungen untersucht (Pragmatik). Ein weiterer interessanter Teilbereich ist die Soziolinguistik, die sich mit regional und sozial beeinflussten Sprachvarianten (z.B. Britischem und Amerikanischem Englisch oder Frauen- und Männersprache) befasst.

N.N.

An Introduction to Media Linguistics

Proseminar

Mo. 15.15-16.45, R. 8028

This course will give a first overview of newspaper texts, advertisements, as well as TV talk shows. It will include an introduction of the historical development of newspapers and print advertisements, a description of types and structure of newspaper texts (with a special focus on news stories) as well as a discussion of structural elements and linguistic strategies observable in advertisements and talk shows.

Ramin

Major National Varieties of English

Proseminar

Mi. 13.15-14.45, R. 8023

English has spread from a little island around the globe. Approximately 1.5 billion speakers use it as their first or second language or as a foreign language. The result is a multitude of varieties. In this seminar we want to find out how selected national varieties developed, and what makes each of these varieties so special. After a short introduction to sociolinguistic methodology, we will focus on the historical development of the English language on the British Isles, where everything started. Later we will set sail and travel westwards. Here, we will compare British English to the second major national standard, American English. In the southern hemisphere, the norm is set by Australian English, which will be investigated as well. As a second language, English functions as a semi-official variety, e.g. in India and Africa. Here the role of English as the language of media, education and politics will be in focus.

A selected bibliography and a list of topics for presentations will be provided at the beginning of the course. For a first overview you may have a look at:

Hansen, Klaus; Uwe Carls; Peter Lucko (1996), *Die Differenzierung des Englischen in nationale Varianten*, Berlin: Schmidt.

Trudgill, Peter; Jean Hannah (1994), *International English*, 3rd ed, London: Arnold.

Ungerer

Prototypes, Basic Level, Metaphors and Frames: How Language Reflects the World

Proseminar

Do. 11.15-12.45, R. 8023

8 x 2 SWS + eintägige Blockveranstaltung

The way we approach the world is through prototypes (or best examples) that mostly belong to the basic level (such as apples, cars, girls and boys, fire and journey); we try to use this basic kind of experience to explain more complex phenomena (emotions like anger or joy, abstract ideas like argument or education) by metaphors rooted in the basic level. With the help of these cognitive tools we build up frames or cognitive models of the world (e.g. the model of a city and what belongs to it). In this seminar we will explore this cognitive system and inquire how it is mirrored in the English

language, particularly in its vocabulary. The full day class (Blockveranstaltung), which will be held on a Friday or Saturday during term time, is conceived as a workshop dealing with the revision of the Introduction of Cognitive Linguistics. Among other things, we will try to identify weak spots in the 1st edition, critically compare revised passages with original passages of the book, and assemble suggestions for extension and improvement. Participation in the Proseminar will be based on a Listeneinschreibung.

Preparatory reading: Aitchison, Jean (1987 etc.), *Words in the Mind*, Oxford: Blackwell.

Ungerer, Friedrich/Hans-Jörg Schmid (1996), *An Introduction to Cognitive Linguistics*, London: Longman (the latter as a preparation for the full day class).

Brock **Introduction to Middle English** Proseminar

Do. 13.15-14.45, R. 8028

In this course, we read, translate and analyse Middle English texts. We discuss the social history of the period, as well as pronunciation, spelling, grammar, and the lexicon of Middle English. We also look at Middle English text types and pragmatic circumstances.

Baugh, Albert C. / Thomas Cable (1993) – *A History of the English Language*, London: Routledge + seminar reader

Burrow, John A. / Thorlac Turville-Petre (1996) – *A Book of Middle English*, Oxford: Blackwell.

Markus, Manfred (1990) – *Mittelenglisches Studienbuch*, Tübingen: Francke.

Brock **English Morphology** Proseminar

Mi. 13.15-14.45, HG 229

The words that we use are made up of *morphemes*. In this course, we classify morphemes (e.g. into lexical and grammatical ones), and look at how they combine with each other: We describe basic word-formation processes like compounding, affixation, clipping, acronyms, and phenomena like lexicalisation and blocking.

Bauer, Laurie (1993) – *English Word-Formation*, Cambridge: Cambridge University Press.

Hoppe **Phonetics and Phonology** Übung

Do. 09.15-10.45, R. 7023

This course is a single period combining lecture and practical exercises. The theoretical introductions are presented in the context of a general theory on speech sounds (phonetics) and how they function in the language (phonology). Main areas for practice in the language laboratory will include RP vowels and consonants, stress, intonation, rules for linking, reduction and the pronunciation of short texts. Highly individualized tapes are available for use in the classroom or at home. The course-book will prepare students to pass both the oral and written tests. It contains all of the necessary theory, a large number of exercises, a key, a glossary of phonetic terms, texts for transcriptions, and the texts of the cassettes, which can be loaned to the user upon request.

