

# WINTERSEMESTER 2000/01

## Lehrveranstaltungen

Die folgende Übersicht gibt den Stand der Planung vom Juni 2000 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters.

### VORLESUNGEN UND LECTURE COURSES

Klaus **Landmarks in English Fiction 1840-1920** Vorlesung

Mi. 12.15-13.00, HS 10020, A.-Bebel-Str. 28

These lectures trace the development of the English novel (and of shorter fiction) from the rise of critical realism to the advent of modernism by focusing on the major achievements of the period: the *chefs d'oeuvre* of Dickens, the Brontës, George Eliot, Hardy, Conrad, Lawrence and Joyce. Some of the wider issues raised during the semester are why it is at this stage, for the first time in English literary history, that the novel becomes the dominant form; why and how the representation of reality, and what is considered significant in reality, changed radically over this period; and why it took an injection of foreign blood, i.e. *emigrés*, to raise the English novel to the high modernist peak.

Meyn **American Literature: 17<sup>th</sup> - 20<sup>th</sup> Century Texts** Lecture Course

Di. 13.15-14.45, HS 315, Hauptgebäude

This course consists of lectures on selected topics from American literary history, ranging from colonial beginnings to present times. The course will begin with a glimpse at Puritan writing and the literature of Enlightenment (Benjamin Franklin). Then we shall move on to American romanticism (Irving, Bryant, Cooper, Hawthorne, Whitman) in the first half of the 19<sup>th</sup> century and to the period of realism and naturalism between 1870 and 1900. The last part of the lecture course will be devoted to the literary periods of modernism (Hemingway, Fitzgerald, Dos Passos, Faulkner, Williams) and postmodernism (Pynchon, Barthelme, Abish) between 1920 and 1980. If possible, students will be provided with excerpts of the text under consideration.

Ungerer **Descriptive Linguistics in the 20<sup>th</sup> Century:  
a Survey of Major Approaches** Vorlesung

Mi. 11.15-12.00, HS 10020, A.-Bebel-Str. 28

If successful, the lectures should serve as both review and as an appetizer. It should pick up the topics you have come in contact with in your Grundkurse and other linguistic courses and put them into a wider context, while pointing out interesting aspects of linguistic development. What the lectures cannot do is supply anything approaching a comprehensive account of modern linguistics. Instead, they will pick out major 'schools' and illustrate them with one or two examples. The aim is to show how each approach has challenged critics to develop a new approach and how this has led to a broad theory of what language is about. The lectures will be structured as follows:

- System linguistics: Saussure's concepts, structuralism and early generative approaches;
- the inclusion of pragmatic aspects (theme-rheme structure, speech acts, conversational maxims) and sociolinguistics aspects (speech situation, varieties, codes);
- the beginnings of text linguistics and discourse analysis;
- the development in the 80s and 90s (cognitive lexicology, syntax between artificial intelligence and 'interpersonal' communication, new developments in pragmatics, sociolinguistics and language typology).

The lectures will be accompanied by handouts and bibliographical references.

Schneider, K **An Introduction to Media Texts** Lecture Course

## **Lehrveranstaltungsangebot - Grundstudium**

Do. 11.15-12.45, HS 315, Hauptgebäude

All of us have, of course, read a newspaper or watched television before, but how aware are we of the language and strategies used in these media? The aim of this lecture course is to raise awareness and perform analysis on how language is used in English media, particularly in newspapers and television.

Starting with newspapers, the lecture course will provide a short overview of the historical development of this medium from 1700 (the time when English newspapers first started to boom) to the present day. A comparison of the "old" and "new" papers will show that not only the layout, but also the language used in this medium changed quite markedly in the course of the centuries.

Comparing modern newspapers, different types of newspapers (popular vs qualities), texts (information vs opinion), structures of stories (hard vs soft news) and effects (information vs entertainment) will be introduced. Special attention will be paid to the language used in headlines and advertising.

Switching to television, analysis of news interviews and talk shows will reveal how language is used in this medium and in which ways it differs from everyday conversation.

## **GRUNDSTUDIUM**

### **Literaturwissenschaft**

Kilb

#### **Reading Course Literature A + B + C + D**

Übung

Gruppe A: Mo. 15.10-15.55, SR 232, Hauptgebäude

Gruppe B: Mo. 16.00-16.45, SR 232, Hauptgebäude

Gruppe C: Di. 15.10-15.55, HS 12, Palaisgebäude

Gruppe D: Di. 16.00-16.45, HS 12, Palaisgebäude

Studying literature invariably involves reading books: novels, plays, poetry, essays, theoretical texts etc. To save yourselves from drowning in the sheer number of words you will be expected to read, it is necessary for you to develop certain techniques which allow for an effective reading of literary texts. Moreover, it is essential that, before visiting *proseminars* and *hauptseminars*, you are able to make sense of literary texts, which means that you have to acquire certain skills in textual analysis.

In pursuing the goals, we will have a look at various texts (a reader will be provided at the beginning of the term) which we will discuss in class in the course of the semester. As the French novelist Daniel Pennac says, the attempt to force anyone to read inevitably fails. Therefore the only prerequisite which I expect you to bring along is a certain enthusiasm for texts, for literature, for reading (a disposition without which you should not even consider to study literature in the first place).

