

WINTERSEMESTER 2002/03

Lehrveranstaltungen

Die folgende Übersicht gibt den Stand der Planung vom Juni 2002 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters.

VORLESUNGEN UND LECTURE COURSES

Ungerer

Psycholinguistics and Cognitive Linguistics: Selected Topics

Vorlesung

Di. 10.05-10.50, HS 10020

BA/MA: Modul A

Psycholinguistics and cognitive linguistics have in common that they consider language as something that goes on in our minds, but they reflect different perspectives: Psycholinguistics describes how utterances are produced and understood and how the command of the language is acquired by children and learners. Cognitive linguistics focuses on how the language system reflects mental processes. Among other things cognitive linguistics shows that the meaning of words has room for prototypical and more marginal examples (good and less good examples of birds, etc.), that basic level terms like *dog* are more important than superordinates like *animal* and subordinates like *poodle*, that abstract terms like *love* or *idea* are metaphorically related to more concrete concepts

The lecture will introduce some of the major concepts of both disciplines, including current research on conceptual blending, and will be accompanied by handouts and suggestions for further reading. For programme updates and further information see:

<http://www.phf.uni-rostock.de/institut/iangam/ungerer/sprachwiss.htm>.

Klaus

A History of the English Utopia

Vorlesung

9.15-10.00, HS 10020

BA/MA: Modul B

These lectures will trace the development of the utopian imagination over the centuries, from the fairly discursive conceptions of a perfect commonwealth in the Renaissance works to the more strongly fictionalised romances of the late 19th century. In the work of H. G. Wells we shall witness the branching off of science fiction and the first expressions of the dystopian mode, which came to dominate the twentieth century.

Mackenthun

History of American Literature: Part II

Vorlesung

Mi. 15.15-16.45, HS 315

BA/MA: Modul B

The second part of the general survey lecture on American literature will carry you from Romanticism up to the multicultural literatures of the present day United States. Special emphasis will be put on the impact of ethnicity, gender, and social relations on American writing. Most texts discussed in the

Lehrangebot - Vorlesungen

lecture are included in the *Heath Anthology of American Literature*, ed. Paul Lauter (2 vols., Fourth edition); purchase is recommended to students planning to specialize in American Studies.

Linke **Media Studies into Cultural Studies** Lecture Course

Mo. 11.15-12.45, HS 218

BA/MA: Modul C

This course will start with a discussion of the terms "media" and "culture" and an outline of the fields of media studies and cultural studies. It will proceed with a more detailed look at the various aspects of media studies such as the system of media, institutions, audiences, and individual media such as the press, radio, TV and film. The focus will be on British and U.S. media, and in the practical sections we will discuss examples from the press, TV and film as cultural material. A bibliography will be provided along with the lecture.

Siebold **Spracherwerb und Englischunterricht** Lecture Course

Do. 9.15-10.45, HS 315

BA/MA: Modul VK 1

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

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?

Bös **Varieties of English – an Introduction** Lecture Course

Mi. 11.15-12.45, HS 10020

BA/MA: Modul A

Even after a short telephone call two complete strangers might be able to tell where the other comes from and what class or ethnic group s/he belongs to. It is the way people speak that reflects their regional and also their social background. This lecture course aims to provide an overview of different varieties influenced by an interplay of variables such as region, education, ethnicity and gender. We will examine the main national varieties (British English, American English, Australian English), but also varieties with a more local colour (e.g. Cockney), differences between men's and women's language and sociolects such as Black English Vernacular. In addition, the course includes discussions about the status of Standard English in contrast to non-standard varieties.

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

Grundstudium

Literaturwissenschaft

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

Übung

Gruppe A (Klaus): Di. 13.00-15.15, R. 8028

BA/MA: Modul B

Gruppe B (Schmitt-Kilb): Di. 15.00-17.15, R. 8023

Nur für Lehramtsstudierende und Wiederholer

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 **Modernism and the Novel: The Case of Virginia Woolf** Proseminar