Hoppe, R. (1990) *English Phonetics and Phonology*, Rostock (wird im Kurs ausgegeben).

A Pronouncing Dictionary. Recommendations in the course.

Hoppe **Additional Phonetic Exercises A + B** Übung

Gruppe A: 08.00-08.45, R. 7023

Gruppe B: Do. 08.00-08.45, R. 7023

The prerequisite for this single period is that students have already attended the introductory course 'English Phonetics and Phonology' or the 'Phonetic Communicative Competence Course'. The practical exercises done here include reading texts with emphasis on intonation, transcribing texts (phonetically and tonemically), and correcting individual pronunciation errors. The credit can be used for the 'wahlfreier Bereich'.

Hoppe, R. (1990) *English Phonetics and Phonology*. Rostock (chapters 1-4 and bibliography).

Kultur Großbritanniens und Nordamerikas

Rossow

Grundkurs: Introduction to Cultural Studies I

Übung

Mo. 09.15-10.45, HS Radiologie

This course serves as an introduction to the study of culture and provides some of the theoretical foundations for successive courses in cultural studies. The course is divided into two main sections.

It starts with a brief outline of the origins of the field and its history. This outline will also discuss how changes in the meaning of culture pinpoint key shifts in the way we research society and have influenced the landscape of social research in various disciplines.

Students will then be given accessible (easier said than done!) introductions to some of the core concepts of cultural studies: concepts of theory; concepts of description, interpretation and analysis; concepts that structure and order constructions of reality; concepts of social structure; concepts of spatial-cultural order; and concepts of temporal order.

Each of the presentations of concepts is accompanied and supplemented by exemplary applications of the theory to concrete issues. The applications should, among other things, illustrate the usefulness and versatility of the methodological approaches and analytical tools provided by cultural studies.

A *Reader* will be available from the Copyshop in Brunnenhof. Participants also have to buy Hartley, John (2002) *Communication, Cultural and Media Studies. The Key Concepts*, London and New York: Routledge. (ISBN 0-415-26889-3)

Rossow

Britannia Overruled - Decline or Adjustment?

Proseminar

Di. 07.30-09.00, R. 8023

A century ago, Britannia still 'ruled the waves' and 'straddled the globe'. Within twenty years of victory in the Second World War Britain had ceased to be a world power and her global empire had dissolved into fragments. Today, she is a peripheral member of the European Union. This course attempts to offer an explanation of this 'decline' (or 'adjustment?'). It provides a survey of British overseas policy since the 1890s and examines the nature of power, and Britain's economy, empire and international position. The objective is to reveal not only the limitations of British power in its Victorian heyday, but also the too-easily-underestimated extent of Britain's continuing power into our own century.

A reader with primary and secondary texts, a selected bibliography and the list of topics for term papers will be provided at the beginning of the course.

Linke

Views on Class in 20th Century Britain

Proseminar

Mo. 13.15-14.45, R. 8023

Since Britain has been considered the most class-ridden country under the sun (G. Orwell), class appears to provide a key to understanding British culture. This course will look at the social and cultural history of Britain in the 20th century through the eyes of sociologists and other keen observers of British society. The textual basis will comprise mainly non-fictional texts such as, for example, *Wigan Pier* (Orwell), political speeches and sociological descriptions from different decades. This one-term class cannot provide a comprehensive history of social classes but will rather focus on selected prominent issues such as Red Clydeside, the miners' situation, or social harmony in wartime.

Susemihl

The Canadian North

Proseminar

Di. 11.15-12.45, R. 7023

The North is Canada – Canada is the North. It is its Northern image that distinguishes Canada from the United States in the eyes of many people who do not live in North America. But even to a Canadian the North seems to be more than a geographical region. It is an idea, a myth, a promise, a destiny, a world of imagination, and as such it has shaped Canadian identity. Throughout Canadian history and culture, ideas of the North have kept a firm hold on national consciousness. For a long time, however, the region was fairly unknown to most Canadians. Yet, as the nation struggles to understand this vast and diverse land, Northern issues are becoming national issues.

This course intends to discover the Canadian North, its geography and history, political and economic development, cultures and peoples, using traditional primary documents (i.e. newspapers, letters, journals) as well as fiction, oral history, art, photography, and film. The course is a survey of the

history of northern Canada from the contact period to the present and will thus focus on major issues, themes, developments, and events in the three northern territories and the provincial north. A course reader will be available at the beginning of the course; further required literature can be purchased at the *Thalia* bookstore or at *Amazon.de*.

Morrison, William R. *True North. The Yukon and Northwest Territories*. Oxford University Press, 1998. (ISBN 0195410459)

Richler, Mordecai. *Solomon Gursky Was Here*. New York: Penguin, 1989. (0099877309)

Wallat

The 1930s: Literature, Art and Politics in an Angry Decade

Proseminar

Do. 09.15-10.45, HG 229

The 1930s – the decade of the "Great Depression" – left a deep impact on the American nation. It brought an end to the "golden and roaring 1920s" and saw many Americans in deep despair and extreme poverty. Confronted with this social catastrophe, artists, intellectuals and politicians responded to it in various ways.