Meyn

#### **Reading Course Literature E**

Übung

Di. 17.00-17.45, HS 14, Palaisgebäude

We shall read John Steinbeck's short novel *Of Mice and Men*, available as a Reclam paperback. In order to introduce students to other genres, we shall also read a one-act play and a couple of poems. The play and the poems will be provided as photocopies. All texts in this course are from American literature.

Wallat

#### **Reading Course Literature F**

Übung

Mo. 8.15-9.00, SR 229, Hauptgebäude

This course provides an introduction to the analysis of literature. It will concentrate on the reading and discussion of literary texts in English paving the way for the more comprehensive introduction provided by the Grundkurs: Einführung in die englische und amerikanische Literaturwissenschaft.

Classroom work will focus on American literature and include the reading of a novel, a short story, a play and poems. Sessions will start with a general introduction to the text under consideration followed by the close reading of the example.

The short story and the poems will be provided as photocopies, the novel and the play will be ordered in the "Buchhandlung im Fünfgiebelhaus".

Walt Whitman, "One's Self I Sing"

Allen Ginsberg, "A Supermarket in California"

Washington Irving, "Rip Van Winkle"

J. D. Salinger, *The Catcher in the Rye*

Lorraine Hansberry, *A Raisin in the Sun*

**Grundkurs: Einführung in die englische und  
amerikanische Literaturwissenschaft A + B**

Übung

Gruppe A (Schmitt-Kilb): Do. 17.00-19.15, SR 8023, A.-Bebel-Str. 28

Gruppe B (Wallat): Fr. 9.15-11.30, SR 229, Hauptgebäude

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

**Beginning of the Novel: Aphra Behn and  
Daniel Defoe**

Proseminar

Fr. 11.15-12.45, SR 232, Hauptgebäude

Traditional histories of the English novel often let their accounts begin with Robinson Crusoe. Several newer, particularly feminist approaches emphasise the rich tradition of prose fiction prior to the male triumvirate (Daniel Defoe, Samuel Richardson, Henry Fielding). One aspirant to the title "first English novelist" is Aphra Behn, whose *Oroonoko* (1688) prefigures *Robinson Crusoe* (1719) in several respects: both texts are based on authentic (biographical and autobiographical) material, both are fictional travelogues disguised as factual accounts, both concern themselves with questions of identity as well as with the experience of otherness and difference. Yet while the narrators of both novels encounter a world which is entirely different from the world they know, their responses to the strange and new circumstances differ fundamentally.

The first aim of the "Proseminar" is to read, understand, interpret and enjoy the novels as such. Moreover, we shall have a look at the ongoing critical debates about the two books in particular and the history of the novel in general.

I suggest you buy the well-edited and relatively cheap Penguin editions of both works (R. C.: ISBN 0140430075, O.: ISBN 0140433384). I expect you to have read both novels by week 2, so start reading as soon as you can!

Klaus

**James Joyce: *Dubliners***

Proseminar

Do. 9.15-10.45, SR 7023, A.-Bebel-Str. 28

Diese Sammlung von Kurzgeschichten, entstanden 1904/5, aufgrund widriger Umstände aber erst ein Jahrzehnt später erschienen, führt in das Herz der literarischen Moderne. Wir begegnen hier einem so typischen Schauplatz und Thema der Moderne wie dem Großstadtleben; wir tauchen ein in das Innenleben der Figuren; wir registrieren den Übergang von einer realistischen zu einer symbolistischen Schreibweise und eine unterschwellige Ironie. Der Zyklus der fünfzehn Short Stories, jede in sich geschlossen, ist zugleich als Einheit komponiert, deren Sinn es abschließend – nach der intensiven Beschäftigung mit den Einzelteilen (*close reading*) – zu ergründen gilt.

Das Proseminar ist auch als exemplarische Einführung in die Methodologie der Kurzgeschichteninterpretation gedacht.

James Joyce, *Dubliners*, ed. Terence Brown (London: Penguin, 1992)

Meyn

**The Prose of Stephen Crane**

Proseminar

Mi. 9.15-10.45, SR 8023, A.-Bebel-Str. 28

Stephen Crane is one of the main representatives of American naturalism. Some critics even call him a naturalistic impressionist. Dominant themes in his fiction are the indifference of nature, the vanity and egotism of the protagonists and the responsibility of the individual. We shall focus on his two short novels *The Red Badge of Courage* and *Maggie: A Girl of the Streets* and a few of his short stories, all collected in *Great Short Works of Stephen Crane* (paperback).

Wallat

**Feminism and Poetry: Language, Experience,  
Identity in Women's Writing**

Proseminar

Mi. 13.15-14.45, HS 315, Hauptgebäude

### **Lehrveranstaltungsangebot - Grundstudium**

Women's poetry has frequently been undervalued, misread or simply ignored. Even now there is a tendency to see the woman poet as a slight and freakish phenomenon compared with her substantial sister the novelist, let alone her massive and weighty poetic grandfathers.

This course sets out to ask two key questions: what is specific to women's poetry, and, how do women poets negotiate the peculiar masculine literary and critical traditions by which poetry is normally defined? Based on critical thought of gender studies, this seminar will try to introduce into the province of "feminist poetry" and thus deepen the understanding of women's writing in American literature.

Grounded on the necessity of being *selective*, the course aims at a paradigmatic approach to the analysis of female literary language and identity in literature. The poetic works of five representatives of American women's poetry will be examined: Emily Dickinson (1830-1886), Marianne Moore (1887-1972), Anne Sexton (1928-1974), Sylvia Plath (1932-1963) and Alice Walker (b. 1944).