Do. 15.15-16.45, R. 8023 BA/MA: Modul B
In the first half of the 20th century Virginia Woolf was, together with James Joyce, at the forefront of experimental prose writing in English. The seminar will focus on four novels – *The Voyage Out* (1915), *Mrs. Dalloway* (1925), *To the Lighthouse* (1927) and *The Waves* (1931) – thus tracing Woolf's development from a rather "realistic" (in the sense of 19th century literary realism) to a more subjectivist, impressionistic, "modernist" style. To do this, we will first have to find out what literary modernism is all about. Several key terms (realism, modernism, impressionism, *Bewusstseinskunst*, stream-of-consciousness-technique, etc.) will be introduced and discussed. As Virginia Woolf was also a brilliant literary critic and essayist who defined her understanding of modernism by commenting intensively on her own literary preferences and standards, we will also consider several essays ("Modern Fiction", "Mr. Bennett and Mrs. Brown") and the lecture series *A Room of One's Own* (1929). This will heighten our understanding of how questions of gender and feminism influenced Woolf's modernist aesthetics.

Mackenthun **Edgar Allan Poe and the Horrors of the Enlightenment** Proseminar

Mi. 11.15-12.45, R. 8023 BA/MA: Modul B
This course is meant to introduce you to the work of Edgar Allan Poe, the master of the supernatural, inventor of the detective tale, and master of dark Romanticism. Poe counters the belief, predominant in the 'Age of Reason,' that we can be in full control of our actions with tales about human madness, and his fictions of supernatural horror contest the widespread certainty that every natural phenomenon can be explained scientifically. We will therefore read Poe's stories both as an introduction to and a critique of key concepts of the (American and European) Enlightenment and place them alongside selected Enlightenment texts on madness, illness and death; crime, race and slavery; the state of women; nature and the sublime; travel and discovery, and, of course, revolution. In the term break participants should purchase and start reading Edgar Allan Poe, *The Fall of the House of Usher and Other Writings*. Ed. David Galloway (Penguin Classics). Copies are on order at Thalia bookstore. Additional texts will be found in a mastercopy.

Wallat **Sylvia Plath** Proseminar

Do. 9.15-10.45, HS 14 BA/MA: Modul B
The novel *The Bell Jar* (1963) and the various collections of her poems secured for Sylvia Plath the position of one of the most important women writers in the USA. Plath's work is valuable for its stylistic accomplishments and its brusque expression of themes of gender conflicts, broken families and economic inequality. Her novel and her numerous poems, foreshadowing the feminist writing of the 1960s and the 1970, are also valuable for their ability to reach today's readers, because they are concerned with problems of American culture.
This course provides an introduction to one of the main representatives of "confessional poetry" and 20th century American literature. Reading will include a variety of her most famous poems and her novel *The Bell Jar* (1963). Participants will also read the novel and the poems in their capacity to mirror crucial social, cultural and political issues in the second half of the 20th century. Special emphasis will be put on the discussion of exemplary critical essays about her art.

A reader with a selection of poems and a list of topics for term papers will be provided at the beginning of the course. The novel will be available at the "Universitätsbuchhandlung Thalia".

The Bell Jar (1963)

Wallat

Modern American Short Stories

Proseminar

Mo. 9.15-10.45, R. 229

BA/MA: Modul B

The seminar aims at the introduction to modern American authors of the first decades of the 20th century: Sherwood Anderson, Ernest Hemingway, F. Scott Fitzgerald, John Steinbeck, William Faulkner and Katherine Anne Porter.

Based on the introductory seminar to British and American literature, this course is meant to deal with the *American short story* and examine the achievements of main authors of modern American literature at the beginning of the 20th century. A major subject of consideration will be the "Lost Generation" and its importance to contemporary American literature.

Special emphasis will also be put on the artistic presentation of American history and culture. Thus, discussions, presentations and term papers will include the analysis of various aspects of American history and culture.

A selected bibliography together with a reader and a list of topics for term papers will be provided at the beginning of the course. The anthology of stories will be available at the "Universitätsbuchhandlung Thalia".

Schunck, Ferdinand (Hrsg.) (1995): *Modern American Short Stories*, Stuttgart: Reclam.