This seminar will focus on how the "Great Depression" led to an immense upshot of social unrest and social protest. John Steinbeck's novels *In Dubious Battle* (1936) and *The Grapes of Wrath* (1939), together with short stories, paintings and documentaries (provided in a reader), will give an insight into this decade of unrest, despair, and struggle to preserve human dignity.

The books are on order at the *Thalia* bookstore.

John Steinbeck, *In Dubious Battle* (1936) and *The Grapes of Wrath* (1939)

Fachdidaktik und Vermittlungskompetenz

Siebold

Grundkurs: Grundfragen der Fachdidaktik Englisch

Übung

Mo. 11.15-12.45, R. 8023

ab 3. Sem.

Inhaltliche Schwerpunkte: Gegenstand und Bezugswissenschaften der Fachdidaktik Englisch; Unterrichtskonzeptionen; Ziele und Inhalte des Englischunterrichts; didaktisch-methodische Grundstrukturen der Arbeit an Kenntnissen und der Entwicklung sprachkommunikativen Könnens; Lernerorientierung im Englischunterricht.

Siebold

Grundkurs: Frühbeginnender Englischunterricht

Übung

Mi. 11.15-12.45, 14tägl., gerade Wochen, R. 8023

Der Kurs soll einen ersten Überblick über die laufende Fachdiskussion zum Englischunterricht an Grundschulen vermitteln. Die gegenwärtige Situation sowie verschiedene didaktische Konzepte werden skizziert. Vor allem aber versucht der Kurs, theoretisches Hintergrundwissen zu geben und eine Lernen und Spielen gleichermaßen berücksichtigende Grundlinie des Unterrichtens zu entwerfen. Diese zeichnet theoriegeleitetes Handeln vor, ohne es jedoch vorzuschreiben.

Hellwig, K. (1995) *Fremdsprachen an Grundschulen als Spielen und Lernen*, Ismaning: Hueber Verlag.

Maier, W. (1991) *Fremdsprachen in der Grundschule*, München: Langenscheidt Verlag.

Vale, D. and A. Feunteun (1996) *Teaching Children English*, Cambridge: Cambridge University Press.

Eckert

Study Tasks and Study Skills

Übung

Mo. 09.15-10.45, R. 8028

This course is for students who want to learn how to study effectively in English. It is designed to extend the range of skills needed to begin and complete your studies successfully and to enhance your employment prospects. Structured and straightforward guidance is given on the following topics: note taking, gathering and using information, essay and report writing, oral presentation. An interactive

approach enables you to find out for yourself which study techniques are best suited to your own way of working. The classes will be accompanied by handouts and bibliographical references.

Hoppe

Phonetics and Oral Presentation

Übung

Di. 09.15-10.45, R. 7023

This course is a single period combining lecture and practical exercises. The theoretical introductions are presented in the context of a general theory on speech sounds (phonetics) and how they function in the language (phonology). The main areas for practice in the language laboratory will include RP vowels and consonants, stress, intonation, rules for linking, reduction and the pronunciation of short texts.

Highly individualized tapes are available to be used in the classroom or at home. The course-book will prepare students for both the oral and written tests. It contains all necessary theory, a large number of exercises, a key, a glossary of phonetic terms, texts for transcriptions, and the texts of the cassettes, which can be loaned to the user upon request.

Hoppe, R. (1990) *English Phonetics and Phonology*, Rostock (wird im Kurs ausgegeben).
A Pronouncing Dictionary. Recommendations in the course.

Sprachpraxis

Towards Proficiency I bzw. II

Übung

1. Semester (die Zuordnung zu Top I bzw. II ist abhängig vom Ergebnis des Diagnosetests)

Top I: 2 SWS + 2 ergänzende SWS

Top II: 2 SWS

This course, together with a number of skill-orientated courses offered, helps the students to develop and improve their English up to the standards required in the exam. It enables them to maintain their progress in English and focus on improving those specific aspects of English in which they are weakest. More specifically, the course aims to build on the vocabulary that the students already know and increase their range of expression. 'Problem areas' of English Grammar are revised in order to increase the students' awareness of and sensitivity to degrees of appropriateness in their use of English. The students are encouraged to improve their English outside class by reading widely and practising with native speakers and with each other. Last but not least, the students are made aware of the fact that they themselves are most responsible for their own progress. The material is organized in units, each of which is based on a different topic and contains a variety of exercises and activities, focussing on the knowledge and skills students require for their English studies. As they work through the material, they progressively revise and, at the same time, build up their level of proficiency.