A bibliography together with a reader and a list of topics for term papers will be provided at the beginning of the course.

## **Sprachwissenschaft**

### **Grundkurs Sprachwissenschaft A + B + C + D**

Übung

Gruppe A (Schneider, K.): Do. 15.15-16.45, SR 229, Hauptgebäude

Gruppe B (Schwieg): Mi. 17.00-18.30, SR 8023, A.-Bebel-Str. 28

Gruppe C (Schwieg): Do. 13.15-14.45, HS 12, Palaisgebäude

Gruppe D (N.N.): Mo. 13.15-14.45, HS 12, Palaisgebäude

Ziel dieser Lehrveranstaltung ist es, einen ersten Überblick über die Gegenstandsbereiche und Grundbegriffe der Sprachwissenschaft zu vermitteln. Dabei werden zunächst wichtige Aspekte der Lautbildung und Betonung (Phonetik, Phonologie), der Form und Bedeutung von Wörtern (Morphologie, Semantik) sowie der Satzanalyse (Syntax) besprochen. Anschließend rücken ganze Texte und deren sprachliche Verknüpfung (Kohäsion) sowie Informationsgliederung (Thema – Rhema) in den Mittelpunkt der Betrachtung.

Weitere interessante Teilgebiete der Sprachwissenschaft, die in diesem Grundkurs kurz vorgestellt werden sollen, sind die Pragmatik, die sich mit der Bedeutung und Wirkung von Äußerungen beschäftigt und die Soziolinguistik, welche soziale und regionale Varietäten einer Sprache (z.B. British English, American English, Indian English) untersucht.

### **Fundamentals of Grammar A + B**

Übung

Gruppe A (Garbe): Mo. 9.15-10.45, SR 8023, A.-Bebel-Str. 28

Gruppe B (Bös): Fr. 11.15-12.45, SR 229, Hauptgebäude

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.

Hoppe

### **Phonetics and Phonology A + B + C + D**

Übung

Gruppe A: Di. 15.15-16.00, SR 7023, A.-Bebel-Str. 28

Gruppe B: Di. 16.05-16.50, SR 7023, A.-Bebel-Str. 28

Gruppe C: Do. 13.15-14.00, SR 7023, A.-Bebel-Str. 28

Gruppe D: Do. 14.05-14.50, SR 7023, A.-Bebel-Str. 28

This course will be a single period combining lecture and practical exercises. The theoretical introductions will be 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.

*Lehrveranstaltungsangebot - Grundstudium*

Highly individualized tapes are available to be used in the classroom or at home. The course-book will prepare you to pass 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 will be handed out to the user if wanted.

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

A Pronouncing Dictionary. Recommendations in the course.

Schneider, K.

## Old English Language and Culture

Proseminar

Di. 11.15-12.45, SR 7023, A.-Bebel-Str. 28

### "**Ʒæt was gōd cyning! – That was a good king!**" (Beowulf, line 11)

This seminar will concentrate on the Old English period (ca. 450-1100 AD) and explore the language and culture of that time. After an introduction to the important historical backgrounds and a detailed study of the Old English vocabulary, morphology and syntax, we will start reading Old English texts in the original in order to get a better feeling for the language and a better understanding of the culture. Apart from important historical sources such as the *Anglo-Saxon Chronicle*, we will be studying and enjoying *Beowulf*, the first great heroic poem written in the English language. While reading the alliterative lines of this poem which were composed more than 1000 years ago, we will not only learn to appreciate the beauty of the Old English language, the wealth of synonyms (e.g. over 30 different words for King) and picturesque compounds such as *hron-rād* (whale's road) for "ocean", but we will also learn a great deal about the culture of the time, i.e. the conflict between the old pagan heroic ideal and the new ascetic ideal of Christianity, which had just been introduced to England.

Siebold

## Spracherwerb und Englischunterricht

Proseminar

Do. 11.15-12.45, SR 7023, A.-Bebel-Str. 28

(ab 3. Semester)

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 Zweitspracherwerbsforschung. Das Schwergewicht liegt dabei auf möglichen Schlußfolgerungen für den Englischunterricht: Wie verhelfen die Erkenntnisse der Zweitspracherwerbsforschung zu Einsichten in Wege und Grenzen des beruflichen Handelns künftiger Englischlehrerinnen und –lehrer?

Themen für Referate und Hausarbeiten sowie eine Leseliste mit unerläßlicher Literatur werden in der ersten Sitzung des Seminars besprochen.

Ungerer

## Phraseology, Proverbs and Linguistic Routines

Proseminar

Do. 15.15-16.45, SR 8023, A.-Bebel-Str. 28

This course will be concerned with the structure and meanings of idioms (*golden handshake*, *dead as a doornail* or *lose one's head*), with proverbs (*The early bird catches the worm* or *A new broom sweeps clean*) and the way in which they are shortened (*an early bird*, *a new broom*). Further topics will be slogans such as *Safety first* or *Value of money*, commonly used quotations like *To be or not to be* and, finally, routine formulas such as greetings, leavetakings and address formulas. Apart from discussing the present use of these expressions, we will also look at some historical aspects, e.g. the old-fashioned ring of many proverbs and the development of greeting routines and address formulas.

Participants who want to acquire a Leistungsnachweis will have to present a paper in class and hand in a written version later on. Other participants will have to contribute a short oral presentation. Topics for papers and reading suggestions will be provided in the first class.