Sprachwissenschaft

Grundkurs Sprachwissenschaft A + B + C

Übung

Gruppe A (Bartels): Di. 11.15-12.45, HS 14

BA/MA: Modul A

Gruppe B (Bockholt): Mo. 13.15-14.45, R. 8028

Gruppe C (Bartels): Mi. 13.15-14.45, R. 8028

In diesem einführenden Grundkurs in das Fachgebiet der Sprachwissenschaft soll ein erster Überblick über die Begriffe und Gegenstandsbereiche vermittelt werden. Hierbei zählt die Betrachtung der relevantesten Gesichtspunkte der Lautbildung und Betonung (phonetics, phonology) ebenso zum Curriculum wie die Form und Bedeutung von Wörtern (morphology, semantics) und die Satzanalyse (syntax). Nachfolgend sollen ganze Texte, ferner deren sprachliche Verknüpfung (cohesion) sowie Informationsgliederung (Thema - Rhema) analysiert werden.

Neben diesen Grundgerüsten der Sprachwissenschaft sollen auch weitere interessante Teilgebiete kurz vorgestellt werden. Dazu zählt u.a. die Pragmatik, welche sich mit der Bedeutung und Wirkung von Äußerungen beschäftigt, und die Soziolinguistik, die soziale und regionale Varietäten einer Sprache (z.B. British English, American English, Indian English) untersucht.

Garbe

Fundamentals of Grammar A + B

Lecture Course

Gruppe A: Mo. 9.15-10.45, HS 10020

BA/MA: Modul A

Gruppe B: Mo. 11.15-12.45, R. 8023

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 **English Phonetics and Oral Presentation A + B** Übung

Gruppe A: Di. 8.15-9.00, R. 7023

BA/MA: Modul A

Gruppe B: Di. 11.15-12.00, 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: Do. 8.15-9.00, R. 7023

BA/MA: Modul A

Gruppe B: Di. 12.05-12.50, R. 7023

The prerequisite for this single period is that students have already attended the introductory course 'English Phonetics and Phonology'. The practical exercises done during this course include reading texts with emphasis on intonation, transcribing texts (phonetically and tonemically), and the correction of 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).

Bartels **The Development of the English Vocabulary since 1500** Proseminar

Do. 17.15-18.45, R. 8023

BA/MA: Modul A

In this seminar we will investigate how the English vocabulary has changed significantly over the course of time. Our starting point will be the language of Shakespeare and we will work our way towards the 21st century.

Many familiar words and phrases coined or first recorded by Shakespeare are still in everyday use. Later influences on the language were the Industrial Revolution and the rise of the technological society. Obviously, this necessitated new words for objects and ideas that had not existed previously. Other reasons for the expansion of the lexicon were the establishment of the British Empire, the colonisation of North America, and the growth of global trade, which caused not only the introduction of English to the world, but introduced words to the English language as well. To this day virtually every language on earth has influenced the English vocabulary.

Bös **Speech Acts and Politeness** Proseminar

Do. 13.15-14.45, R. 8028

BA/MA: Modul A

No matter whether we want to ask somebody a favour, to apologise or to offer something, there is always a range of possibilities to express these speech acts. Our choice is usually influenced by an endeavour to be polite. Starting out from Austin's and Searle's speech act theory, the linguistic means by which 'polite' behaviour is realised will be focussed on. We will discuss strategies to prevent somebody from losing face and look at ways to form speech acts such as requests, apologies, and offers.

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

Kultur Großbritanniens und Nordamerikas

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

Grundkurs

Gruppe A (Rossow): Di. 7.30-9.00, R. 8023

BA/MA: Modul C

Gruppe B (Rossow): Fr. 7.30-9.00, R. 8023

Gruppe C (Buchholz): Do. 13.15-14.45, R. 8023

This course, which is intended to impart basic knowledge and skills (including language skills), is conducted in English. Students are introduced to a variety of reference and other basic literature. The course concentrates on the reading, complementation, and discussion of written texts. Topics and themes include patterns of settlement and migration; historical development 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 is mainly comparative.

Susemihl

Images of the North American Indian

Proseminar

Di. 11.15-12.45, R. 8028

BA/MA: Modul C

Various images of the American Indian have always been fundamental to North American culture. From the paintings and photographs of the 19th century to the spectacle of Buffalo Bill's Wild West Show, from the mass media images of Oka to "Dances with Wolves"– the "imaginary Indian" has always been with us, oscillating throughout history from friend to foe, from Noble Savage to bloodthirsty warrior, from debased alcoholic to wise elder, from monosyllabic "squaw" to eloquent princess, from enemy of progress to protector of the environment. This course examines how various historical and contemporary images or representations of the North American Indians have emerged and changed over time, and explores the cultural world views, ideas and values behind those images. Further discussion will center on how these images affect the relationships between Indians and Whites. After critical analysis of images, strategies for changing images will be explored. This will be done through lectures, presentations, group and individual activities, critical viewing and analysis of photographs, films, videos, magazines, newspapers, and other media forms.