Zur Anschaffung empfohlene Wörterbücher:

einsprachige Wörterbücher: *Oxford Advanced Learner's Dictionary of Current English* oder
Longman Dictionary of Contemporary English

zweisprachige Wörterbücher: *Collins* oder *Langenscheidt* oder
Pons Deutsch-Englisch/Englisch-Deutsch

Towards Proficiency (Top) I A + B + C

Übung

Gruppe A (Hoppe): Mo. 13.15-14.45, R. 8028; Mi. 11.15-12.45, HS 12

Gruppe B (Adam): Di. 13.15-14.45, R. 8028; Do. 15.15-16.45, R. 8023

Gruppe C (N.N.): Mo. 11.15-12.45, HG 229; Mi. 11.15-12.45, R. 9028

Towards Proficiency (Top) II A + B + C

Übung

Gruppe A (Schneider): Do. 15.15-16.45, R. 8028
Gruppe B (Hoppe): Mi. 13.15-14.45, HS 12
Gruppe C (N.N.): Mo. 13.15-14.45, HG 229

Schneider

Reading Skills

Übung

Do. 11.15-12.45, HS 14

Completion of this course will enable you to feel confident about adapting your reading of a text (level of comprehension, speed of reading, use of dictionary and word and/or text attack skills) according to your reading purpose. After an initial session of consciousness raising, the course is organised in two strands: practice in specific skills (dealing with unknown vocabulary, complex syntax, skimming, scanning) and reading of different texts to practise reading extensively and intensively.

Adam

Reading and Discussion I

Übung

Di. 17.15-18.45, R. 8028

The aim of this course is to further the development of your reading and speaking skills. You will have to read non-literary texts from a variety of fields at home, which will be accompanied by worksheets with different tasks. The texts will then be discussed in class. One of the main points is to expand your vocabulary and improve your debating skills.

Jahnke

Basic Writing Skills

Übung

Do. 13.15-14.45, HG 229

This is a controlled course which does not encourage the student, in the early stages, to attempt a lot of free expression. The principle animating the course is to give the student clear-cut quantities of interrelated material. In one compact system, the student is provided with core information on grammar, levels of formality, spelling, punctuation, word use and formation, composition and editing. Grammatical and other material appears in model texts before it is described and practised. In addition to regular preparation, the student will be expected to hand in a number of written assignments.

Hoppe

Listening Comprehension and Oral Production

Übung

Di. 13.15-14.45, R. 7023

The material is designed to give learners realistic practice in listening. The recordings concentrate on situations in which the person receiving the language can be primarily viewed as a listener. It is likely that you will want or need to listen to the news in English, listen to announcements, interviews, documentaries, lectures or speeches. The tapes are all examples of authentic language. The activities that you, as a listener, will be asked to carry out may be similar to situations outside the classroom. The listening practice provides an effective starting point for talks, comments, discussion or a role-play.

The emphasis is on overall comprehension, but sometimes also on understanding of exact details. The following methods will be used: pre-listening activities with explanation of words or text, listening for the gist or details, and after-listening activities.

Adam

Translation English-German I

Übung

Mi. 07.30-09.00, R. 8023

The aim of this course is to develop the students' ability to translate texts of different kinds into good idiomatic German. We will start with newspaper cuttings of different topics and deal with language structures. In the second half of the course we will deal with short stories; the emphasis will be on stylistic differences. Texts will be given to you in class, and the main work will have to be done as homework. We will compare and discuss your translations in class.

Hauptstudium

Literaturwissenschaft

Schmitt-Kilb

Pastoral, Politics, Ideology: Early Modern and Beyond

Hauptseminar

Fr. 15.15-16.45, R. 8023

When the Greek poet Theocritus, in the third century B.C., wrote poems that represented the life of Sicilian shepherds, pastoral literature was born. Ever since, the representation of shepherds ("Pastor" is Latin for "shepherd"), who are felt to be representative of some other or all other men, is a recurring motif in almost all genres of literature. In the seminar, we will trace the historical origins of pastoral literature in Greek and Roman antiquity before engaging with the renaissance of pastoral in sixteenth-century England and the transformations of the pastoral theme through the centuries up until today. On the basis of careful readings of the literary texts in question, we will consider the aesthetical as well as political and ideological implications of pastoral. A *reader* will be made available by the end of March. I suggest Terry Gifford's *Pastoral* (Routledge New Critical Idiom Series, London 1999) as introductory and complementary reading.

Mackenthun

***Moby-Dick*, History and the Critics**

Hauptseminar

Do. 13.15-14.45, R. 8023

Having recently celebrated its 150th birthday, Herman Melville's novel *Moby-Dick* remains the most important American classic. Superficially the story of a mad captain who pays for his irrational vengeance with his own life, *Moby-Dick* is a deeply philosophical and also political text which, on account of its formal and thematic hybridity, cannot be squeezed into any theoretical framework but occasions new discussions and readings in every age. In this seminar, we will concentrate on the historical aspects of Melville's novel and we will explore the critical response to the text, which can be seen to reflect the main theoretical concerns of twentieth century American Studies. Students are required to purchase the novel and read it in the term break (Oxford University Press, ISBN 0192833855; copies on order at Weiland or available from internet bookstores). Additional materials will be made available in the form of a *Reader*. The seminar will culminate in a conference with students of a similar course at Humboldt University, at which students from both universities will present the results of their research in (hopefully) maritime surroundings. Sign up in time!