Bös

## Discourse Studies

Proseminar

Do. 11.15-12.45, SR 229, Hauptgebäude

Discourse can take numerous different forms from verbal interaction to written language – from telephone calls to telephone bills, from lectures to novels. At the beginning of this course some of the most significant concepts as well as the various theoretical approaches to the study of discourse will be introduced.

After examining some attempts of discourse classifications, the focus will be on spoken discourse. We will figure out ways of collecting and transcribing data, which constitute the basis of structural analysis. Investigating various types of spoken interaction (e.g. story-telling, classroom discourse, doctor-patient talk), important patterns of overall and sequential organization will be worked out.

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

Ungerer,  
Schneider, K. u.a.

## Textkorpora und Computeranalyse von Texten

Übung

Blockveranstaltung am Freitag, dem 10.11.2000, und an einem weiteren Tag. Die Blockveranstaltung entspricht 1 SWS. Nähere Angaben finden Sie bei den Kommentaren des Hauptstudiums.

## Kultur Großbritanniens und Nordamerikas

### Grundkurs A: Introduction to British and American Studies A + B + C + D

Übung

Gruppe A (Rossow): Di. 7.30-9.00, SR 8023, A.-Bebel-Str. 28

Gruppe B (Siebold): Di. 9.15-10.45, SR 8023, A.-Bebel-Str. 28

Gruppe C (Stridde): Do. 7.30-9.00, SR 8023, A.-Bebel-Str. 28

Gruppe D (Rossow): Fr. 7.30-9.00, SR 8023, A.-Bebel-Str. 28

This course, which is intended to impart basic knowledge and skills (including language skills), will be conducted in English. Students will be introduced to a variety of reference and other basic literature. The course will concentrate on the reading, complementation, and discussion of written texts. Topics and themes will include patterns of settlement and migration; evolution of the United Kingdom and the USA; physical, political and economic geography; political systems; education; media; and economic, industrial, and international institutions and issues. The approach will be mainly comparative.

Rossow

### The Importance of Not Being English

Proseminar

Di. 11.15-12.45, SR 8023, A.-Bebel-Str. 28

This course concentrates on Ireland (Republic of Ireland and Northern Ireland), Wales and Scotland. Topics and themes: historical and current dimensions of nationalism and nationality, cultural and national identity, and relations between England and the aforementioned countries. All students will be required to read specific texts on a week-to-week basis. Individual students will prepare oral presentations of the topics chosen from the list of term papers. Both the general readings and the oral presentations will be discussed in depth in the seminar.

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

Klaus

### Ken Loach, Filmemacher

Proseminar

Di. 18.45-20.15, SR 8023, A.-Bebel-Str. 28

Seit nunmehr 35 Jahren dreht Ken Loach Filme für Leinwand und Fernsehen, die meisten mit kleinem Budget, viele mit Laienschauspielern. Loachs Autorenkino ist so ziemlich das genaue Gegenstück von Hollywood: sozial engagiert, politisch brisant, um Authentizität von Ort und (Arbeiter)Milieu bemüht, ohne ‚sex ‘n‘ violence‘-Szenen, ohne dramatische Kameraführung, lange nur in Großbritannien wahrgenommen und auch dort besonders während der Thatcher-Ära mit Finanzierungsschwierigkeiten konfrontiert, hat der Regisseur in den neunziger Jahren zahlreiche europäische Filmpreise gewonnen und damit wenigstens einige seiner Filme auch hierzulande in die Filmkunstkinos gebracht. Das Proseminar beschäftigt sich mit fünf repräsentativen Streifen aus verschiedenen Abschnitten von Loachs Schaffen, darunter *Kes* (1969), *Looks and Smiles* (1981), *Riff-Raff* (1991) und *Land and Freedom* (1995). In den Anfangssitzungen wird es zunächst darum gehen, sich mit filmwissenschaftlichen Analysebegriffen und -verfahren vertraut zu machen.

Stridde

### Aspects of American Culture in Popular Television Fiction

Proseminar

Mi. 11.15-12.45, SR 8023, A.-Bebel-Str. 28

Television is probably the most powerful communication medium of our day. However, it is often neglected in criticism because we see it as a kind of entertainment that is not worth bothering with. Television reflects the society from which it springs. It is a way of learning about the world and how to fit into it. It provides role models, confers identity, and may even influence and generate attitudes and beliefs among viewers. For this reason, we will take a closer look at some TV series and examine how certain aspects of American culture are presented.

### **Lehrveranstaltungsangebot - Grundstudium**

Course material provides an understanding of historical, social, and political aspects such as gender roles, minorities, environmentalism, homosexuality, etc. On the basis of this background knowledge we will discuss representative episodes of popular TV programs, including *Star Trek*, *Xena*, *Fresh Prince of Bel Air*, *Stargate*, and others (if available), and analyze how these topics are presented on a medium primarily concerned with entertaining its audience.

A reader and a list of topics for term papers will be provided at the beginning of the course.