A reader will be provided at the beginning of the course. The following text will be ordered at the "Universitätsbuchhandlung Thalia":

Taylor, Drew Hayden. *Alternatives*. Toronto: Talonbooks, 2000.

Linke

Contemporary Media Images of Scottishness

Proseminar

Mi. 9.15-10.45, R. 8028

BA/MA: Modul C

Starting from the assumption that "Scottishness" is a social construction, students will look at how British electronic media construct images of Scotland and the Scots, which stereotypes are circulated and how different media genres provide different images. At the beginning of the term, there will be introductory sessions on Scotland and Scottish history, and methods of film and TV studies. We will continue with the analysis of films from "Whisky Galore" (1949) to "Trainspotting" (1995), and of TV productions such as "Hamish Macbeth" and "Monarch of the Glen". **The films and TV programmes have to be viewed outside classes, and students who decide to enrol in this course are required to participate regularly in the film shows on Monday afternoons, 5 p.m., R. 7020.**

Rossow

Ulster - Past and Present

Proseminar

Fr. 11.15-12.45, R. 8023

BA/MA: Modul C

Volatile and dynamic, Ulster has for centuries been at the eye of the storm between Ireland and Britain, the complexity of its history embroiling its people and baffling the outside world.

The course does not even attempt to provide a comprehensive account of the province, spanning nine thousand years. Rather, using a highly selective approach, only some of the arguably most significant events and developments are analysed. These include, among others, the early settlements; the plantations and the Penal Laws; the rise of the United Irishmen and Orangeism; the Act of Union; emigration and the Great Famine; the Home Rule crisis and partition; civil rights and the turmoil of the current troubles.

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

Fachdidaktik und Vermittlungskompetenz

Siebold

Grundkurs: Grundfragen der Fachdidaktik Englisch

Übung

Mo. 11.15-12.45, R. 8028

BA/MA: Modul VK 1

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.

Study Tasks and Study Skills A + B

Übung

Gruppe A (Linke): Mo. 15.15-16.45, R. 8023

BA/MA: Modul VK 1

Gruppe B (Bockholt): Mo. 9.15-10.45, 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

Phonetic-Communicative Competence A + B

Übung

Di. 9.15-10.45, R. 7023

BA/MA: Modul VK 1

This course is a double period with lots of practical exercises and short theoretical introductions. The segmental consideration of phonemes, stresses, intonations and their realizations will provide a good foundation for reading texts aloud, presenting selected topics before an audience, and in face-to-face conversation. Topics will usually be presented in Standard British Pronunciation, but General American will be discussed if necessary. Part II will be a course in transcription of sounds, words, sentences, and texts, which again will have to be read and presented in class.

Materials will be handed out in class, and you should already own a new Pronouncing Dictionary.

Credit: Teilnahmeschein

Sprachpraxis

Towards Proficiency I bzw. II

Übung

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

Top I: 2 SWS + 2 ergänzende SWS

Top II: 2 SWS

This course, together with a number of skill-oriented 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 in which they are weakest. More detailed, the aims of the course are 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 it with native speakers and with each other. Last but not least, we hope to make the students 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, students will revise progressively 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 (Hoppe): Mo. 13.15-14.45, HS 14; Do. 11.15-12.45, R. 7023

BA/MA: Modul D

Gruppe B (Jahnke): Di. 15.15-16.45, HS 12; Fr. 9.15-10.45, R. 8028

Towards Proficiency II

Übung

Gruppe A (Hoppe): Do. 9.15-10.45, R. 7023

BA/MA: Modul D

Gruppe B (Adam): Mo. 17.15-18.45, HS 14

Adam

Translation English-German I

Übung

Mi. 15.15-16.45, R. 8028

BA/MA: Modul D

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. In class, we will compare and discuss your translations.

Jahnke

Basic Writing Skills A + B

Übung

Gruppe A: Mi. 9.15-10.45, R. 229

BA/MA: Modul D

Gruppe B: Mi. 13.15-14.45, R. 8023

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.