Klaus

The Literature of the Spanish Civil War

Hauptseminar

Di. 17.15-18.45, R. 8023

The Spanish Civil War (1936-9) was not a 'poets' war', but it is true that writers and intellectuals from many countries of the world including Britain and the United States flocked to Spain in support of the agonising Republic in an attempt to stem the rising tide of Fascism. Not surprisingly therefore, many who fought in Spain, or visited the front, recorded their experiences.

This course proposes to examine some of the best known literary responses to the War in the English language by W. H. Auden, John Cornford, Ernest Hemingway, Langston Hughes, George Orwell and Edwin Rolfe. The works to be considered were all written during or in the immediate aftermath of the War. They include poems, a novel and a reportage. I shall ask Weiland to stock:

Hemingway, E. (1940), *For Whom the Bell Tolls*, New York: Random House.

Orwell, G. (1938), *Homage to Catalonia*, Harmondsworth: Penguin Modern Classics.

The poetry will be made available in class.

Wallat

American Utopian and Dystopian Novels

Hauptseminar

Fr. 09.15-10.45, HG 229

The word “utopia” was coined by Sir Thomas More in his work *Utopia* (1516), from Greek terms meaning “no” and “place”. However, many consider the concept to have been in existence long before More. One example is the biblical Garden of Eden, which represents a natural utopia now lost. Another, *The Republic* of Plato, sees Plato seeming to invite philosophers to establish an ideal state, whereas More describes an imaginary society without the inequalities of money and status which characterized his own Tudor England. These cases illustrate three different functions of utopia in literature and philosophy. An author may intend a utopia as a nostalgic vision, a feasible social experiment, or a form of social criticism. In the 20th century, the seeming impossibility of utopia (and the many failures to create it) has produced its converse: anti-utopia or dystopia, in most cases bleak visions of the doom awaiting mankind.

This course will focus on two utopian novels – Edward Bellamy's *Looking Backward* (1888) and Charlotte Perkin Gillman's *Herland* (1915) and on two dystopian novels – Ray Bradbury's *Fahrenheit 451* (1953) and Marge Piercy's *Women on the Edge of Time* (1976).

The books are on order at the Thalia bookstore.

Sprachwissenschaft

Kornexl

Standard English: Past, Present and Future

Hauptseminar

Di. 11.15-12.45, R. 8023

Heated debates about the variety of English to be taught within the National Curriculum in England and Wales during the late 1980s and equally controversial discussions about the comparative status of Spanish and ‘Ebonics’ in the United States have led to increased linguistic research into the complex notion of ‘Standard English’ both from a historical and a modern point of view. English can boast an exceptionally long, though discontinuous history of standardization. The conscious development and cultivation of a supraregional *Schriftsprache* in Late Anglo-Saxon times was followed by more than 300 years of largely unrestrained diversification before a new process of standardization set in during the early 15th century. After examining the linguistic and social determinants and effects of this process, both with regard to writing and speech, we will take a critical look at the current position of Standard English in a national and international context and discuss its future perspectives, epitomized e.g. in David Crystal's provocative reading of RP as “Requiescat in Pace” and in the frequent description of Estuary English as “the new RP”.

Bös

Selected Aspects of Media Discourse

Hauptseminar

Mi. 11.15-12.45, R. 8028

Media discourse comprises a diversity of genres, from the print media through various audio-visual formats (e.g. TV talk shows, films and music videos) to the Internet. The central questions in this course will be how media discourse is shaped and how, at the same time, it is shaping our world. Special attention will be given to a critical analysis of how language can create different realities. This includes a discussion of aspects such as personalisation and discrimination (e.g. racist and sexist tendencies), the construction of identities and images. For example, linguistic elements like pronunciation, vocabulary and syntactic patterns may reveal important sociolinguistic information, not only about the creators of media texts, but also about their potential addressees. Apart from that, the influence of visual elements will be taken into account as well.

A selected bibliography and topics for presentations and papers will be provided at the beginning of the term.

Brock

Orality and Literacy

Hauptseminar

Do. 11.15-12.45, R. 7023

Written and spoken texts, e-mail messages and internet chats differ from each other in a number of dimensions (linguistic structure, circumstances of production and reception, planning, expressiveness, etc.). The course looks at some of these dimensions, specifically at the relation between medium and

Lehrangebot - Hauptstudium

text structure. It also discusses popular prejudices against some media as well as the relationship between media and society.