Susemihl

### **Native American Studies**

Proseminar

Mo. 13.15-14.45, SR 8023, A.-Bebel-Str. 28

This introductory course to Native American culture and history is an examination of American-Indian thought, policies, religion, and society from the earliest times to the present. We will look at various tribes and their environment, government policies such as Indian Removal to reservations and Native resistance. More recent topics include the Indian New Deal, Native Americans in WW II and Vietnam, termination and the Red Power movement. We especially want to familiarize us with the imaginative life of the American Indian as it was expressed in “literary” form and explore the many diverse ways Native Americans described themselves through verbal forms. We will read origin and trickster stories, captivity tales, autobiographies and novels written by contemporary Native Americans who have brought their tribal past into the present and who have wished to integrate the two imaginatively. We will also talk about the ways non-Indians have represented the Indian in their own art and writing.

A reader will be provided at the beginning of the course. The fiction will be ordered in the “Buchhandlung im Fünfgiebelhaus”:

Welch, James (1987) *Fools Crow*.

Silko, Leslie Marmon (1986) *Ceremony*.

Susemihl

### **Native Americans in the 20<sup>th</sup> Century United States**

Proseminar

Mo. 15.15-16.45, SR 8023, A.-Bebel-Str. 28

This course charts the diverse experiences of Native Americans in the twentieth century United States. Most courses focus on the nineteenth-century experiences of tribal groups, implicitly confirming what most Americans presume – that the “real” Native American past ended with the surrender of Geronimo and the massacre at Wounded Knee. While we will review the critical battles of the late nineteenth century, the bulk of the course will examine the less obviously glamorous, but more highly contested and politically varied years that followed. As a result, we will look not only at federal policies toward tribes, lands, and traditions, but also at the continuing efforts of Native Americans to represent themselves, their stories, and their cultures on their own terms. It is a course that examines efforts to control culture and to reproduce it at the same time; it is a course about contested meanings and contested space.

A reader will be provided at the beginning of the course. The fiction will be ordered in the “Buchhandlung im Fünfgiebelhaus”:

McNickle, D’Arcy (1975) *The Surrounded*.

Kroeber, Theodora (1973) *Ishi, Last of His Tribe*.

## **Fachdidaktik**

Siebold

### **Grundkurs: Grundfragen der Fachdidaktik Englisch**

Übung

(ab 3. Semester)

Mo. 11.15-12.45, SR 8023, A.-Bebel-Str. 28

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.



**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 improve the specific aspects of English that they are weakest in. More detailed, the aims of the course are to build on the vocabulary that students already know and increase their range of expression, revise the 'problem areas' of English grammar, increase students' awareness of and sensitivity to degrees of appropriateness in their use of English, encourage students to improve their English outside class by reading widely and practise it with native speakers and with each other and, last but not least, make the students aware of the fact that they themselves are responsible for their own progress. The material is organized in units, each of which is based upon 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 I**

Übung

Gruppe A (Jahnke): Mi. 11.15-12.45, SR 229, Hauptgebäude; Fr. 11.15-12.45, SR 8023, A.-Bebel-Str. 28

Gruppe B (Adam): Mo. 11.15-12.45, SR 229, Hauptgebäude; Fr. 9.15-10.45, SR 230, Hauptgebäude

Gruppe C (Hoppe): Mo. 13.15-14.45, HS 14, Palaisgebäude; Do. 9.15-10.45, SR 229, Hauptgebäude

**Towards Proficiency II**

Übung

Gruppe A (Schneider, Ch.): Di. 9.15-10.45, SR 7023, A.-Bebel-Str. 28

Gruppe B (Hoppe): Mi. 9.15-10.45, SR 229, Hauptgebäude

Adam

**Translation English - German I**

Übung

Fr. 11.15-12.45, SR 230, Hauptgebäude

The aim of this course is to develop the students' ability to translate texts of different kinds into proper and 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. In class, we will compare and discuss your translations.

Jahnke

**Writing Skills**

Übung

Gruppe A: Mi. 13.15-14.45, HS 12, Palaisgebäude

Gruppe B: Do. 15.15-16.45, SR 7023, A.-Bebel-Str. 28

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.

Schneider, Ch.

**Reading Skills**

Übung

Di. 11.15-12.45, SR 229, Hauptgebäude

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

### **Lehrveranstaltungsangebot - Grundstudium**

reading purpose. After an initial session in consciousness raising the course will be 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.

N.N.

### **Oral Skills I**

Übung

Mi. 15.15-16.45, SR 4035, Zwischenbau A.-Bebel-Str. 28

In this class we will discuss topics like education, films and cinema-going, music, sport and fitness, problems of young people, current political affairs, amongst others. Students will be asked to give an introduction, discuss or debate the problems raised, also guide discussions. The main aim is to enlarge the active vocabulary, use language functions accurately, and to develop confidence in speaking from notes or freely. (Maximum no. of participants: 15)

Jahnke

### **Introduction to Translation**

Übung

Fr. 9.15-10.45, SR 4035, Zwischenbau A.-Bebel-Str. 28

Primarily, this course aims at mastering certain principles which are applied when translating into and from the English language with special consideration for English-German language relations. The course deals with a number of semantic and grammatical problems which recur when translating and demonstrates that techniques can be developed to solve them. It concentrates on the students' mental preparation for the task, various approaches to translating, and the development of systematic strategies. This is not done on the basis of complete texts, but with the help of carefully chosen examples in the form of collocations and individual sentences.

The course is also designed to help students expand their vocabulary and begin establishing their own individual files of words, phrases, collocations, etc. which they do not find in their dictionaries.

Hoppe

### **Listening Comprehension and Oral Production**

Übung

Di. 13.15-14.45, SR 7023, A.-Bebel-Str. 28

The material is designed to give learners realistic practice in listening. The recordings cover occasions on which the person receiving the language can be said to be primarily a listener. It is likely that at some point in the future 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 will provide an effective starting point for talks, comments, discussion or a role-play.