Jahnke

Introduction to Translation

Übung

Di. 13.15-14.45, HS 14

BA/MA: Modul D

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 constantly 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 coherent 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.

N.N.

Oral Skills I

Übung

Do. 17.15-18.45, R. 8028

BA/MA: Modul D

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

Hoppe

Remedial Grammar A + B

Übung

Gruppe A: Mo. 15.15-16.00, HS 14

BA/MA: Modul D

Gruppe B: Mo. 16.15-17.00, HS 14

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.

Gall

Technology Enhanced Language Learning

Übung

Do. 7.30-9.00, R. 7021

This optional course is aimed at students who have little experience of using modern technology (especially computers) for language learning 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; Computer-assisted language learning materials
- Encyclopaedias, bibliographies, dictionaries, etc. on CD-ROM
- Computer-based testing; Using computer databases; Using concordances
- Internet and e-mail

Course participants (maximum no.10) will be able to take advantage of the excellent computer facilities in the *Medienkabinett* and PC-pool.

Hauptstudium

Literaturwissenschaft

Klaus **Renaissance-Utopien** Hauptseminar

Mo. 17.15-18.45, R. 8023

BA/MA: Modul F

Allenthalben wird heute das Fehlen utopischer Gesellschaftsentwürfe festgestellt, ja vom "Ende der Geschichte" ist gelegentlich die Rede. Es kann daher reizvoll sein, einen Blick zurückzuwerfen auf die frühe Neuzeit, in der mit Thomas Morus' lateinisch geschriebener *Utopia* (1516) das Werk entstand, das dem ganzen Genre den Namen gegeben hat. Im Vordergrund des Seminars wird die Behandlung dieses Entwurfs einer idealen Gesellschaft stehen. Auch Francis Bacons eher wissenschaftlich ausgerichtete Gegenwelt in dem Fragment *New Atlantis* (1627) und Henry Nevilles sexuelle Befreiungsvision *The Isle of Pines* (1689) sollen noch erörtert werden. Alle drei Werke sind enthalten in

Bruce, Susan ed. (1999): *Three Early Modern Utopias*, Oxford: Oxford World's Classics [wird in der Weiland Universitätsbuchhandlung bestellt].

In dieser Lehrveranstaltung kann der HS-Schein "Ältere Literatur" erworben werden. Bei mehr als 32 Einschreibungen wird in der ersten Sitzung (7. Oktober 2002) eine Aufnahmeklausur geschrieben.

Mackenthun **Writing the Line, Dividing the Land:
The Mason-Dixon Line in History and Fiction** Hauptseminar

Do. 11.15-12.45, R. 8023

BA/MA: Modul F

In 1763 the English astronomers Charles Mason and Jeremiah Dixon set out on a four year surveying expedition in order to determine the borderline between the states of Pennsylvania and Delaware. With the conflicts over slavery in the nineteenth century, the line was extended westward along the Ohio River and became the symbol for the political division running through American society - between the slaveholding states in the South and the 'free' states of the North. In this seminar, we will discuss the cultural significance of surveying in general (how does the arbitrary imposition of lines on pieces of paper shape people's conception of the land?) and then look at various fictionalizations of the 'Line' (and of what it symbolizes) in the past 200 years. Students are requested to purchase and start reading the following during the term break (books are on order at Thalia bookstore): Thomas Pynchon, *Mason & Dixon*; Mark Twain, *Huckleberry Finn*; Toni Morrison, *Beloved*. Further material will be provided in form of a mastercopy.

Mackenthun **Native American Literature** Hauptseminar

Do. 15.15-16.45, R. 8028

BA/MA: Modul F

Since the 1970s, Native American literature has become an important literary voice in the United States. Written for both Native and Euro-American audiences, these novels express the multiple conflicts experienced by American Indians today - conflicts arising from the situation of growing up between two cultures and the estrangement from the culture of their ancestors, of being torn between the traditional values of a life 'in harmony with nature' and the seductions of the 'American Way of

Life,' of being romanticized into icons of ethnic authenticity while witnessing the continuing violation of their human rights. Participants in this course should purchase the following three novels (on order at Thalia bookstore) and start reading in the term break: Leslie Marmon Silko, *Ceremony*; Louise Erdrich, *Love Medicine*; Louis Owens, *The Sharpest Sight*. Students wishing to obtain a Leistungsschein will have to give a short class presentation of a fourth novel. Theoretical background texts will be provided in a mastercopy.