McLuhan, Marshall / Quentin Fiore (2001[1967]). *The Medium is the Massage. An Inventory of Effects*, Corte Madera: Gingko Press.

Ong, W. (1990[1982]). *Orality and Literacy. The Technologizing of the Word*, London: Routledge.

Postman, Neil (1985). *Amusing ourselves to Death*, London: Methuen.

+ seminar reader

Kornexl

English Examined: a Critical Analysis of Observations on the English Language

Übung

Di. 15.15-16.45, 14tägl., gerade Wochen, R. 8023

Explicit comments on the English language, its nature and status, and on specific aspects of usage can be found from Anglo-Saxon times onwards. Those who exhibited an active interest in the vernacular were by no means all teachers or professional linguists, as e.g. Benjamin Franklin's involvement with spelling reform shows. In this seminar both historical and modern statements about the character of English, its suitability as an adequate and effective means of communication and its alleged advantages and deficiencies will be analysed and discussed. We will also try to place these individual views in their respective linguistic and socio-cultural contexts.

Brock

Linguistisches Repetitorium

Übung

Di. 15.15-16.45, 14tägl., ungerade Wochen, R. 8023

Based on the discussion of previous exams, this course aims at preparing participants for the linguistic paper of the written Lehramts- and Magisterexamen. This will be linked with a reactivation of basic knowledge in the areas of phonetics, word-formation, text linguistics, pragmatics and stylistics. This will also be helpful in the preparation for the oral part of the final exams.

A list of topics and tasks for discussion as well as a detailed reading list will be provided in the first session.

Kultur Großbritanniens und Nordamerikas

Linke

Revisioning the Old West

Hauptseminar

Di. 09.15-10.45, R. 8023

The introductory sessions will be devoted to a description of the region, a brief introduction to revisions in Western historiography and central themes in the mythology of the old West. This class will deal with two different kinds of primary texts, i.e. Western novels and films. The two novels (Owen Wister, *The Virginian*; Larry McMurtry, *Lonesome Dove*) provide the basis for a comparison between old and new Western novels. The second set of texts for comparison consists of two classic and two revisionist Western films, which will be compared especially with regard to their ideological implications.

The Virginian and *Lonesome Dove* will be available in the Uni-Buchhandlung from January 2004. All participants in the seminar are expected to have read both novels by the beginning of the summer term.

Linke/Möller

Film – Gender – Film Music

Hauptseminar

Mo. 09.15-10.45, R. 8023

This class will be taught jointly by Prof. Möller (film music/musikwissenschaftliche Aspekte) and Prof. Linke (visual/textual aspects and context). In the introductory sessions, we will discuss the concept of gender and look at methods of analysing film and film music on the macro and micro levels. We will watch roughly five British and American films, such as, e.g. *The Man Who Knew too Much* (Hitchcock), *The Rocky Horror Picture Show*, and *Billy Elliott*, and then analyse the constructions and subversions of femininity and masculinity through the combination of imagery, language and music.

The films and most readings will be in English, but discussions and presentations in class will be in German. Since this class requires some experience in film and gender studies, it is recommended for students preparing for their M.A.

Mackenthun **Caught in the Prison-House of Language? History, Narrative, Method** Hauptseminar

Di. 15.15-16.45, R. 8028

Imagine you're a historian busy reconstructing a past event and along comes a radical deconstructionist telling you that history is nothing but a text! You'd have several options: reject the deconstructionist's claim (but he has some very intelligent arguments), shift your field of research (e.g. by becoming a literary scholar), or take up the challenge and critically revise your own historiographical methods. In this seminar we will look at historians who took up the challenge, as well as literary scholars who felt the need to step out of the ivory tower of aesthetic and philosophical contemplation and face the fact that literary texts are products and producers of 'history' as well. We will look at various historical and literary examples from representatives of the *nouvelle histoire*, the New Historicism and the British cultural materialism in an attempt to arrive at a better understanding of the interplay between 'texts' and 'events' in the writing and making of history. Students are required to purchase Shakespeare's *The Tempest* - preferably the Bedford St. Martin's edition, ed. Gerald Graf and James Phelan, ISBN 0312197667; or alternatively the Oxford University Press edition, ed. Stephen Orgel, ISBN 0192834142 (some copies on order at Weiland bookstore, others available from internet bookstores). The new *Norton Shakespeare* (complete plays) would also do. All other texts will be made available as a *Reader*. For general preparation I recommend Carlo Ginzburg's *Der Käse und die Würmer* and Aram Veaser, ed. *The New Historicism*.

Fachdidaktik und Vermittlungskompetenz

Garbe **Englisch zwischen Vermittlung und Aneignung** Proseminar

Di. 09.15.-10.45, R. 8028
(5./6. Semester)

Die Lehrveranstaltung vertieft die im Grundkurs vermittelten Prinzipien des Lehrens und Lernens anhand typischer Unterrichtssituationen und -materialien. Die Studierenden werden befähigt, diese zu analysieren, zu entwickeln und zu gestalten.