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

Hoppe

### **Remedial Grammar**

Übung

Gruppe A: Mi. 7.30-8.15, SR 8023, A.-Bebel-Str. 28

Gruppe B: Mi. 8.20-9.05, SR 8023, A.-Bebel-Str. 28

This course is highly recommended to those students who did not do particularly well in the assessment test and feel that they should improve their grammar. The course will provide a lot of practice and discussion on topics such as word order, formation of questions, tense and aspect, passive voice, articles, complex sentences, etc.

This is an optional course. Regular participation will entitle the student to a credit for the 'wahlfreier Bereich'.

One of the following scientific grammar books should be in your possession. In accordance with your regular grammar courses we recommend one of the first two.

Leech, G. and J. S. Svartvik (1992) *A Communicative Grammar of English*, London: Longman.

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

Thompson, A.J. and A.V. Martinet (1990) *A Practical English Grammar*, Oxford: OUP.

Swan, M. (1992) *Practical English Usage. A Reference and Practice Book for Intermediate Students*, Cambridge: CUP.

Gruppe A: Do. 7.30-9.00, SR 7021, A.-Bebel-Str. 28

Gruppe B: Do. 9.15-10.45, SR 7021, A.-Bebel-Str. 28

This optional course is aimed at students who have no or little experience of using modern technology (especially computers) for supporting their studies and who wish to acquire new skills. The course will cover the following areas:

- Basic video and audio technology
- Satellite television and radio
- Worldband-receiver and BBC-English
- Basic computer literacy: PC hardware, Windows
- Current CALL (Computer-Assisted Language Learning) materials
- Encyclopedias, bibliographies, dictionaries, etc. on CD-ROM and DVD
- Computer-based testing
- Using computer databases
- Using concordances
- Internet and e-mail

Course participants will be able to take advantage of the excellent computer facilities in the Medienkabinett and PC-pool.

## **Werbung 2**

**Klett Verlag 1**



## HAUPTSTUDIUM

### Literaturwissenschaft

Klaus

#### **Meister des viktorianischen Romans: Charles Dickens und George Eliot**

Hauptseminar

Di. 13.15-14.45, SR 8023, A.-Bebel-Str. 28

In der zweiten Hälfte des 19. Jahrhunderts entwickelt sich der englische Roman zu einem umfassenden Mittel der Wirklichkeitserfassung und -darstellung. Inspiriert vom Geist der Wissenschaft, getragen von einer humanistischen Einstellung, wird der Roman kritischer, analytischer, "objektiver" (d.h. die Subjektivität des Erzählers wird eingeschränkt). Der Gegenwartsalltag tritt in den Vordergrund, die Gesellschaft wird panoramatisch einbezogen. Der späte Dickens und George Eliot (Mary Ann Evans) können als Hauptvertreter dieses "kritischen Realismus" gelten. An drei monumentalen Werken, jeweils durch etwa ein Jahrzehnt getrennt, soll die Herausbildung dieses kritischen Bewußtseins und der mit ihr einhergehenden ästhetischen Reflektiertheit verfolgt werden.

Charles Dickens, *Dombey and Son* (1847-8), Penguin-Ausgabe, ed. Peter Fairclough (London, 1970)

Charles Dickens, *Great Expectations* (1860-1), Oxford World's Classics-Ausgabe, ed. Margaret Cardwell (Oxford, 1993)

George Eliot, *Middlemarch* (1871-2), Everyman-Ausgabe, eds. Margaret Harris und Judith Johnston (London, 1997)

Meyn

#### **American Renaissance: Emerson, Thoreau, Hawthorne, Melville**

Hauptseminar

Do. 11.15-12.45, SR 8023, A.-Bebel-Str. 28

The American Renaissance was not a re-birth of something that had existed before. It was a product of cultural tendencies in evolution through religious and political debate, as well as historical circumstance. Romanticism also had some share in it. Between 1850 and 1860, American writers, mostly from New England, created works of great imaginative vitality that have become classics of American literature. In our course we shall focus on some of them - Emerson's essay *Nature* (1841), Thoreau's *Walden* (1854), Hawthorne's *The Blithedale Romance* (1852) and Herman Melville's *Moby Dick* (1851).

Meyn

#### **American Metafiction**

Hauptseminar

Mi. 13.15-14.45, SR 8023, A.-Bebel-Str. 28

Metafiction challenges any naive realist concept of representation but also any equally naive textualist or formalist assertion of the total separation of art from the world. The self-reflexivity of metafiction, often discussed under the labels of playfulness, intertextuality, parody and the discourses of history, should not detain us from the fact that metafiction also tries to come to terms with our world and the forces which shape it. We shall discuss four metafictional novels published between the 1960s and the 1980s - Thomas Pynchon's *The Crying of Lot 49*, Richard Brautigan's *Trout-Fishing in America*, E.L. Doctorow's *The Book of Daniel* and Don DeLillo's *White Noise*.

Klaus

#### **Examenskolloquium: Britische Literaturwissenschaft**

Übung

Mi. 17.00-18.30, 14tägl., R. 8011, A.-Bebel-Str. 28, 14tägl. (Beginn: 25.10.2000)

Es werden im wesentlichen Themenwahl, Konzeption und anfallende Schwierigkeiten beim Verfassen von Staatsexamens- und Magisterarbeiten erörtert. Persönliche Anmeldung erforderlich.