Note: Students interested in intensifying the topic are encouraged to also attend Geneviève Susemihl's seminar on Native American History/Culture.

Klaus

**The Feminisation of Working-Class Fiction:
Pat Barker, Livi Michael, Agnes Owens
(Second Announcement)**

Hauptseminar

Mo. 13.15-14.45, R. 8023

BA/MA: Modul F

The working-class novel has traditionally been the terrain of the male writer, and masculinity often enough its trademark. Female working-class novelists were far and few between. However, from the 1980s onward a growing number of women writers in Britain have moved into this field and changed its character in the process. This is in part the result of deindustrialisation which has devalued the skills and diminished the role of the male breadwinner while providing fresh job opportunities, in the service sector, for women. In part it is a consequence of the new self-confidence derived from a burgeoning feminism.

Pat Barker, Agnes Owens and Livi Michael have all in their individual ways made major contributions to this still developing genre. Livi Michael has agreed to come to Rostock to read from and talk about her work for two consecutive meetings. This is a rare chance to look into and query the practice of a contemporary writer.

Barker, Pat (1986): *Liza's England*, London: Virago.

Michael, Livi (1997): *All the Dark Air*, London: Vintage.

Michael, Livi (2000): *Inheritance*, London: Viking.

Owens, Agnes (1994): *A Working Mother*, London: Bloomsbury.

[*Liza's England* and *Inheritance* will be ordered at Weiland Universitätsbuchhandlung; *All the Dark Air* and *A Working Mother* can be obtained from me.]

Wallat

**Contemporary American Authors: Raymond Carver
and John Irving**

Hauptseminar

Mi. 11.15-12.45, R. 8028

BA/MA: Modul F

The 'worlds' of Raymond Carver and John Irving are very different. In his short stories, acclaimed to be masterpieces of American fiction, Carver gives insight into the lives of America's working class and poor, as well as sometimes those of the upwardly mobile. Set in the mid-west, his spare stories, written in a developed Hemingway style, observe the lives of lonely men and women who drink, fish and play cards to ease the passing of time. John Irving, a highly imaginative storyteller whose fictional values and narrative techniques have invited comparison with Charles Dickens and other established nineteenth-century novelists, creates wild, exotic characters and weird events. His family sagas combine macabre humor with Dickensian sentiment and outrage at cruelty, dogmatism and injustice. At the base of his moral concerns is a rare and lasting regard for human kindness. Irving is one of America's most widely-read novelists.

This course provides an introduction to Raymond Carver and John Irving. Reading will include Raymond Carver's *What We Talk About When We Talk About Love* (1981) and John Irving's novels *The World According to Garp* (1978) and *Widow for One Year* (1998), and the critical reception of the novels and the short stories.

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

The novels and the anthology of short stories will be available at the "Universitätsbuchhandlung Thalia".

Mo. 11.15-12.45, 14tägl., gerade Wochen, R. 4035

BA/MA: Modul F

Das Kolloquium dient der Vorbereitung auf das mündliche und schriftliche Examen. Angesprochen werden literaturtheoretische Fragestellungen bei der Bearbeitung der schriftlichen Themen, inhaltliche Problemstellungen bei der Vorbereitung auf das mündliche Examen sowie ggf. Schwerpunkte für die Erarbeitung von Staatsexamens- und Magisterarbeiten.

Die persönliche Anmeldung (erwünscht) dient der inhaltlichen Präzisierung dieser Veranstaltung.

Sprachwissenschaft

VORBEMERKUNG:

Together with the lectures on psycholinguistics and cognitive linguistics (see p. 1) the Hauptseminare described in this section will provide an opportunity for senior students (Hauptstudium) to explore all the major areas of descriptive linguistics once more: the lexicon, its structure and its storage in corpora and dictionaries; syntax, its patterns, interpersonal and textual aspects and the pragmatic, sociolinguistic and discourse tools that can be profitably applied to texts including present-day and earlier literary texts. To round the picture off, the course on advanced grammar will expand the description of practical grammar into the domain of stylistics.