Garbe **Reading is Fun - Zur Arbeit mit Lesetexten im Englischunterricht** Übung

Do. 09.15-10.45, 14tägl., gerade Wochen, R. 8020

Neben einem allgemeinen Überblick über die Lesestrategien und Komponentenübungen zur Entwicklung des Lesens, die durch Beispiele erläutert werden, steht die kreative Gestaltung von Aufgaben zur Steuerung des Leseprozesses, zur Auswertung des Gelesenen und für die weiterführende Arbeit mit dem Text im Mittelpunkt der Lehrveranstaltung.

Garbe/Gall **Medieneinsatz im Englischunterricht** Übung

Mo. 11.15-12.45, 14tägl., ungerade Wochen, R. 8028

Im Mittelpunkt der Übung steht die effektive Nutzung moderner Medien unter fachdidaktischem Aspekt. Die Teilnehmer lernen verschiedene Medien und deren unterschiedliche didaktische Einsatzorte kennen, wählen sie entsprechend vorgegebener Unterrichtssituationen aus und erproben sie in Demonstrations- und Übungsphasen.

Garbe **Darstellendes Spiel im Englischunterricht** Übung

Do. 09.15-10.45, 14tägl., ungerade Wochen, R. 8020

Theoretische Grundlagen des darstellenden Spiels und Möglichkeiten ihrer praktischen Umsetzung stehen im Mittelpunkt dieser Lehrveranstaltung. Die Studenten lernen die motivierende Rolle des darstellenden Spiels kennen und erwerben Kenntnisse über die Möglichkeiten des Einsatzes von zur

Dramatisierung geeigneten Texten und Kriterien zu deren Auswahl. Eine optimale Prozessgestaltung wird anhand typischer Fallbeispiele geplant und diskutiert.

Siebold **Entwicklung des Sprechens im Englischunterricht** Übung

Mi. 11.15-12.45, 14tägl., ungerade Wochen, R. 8023

Seit der „pragmatischen Wende“ der siebziger Jahre wird Sprechen als kommunikatives Handeln bestimmt und didaktisch-methodisch reflektiert. Das mitteilungs- und adressatenbezogene Sprechen gilt mit Recht als Kernbereich des Englischunterrichts. Die Übung rückt anregende Verfahren und Techniken in den Mittelpunkt, die den Schülern helfen, ihr mündliches Ausdrucksvermögen im Englischen zu entwickeln und Scheu oder Zurückhaltung, die sie fühlen mögen, zu überwinden. Eine Grundlage hierfür stellen Videos zur Demonstration ausgewählter Lehrtechniken dar. Literatur beim Seminarleiter (vgl. auch www.kommunikation-in-aktion.de)

Garbe/Siebold **Planung und Analyse von Unterricht** SPÜ

Zeit und Raum nach Vereinbarung

LA für Gymnasium, Haupt- und Realschule

Die Schulpraktischen Übungen begleiten das Proseminar oder schließen sich ihm an. Unter Anleitung eines Fachdidaktikers sammeln die Studierenden erste unterrichtspraktische Erfahrungen. Diese beziehen sich auf die Planung konkreter Unterrichtsstunden, ihre Durchführung und die Analyse. Die Studierenden sollen in die Lage versetzt werden, in vorausgegangenen Lehrveranstaltungen gewonnene Erkenntnisse und Einsichten zur Gestaltung von Unterrichtsstunden zu nutzen. Darüber hinaus sollen sie lernen, Unterrichtsstunden oder einzelne ihrer Phasen unter verschiedenen, in jedem Fall aber wissenschaftlich begründeten Aspekten zu beobachten, zu protokollieren und zu analysieren. Auf dieser Grundlage üben sie, Unterrichten zu reflektieren und zu diskutieren.

Mindt, Dieter (1995), *Unterrichtsplanung Englisch für die Sekundarstufe I*, Stuttgart/Dresden: Klett Verlag.

Ur, Penny (1996), *A Course in Language Teaching*, Cambridge: Cambridge University Press.

Linke **Englischunterricht als Kulturunterricht? Modelle und Methoden** Hauptseminar

Mi. 09.15-10.45, R. 8028

Dieses Hauptseminar beginnt mit einer Diskussion des Kulturbegriffs, da dieser weitreichende Auswirkungen auf die Inhalte des Englischunterrichts hat. Es widmet sich der Frage, inwieweit Kulturvermittlung und –aneignung ein eigenständiger Bereich des Englischunterrichts sein kann. Dabei werden nicht nur Bedeutung und Formen interkultureller Kommunikation im EU betrachtet, sondern auch Kulturvermittlungsmethoden aus der Praxis des Zweitsprachenerwerbs mit Bezug auf ihre Anwendbarkeit auf den schulischen Fremdsprachenunterricht betrachtet und einer kritischen Prüfung unterzogen.