**Sprachwissenschaft**

Ungerer

**Sociolinguistics: Selected Topics**

Hauptseminar

Di. 15.15-16.45, SR 8023, A.-Bebel-Str. 28

This course will approach the study of language from the angle of 'minorities': Black English and other ethnic varieties, the language of women, of children, adolescents and older people and people with different educational backgrounds. This will lead us to a critical review and perhaps a redefinition of the notion of "standard" as is held up to foreigners as a model of the English language. Most papers will include a general section and the analysis of suitable language material.

A number of books which are suitable as introductory reading will be made available by mid-September as a preliminary Handapparat in the English reading room of the library. The course programme and bibliographical references will be presented in the first class.

Ungerer

**Linguistic Analysis of Literary Texts - Past and Present**

Hauptseminar

Do. 9.15-10.45, SR 8023, A.-Bebel-Str. 28

This course will attempt to extend a method that has already been quite successfully applied to contemporary texts, mainly conversational plays, to specimens of English literature (mainly plays) from the Elizabethan time to the present. The aim is twofold: On the one hand the course will explore how various linguistic approaches can be used for the analysis of literary texts. The methods covered will include conversation analysis (turntaking, preference and repair, etc), speech act analysis, conversational maxims and politeness strategies as well as sociolinguistic aspects like gender and class. The second goal is to show how the English language and, more particularly, the literary genre of drama developed reflecting social and cultural changes in the process. Presentations and papers will focus on one of the linguistic aspects considered including its application to passages in suitable plays.

Participants who want to take out a 'Weiterer Nachweis in Sprachentwicklung' will have to deliver an oral presentation only, while both an oral presentation and a written paper will be required for a 'Hauptseminarschein'. The course programme, suggestions for papers and bibliographical references will be supplied in the first class.

Ungerer

**Advanced Grammar**

Übung

Do. 12.05-12.50, SR 4035, Zwischenbau A.-Bebel-Str. 28

The course will start out with a survey of noun grammar and determiners (use of the definite article, of *some, any, every, each, all*, etc), then dwell for some time on the use and positioning of adverbials before finally focusing on clause types and the nonfinite structures used to replace them (infinitives, gerunds, participles). Based on a hand-picked collection of examples the course will combine presentational phases with exercises. The aim is to get beyond the mere distinction of correct and incorrect use and to show how an understanding of the pragmatic aspects of grammatical items can help to make the right kind of stylistic choices.

Ungerer,  
Schneider, K. u.a.**Textkorpora und Computeranalyse von Texten**

Übung

Blockveranstaltung am Freitag, dem 10.11.2000, und an einem weiteren Tag. Die Blockveranstaltung entspricht 1 SWS.

Diese Übung führt in den Umgang mit den computerlesbaren Korpora ein, die in der heutigen Sprachwissenschaft eine immer größere Rolle spielen, und informiert über den aktuellen Stand der Computeranalyse. Eingeschlossen ist die Teilnahme an einer ganztägigen Veranstaltung zum Thema im Rahmen der 'Tage der Forschung', in der von Mitgliedern des Instituts und von auswärtigen Gästen eine breite Palette von Textkorpora und Anwendungsmöglichkeiten vorgestellt werden. Vom Institut werden u.a. Prof. Kornexl, Prof. Ungerer, Birte Bös, Kristina Schneider und Geneviève Susemihl beteiligt sein. Beim zweiten Termin, der individuell vereinbart werden kann, besteht dann die Möglichkeit, eine oder mehrere der Methoden unter Anleitung am Computer selbst auszuprobieren.

## Kultur Großbritanniens und Nordamerikas

Rossov

### Stuart Hall: Critical Dialogues in Cultural Studies

Hauptseminar

Fr. 9.15-10.45, SR 8023, A.-Bebel-Str. 28

Stuart Hall's work has been central to the formation and development of cultural studies as an international discipline. *Stuart Hall: Critical Dialogues in Cultural Studies* is an invaluable collection of writings by and about Stuart Hall. This course will examine a representative selection of Hall's enormously influential writings on cultural studies and its concerns: the relationship with marxism; postmodernism and 'New Times' in cultural and political thought; the development of cultural studies as an international and postcolonial phenomenon and Hall's engagement with urgent and abiding questions of 'race', ethnicity and identity.

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

Wallat

### A Social History of Welfare in America

Hauptseminar

Mo. 9.15-10.45, SR 229, Hauptgebäude

The composition of this course relates to continual controversy about socio-economic issues in the USA. It is based on prevailing ideas of the *American Dream* and current debates about political, socio-economic and cultural changes and challenges in the 1990s. Central to this topic is the question of *welfare*.

American welfare practice has been constructed in layers deposited during the last two centuries. Despite accretions and extensions, it has served a consistent and useful set of purposes; its strength derives from its symbiosis with American social structure and political economy; its weakness can be seen in the fact that American welfare hardly qualifies as a system. This course will try to explore its social history.

A reader and a list of topics for term papers will be provided at the beginning of the course.