Since these different approaches tend to converge in certain areas, only **a single Handapparat** will be established in the library containing a core selection of books. Additional bibliographical advice for individual papers, regular updates of programmes and other information will be available on the **web site** (<http://www.phf.uni-rostock.de/institut/iangam/ungerer/sprachwiss.htm>) which will be set up for my courses and will be accessible from 15 September onwards.

Participation will be strictly based on 'Listeneinschreibung'. Outlines of oral presentations will have to be submitted by e-mail or discussed in my office hour a week before presentation in class.

Ungerer

Ungerer

Corpus, Dictionaries and Lexical Structure

Hauptseminar

Mo. 9.15-10.45, R. 8023

BA/MA: Modul E

Corpus linguistics has been gaining in importance enormously as more and more texts have become available electronically. The course will survey the development from traditional anthologies and the first manually assembled collections to the multi-million corpora now available, but will also consider specialist corpora like the *Rostock Newspaper Corpus*, general aspects of corpus design and a selection of analytic tools. Dictionaries will also be approached from the corpus angle, but this will lead on to other aspects of dictionary design, to the range of dictionaries available and the impact computer presentation has on their use. Surveying the role played by synonyms, antonyms, hyponyms and prototypes and cognitive models in dictionaries will result in highlighting the interaction between lexicography and lexicology.

For general and technical aspects of the course see introductory remarks above.

Ungerer

Where Theory and Practical Application Meet: Functional Approaches to the Study of Language

Hauptseminar

Do. 9.15-10.45, R. 8023

BA/MA: Modul E

Syntactic descriptions of language range from highly theoretical approaches to sets of memorable rules. In this seminar we will steer a middle course by focussing on valency and case grammars (agents, patients, experiencers, etc.), on Dik's Functional Grammar as well as Halliday's Systemic Grammar, which includes interpersonal aspects like tense and sentence types and the textual aspects of theme/rheme and given/new structure; the major aspects of these systems will be discussed and tested against sample texts. As we shall see, valency and case grammars are helpful in explaining, for instance, adverbials, passives and certain types of compounds. Systemic Grammar has been carried

beyond the level of the sentence and has been used to describe text types and stylistic registers, and even talk shows.

For general and technical aspects of the course see introductory remarks above.

Ungerer

Linguistic Analysis of Literary Texts Past and Present

Hauptseminar

Fr. 9.15-10.45, R. 8023

BA/MA: Modul E

The aim of the course is to explore how various linguistic approaches can be used for the analysis of literary texts. The methods covered will include structural analysis, conversation analysis (turn-taking, preference and repair, etc), speech act analysis, conversational maxims and politeness strategies as well as sociolinguistic aspects like gender and class. Presentations and papers will focus on one of the linguistic aspects considered, including its application to passages of suitable text samples from the 17th century onwards. Participants are invited to suggest their own favourite genres and texts in the first class.

This course can be used to acquire the Teilnahmechein in Sprachentwicklung/Sprachgeschichte. For general and technical aspects of the course see introductory remarks above.

Ungerer

Advanced Grammar

Übung

Do. 15.15-16.00, R. 7023

BA/MA: Modul E

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 non-finite 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.

Kultur Großbritanniens und Nordamerikas

Mackenthun

Writing the Line, Dividing the Land: The Mason-Dixon Line in History and Fiction

Hauptseminar

Do. 11.15-12.45, R. 8023

BA/MA: Modul G

In 1763 the English astronomers Charles Mason and Jeremiah Dixon set out on a four year surveying expedition in order to determine the borderline between the states of Pennsylvania and Delaware. With the conflicts over slavery in the nineteenth century, the line was extended westward along the Ohio River and became the symbol for the political division running through American society - between the slaveholding states in the South and the 'free' states of the North. In this seminar, we will discuss the cultural significance of surveying in general (how does the arbitrary imposition of lines on pieces of paper shape people's conception of the land?) and then look at various fictionalizations of the 'Line' (and of what it symbolizes) in the past 200 years. Students are requested to purchase and start reading the following during the term break (books are on order at Thalia bookstore): Thomas Pynchon, *Mason & Dixon*; Mark Twain, *Huckleberry Finn*; Toni Morrison, *Beloved*. Further material will be provided in form of a mastercopy.