Sprachpraxis

Jahnke **Translation English-German II A + B** Übung

Gruppe A: Di. 13.15-14.45, R. 8023

Gruppe B: Di. 15.15-16.45, HG 232

The main aim of this course is to further the students' development of translation skills on the basis of texts which are both authentic and wide-ranging in scope. The course activities are used to heighten the students' language awareness and to train them to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity). Special emphasis is placed on analysing style, tone and register of the texts selected. The material is also used to illustrate particular aspects of language and structure and to expand the students' vocabulary. The translations are compared, analysed and criticised in class.

A German-English/English-German Dictionary, a thesaurus, an English-English Dictionary

Translation German-English A + B

Übung

Gruppe A (N.N.): Fr. 09.15-10.45, R. 9028

Gruppe B (N.N.): Fr. 11.15-12.45, R. 8023

The main purpose of this course is to train students to recognize translation problems caused by various syntactic, structural, phraseological and intercultural factors. By the end of the semester participants will have developed strategies for solving such problems on their own. The first half of the course deals with traditional literary texts, where emphasis is placed on tone, style, and register. Later we will practice oral interpretation skills (interview Q & A transfers, conference presenting, and simultaneous interpretation) and then look at target use texts from advertising, journalism, and other "real world" areas.

Students must prepare work on a weekly basis and submit written translations for marking.

An extensive German-English/English-German dictionary, a thesaurus, an English-English dictionary, an etymological dictionary of German

Brehmer

Translation German-English, Examenskurs

Übung

Di. 15.15-16.45, HG 229

Nur für Lehrämter.

This course is designed for students who intend to take their final translation examination in the coming academic year. Based on exam-type texts, the course concentrates on exam strategies while attempting to iron out basic problems of grammar. Students should have already attended the general translation course. Participants must prepare texts on a weekly basis and submit written translations for marking.

An extensive German-English/English-German dictionary, a thesaurus, an English-English dictionary, an etymological dictionary of German

Schneider

Essay Writing

Übung

Fr. 09.15-10.45, R. 8023

This course is ideally suited for students who have already attended a writing course in the Grundstudium. Its aim is to further the development of the students' writing abilities. After a brief review of sentence and paragraph structure, the course will concentrate on techniques used e.g. in writing descriptions, argumentation, as well as persuasion. In addition, students will also learn to analyse a topic, to develop a structure for their ideas, and will be guided in editing essays to meet criteria appropriate to Hauptstudium level.

Students will complete several longer essays for marking as well as shorter homework assignments.

N.N.

Academic Writing

Übung

Do. 13.15-14.45, HS 12

This course compliments the "Essay Writing" course also offered in the Hauptstudium in that it focuses on composition according to classical academic forms. In addition to essays, we will look at the reading summaries, reports, and proposals, as well as traditional term papers and thesis assignments. We will work on outlines, parts of an argument, researching, using references and source citation, as well as basic mechanics of writing (grammar, punctuation, spelling). Topics will be taken from the fields of education and literacy, current political events, regional interest, and from the coursework you are doing in the fields of linguistics and literature as a part of your studies.

NB: Students are required to hand in written assignments for marking either in electronic format or typed. So if you do not already work with a word processing program, you will want to get started during the semester break.

N.N.

Academic Writing. Examenskurs für MA

Übung

Mi. 09.15-10.45, HS 315

Participants in this course should have already taken a writing course in the Hauptstudium, either "essay" or "academic". After a quick and dirty review of what an academic essay is and why you are being asked to compose one as part of your final exams, we will spend most classes in exam practice

situations. This includes analyzing the question or topic, brainstorming under pressure, outlining and creating rough drafts, estimating time and output, and basic proofreading techniques.

N.N.

Business English

Übung

09.15-10.45, HS 14

This course is intended to introduce basic business skills such as business writing (internal and external modes of correspondence, reports, memos, etc.), business reading, and listening and responding to the spoken word (telephone, meetings, interview). Basic business vocabulary (finance, marketing, accounting) will be introduced and participants will be able to practice communication skills for office occupations. An important part of the course are role plays, where students get the chance to apply what they have learnt and exercise their skills in decision finding and other situations. Time permitting, we will also explore PR work and dealings with the press.

Jones, Leo and Richard Alexander (2000) *New International Business English. Student's Book*, Updated German Edition. Cambridge: CUP. ISBN: 3-12-502710-1

Hart

Oral Skills II A + B

Übung

Gruppe A: Di. 15.15-16.45, R. 7023

Gruppe B: Di. 17.15-18.45, R. 7023

This course will develop your spoken English skills for use in a variety of contexts, particularly academic ones. We shall concentrate on the exchange of information, experience and impressions. The exercises will often be done in pairs and small groups. We shall also develop and practise the skills and techniques required to give an academic presentation.