Bitte beachten Sie auch das folgende Angebot des Instituts für Philosophie:

Wendel

### John Stuart Mill

Übung

Mi. 9.15-10.45, SR 9028, A.-Bebel-Str. 28

Im Mittelpunkt dieses als Lektürekurs angelegten Seminars werden drei grundlegende Texte des Utilitarismus von John Stuart Mill (1806-1873) stehen. Behandelt werden die Texte: "On Liberty", "Utilitarianism" und "The Subjection of Women". Anhand dieser Originaltexte sollen die Grundgedanken der utilitaristischen Philosophie und deren Anwendung rekonstruiert und diskutiert werden.

Die Anschaffung der o.g. Texte in englischer Sprache ist notwendig.

## Fachdidaktik

Garbe

### Englischunterricht zwischen Vermittlung und Aneignung

Proseminar

Di. 9.15-10.45, SR 4035, Zwischenbau A.-Bebel-Str. 28

(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.

Literaturliste bei der Seminarleiterin

Garbe

### Grundfragen des frühbeginnenden Englischunterrichts

Proseminar

Do. 9.15-10.45, SR 4035, Zwischenbau A.-Bebel-Str. 28

LA für Grund- und Hauptschule



### **Lehrveranstaltungsangebot -- Vorschau**

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.

Literaturliste bei der Seminarleiterin

Garbe / Siebold

### **Literarische Texte im Englischunterricht**

Hauptseminar

Mi. 9.15-10.45, SR 4035, Zwischenbau A.-Bebel-Str. 28

LA für Gymnasien, 7./8. Semester

Die Textdidaktik muss vor allem die Fähigkeit fördern, verstehend nachzuvollziehen, was andere bewegt hat, ihre Aussage so zu machen, wie sie sie machen. Ein weiterer Aspekt dieser Arbeit sollte es sein, dass den Schülern bewusst wird, dass 'jemanden verstehen' nicht heißt, dass das Verstandene bzw. die Position des anderen auch gebilligt werden muss. Schließlich gehört zur Textdidaktik auch die Fähigkeit, sich selber und anderen durch sprachlich explizierende Formulierungen zu verdeutlichen, was die gegenseitigen Positionen sind. Im Mittelpunkt des Seminars stehen deshalb aktive Methoden im Umgang mit literarischen Texten, die eine stärker traditionelle Teilung in Analyse und Imagination, Intellekt und Emotion vermeiden sollen. Stattdessen werden begründete persönliche Reaktionen auf den Text gefördert, bei denen die Schüler (literatur-)kritische Gedanken und Empathie verbinden können. Dabei wird der Wert individueller Arbeit nicht unterschätzt, jedoch sollen die Schüler zu partizipatorischen und kooperativen Aktivitäten angehalten werden, um Bedeutungen des Textes zu entdecken und sich damit auseinander zu setzen.

Literaturliste bei den Seminarleitern

Garbe / Gall

### **Medieneinsatz im Englischunterricht**

Übung

Mo. 11.15-12.45, SR 4035, Zwischenbau A.-Bebel-Str. 28, 14tägl. (Beginn 16.10.2000)

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 / Siebold

### **Planung und Analyse von Unterricht**

SPÜ

LA für Gymnasium, Haupt- und Realschule

Zeit und Raum nach Vereinbarung

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) *Unterrichtsplnung Englisch für die Sekundarstufe I*, Stuttgart/Dresden: Klett Verlag.  
Ur, Penny (1996) *A Course in Language Teaching*, Cambridge: Cambridge University Press.

## **Sprachpraxis**

Jahnke

### **Translation English-German II**

Übung

Gruppe A: Di. 7.30-9.00, SR 7023, A.-Bebel-Str. 28

Gruppe B: Di. 9.15-10.45, HS 14, Palaisgebäude

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

### ***Lehrveranstaltungsangebot - Vorschau***

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

Adam

### **Reading and Discussion II**

Übung

Mo. 15.15-16.45, HS 12, Palaisgebäude

The aims of this course are to further the development of reading skills. Mainly literary but also some non-literary texts and various kinds of worksheets provide the basis for the course. Students will have to study the texts, answer questions, prepare short talks and discuss problems. The course is thus also designed to expand the students' vocabulary and their knowledge of grammar, as well as develop their ability to argue and reason. The students will have to prepare the texts in advance.

N.N.

### **Translation German-English**

Übung

Di. 17.00-18.30, SR 7023, A.-Bebel-Str. 28

The main purpose of this course is to train students in recognising and developing strategies for solving translation problems caused by various syntactic, structural, phraseological and intercultural factors. Special emphasis is also placed on style, tone and register. Besides translating texts, course work will consist of comparing, analysing and constructively criticising texts that have already been published in translation. Text types will include literary, journalistic and poetry texts. 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

Palin

### **Oral Skills II**

Übung

Gruppe A: Mi. 17.00-18.30; SR 4035, Zwischenbau A.-Bebel-Str. 28

Gruppe B: Mi. 18.45-20.15, SR 8023, A.-Bebel-Str. 28

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.

Schneider, Ch.

### **Essay Writing**

Übung

Mo. 13.15-14.45, SR 229, Hauptgebäude

This course is ideally suited for students who have already attended a writing course in their Grundstudium. Its aim is to further the development of the students' writing abilities. After a brief review of sentence and paragraph structure this 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.

Brehmer

### **Translation German-English / Examenskurs**

Übung

Mi. 17.15-18.45, SR siehe Aushang, Zwischenbau A.-Bebel-Str. 28

This course is designed for students intending to take their final translation examination in the coming academic year. Based on exam-type texts, the course will concentrate on exam strategies as well as attempt to iron out basic grammatical problems. 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