Linke

Aspects of Contemporary Southern Culture

Hauptseminar

Di. 13.15-14.45, R. 8023

BA/MA: Modul G

At the start, we will look at the concept of "region" and various attempts to define the South. After a brief historical survey, the main part of the course will be devoted to the diversity of southern culture. Special attention will, for example, be paid to the Sea Islands and Gullah, to Louisiana and Cajun

culture, to ethnic/racial issues and the KKK, to the religious South, to changing perceptions of the stereotype of the redneck and to the subculture of Civil War re-enactments. Students will have some freedom to choose their own projects within the thematic framework of the course. Materials will be drawn from variety of sources, including film and the internet.

Rossow **Odd Man Out - Britain and European Integration in
a Global Context** Hauptseminar

Di. 11.15-12.45, R. 8023 BA/MA: Modul G

Britain's role in the European Community/Union has been that of the "odd man out" since it joined the organization in 1973. This course examines Britain's specific attitude or rather attitudes not only towards the European Community but also about Europe in general. Attitudes, since the British position has always been characterized by a wide range of different opinions among politicians, political parties and the general public.

The examination is carried out against the wider background of the country's transformation from a major colonial power that emerged victorious from the Second World War (in which it played a major role in defeating Nazi Germany) to one which is seemingly afraid of an increasingly integrated European Union potentially being dominated by a Franco-German alliance in which it might be demoted to the position of a second-rate member. The analysis is embedded in the wider global context in as much as it is relevant for Britain and the process of European integration.

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

Fachdidaktik und Vermittlungskompetenz

Garbe **Englischunterricht zwischen Vermittlung und
Aneignung** Proseminar

Di. 9.15-10.45, R. 8023
(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/Siebold **Literarische Texte im Englischunterricht** Hauptseminar

Mi. 9.15-10.45, R. 8023
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

Do. 9.15-10.45, 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. 9.15-10.45, 14tägl., gerade Wochen, R. 8028

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

Di. 9.15-10.45, 14tägl., ungerade Wochen, R. 8028

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

Schulpraktische
Übungen

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.

Sprachpraxis

Jahnke

Translation English - German II

Übung

Gruppe A: Do. 11.15-12.45, R. 229

BA/MA: Modul I

Gruppe B: Do. 13.15-14.45, R. 229

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

Flibotte-Lüskow

Translation German – English

Übung

Gruppe A: Fr. 9.15-10.45, R. 229

BA/MA: Modul I

Gruppe B: Fr. 11.15-12.45, R. 229

The main purpose of this course is to help students in recognising translation problems caused by various syntactic, structural, phraseological and intercultural factors.

By the end of the semester course 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, conference presenting, and simultaneous interpretation). The last few weeks we will practice using prompts (target user texts) to translate examples from advertising and other "real world" areas.

If you take this class, you will have to prepare work on a weekly basis. If German is not your native language, you may want to check with the instructor before enrolling, as most activities in class require a high active level of both languages.

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, R. 229

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

Adam

Reading and Discussion II

Übung

Mi. 13.15-14.45, HS 14

BA/MA: Modul I

The aim of this course is 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.

Adam

Business English

Übung

Mo. 15.15-16.45, R. 8028

BA/MA: Modul I

This course is intended to be an introduction to and development of business skills, such as business writing (business correspondence, reports, memos etc.), business reading, and listening and responding on the telephone. The vocabulary of the business world (finance, marketing, accounting terms) and communication skills for office occupations will be introduced and practised. An important part of the course is role playing, where students get the chance to apply what they have learnt and exercise their skills in decision finding and other situations.

MacKenzie, I. (1997) *English for Business Studies. Student's Book*, Cambridge: CUP.

Schneider

Grammar, Idiom and Style (Examenskurs)

Übung

Do. 13.15-14.45, R. 7023

BA/MA: Modul I

This course is intended for those students who seek perhaps a last opportunity to improve or brush up their general English to be better prepared for their final exam. It provides a variety of activities and exercises which develop various language skills: reading, oral communication, writing as well as vocabulary, use of English, advanced grammar and style. A proportion of class time will be spent on student-led activities such as discussions and presentations.

N.N.

Oral Skills II

Übung

Do. 15.15-16.45, HS 12

BA/MA: Modul I

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

Essay Writing

Übung

Gruppe A: Di. 15.15-16.45, R. 8028

BA/MA: Modul I

Gruppe B: Di. 17.15-18.45, R. 8028

This course is ideally suited for students who have already attended an essay 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, 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.