

will encounter some characteristics of working-class varieties, differences of men's and women's speech and typical features of the language of children, adolescents and the elderly.
The lecture course will usually consist of two parts, a lecture-style presentation and some practical work with language material as well as texts and questions for discussion.

Siebold

Zweitspracherwerb

LC

Do. 09.15-10.45, HS 315 (Hauptgebäude)

Auch für Lehramt Grundschule und BA/MA

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

Wie lernen Menschen Sprachen? Zunächst wird der Frage nachgegangen, wie Kinder ihre Muttersprache erwerben. Im Mittelpunkt des Seminars steht jedoch der Zweitspracherwerb. Darunter sind die Voraussetzungen sowie die Art und Weise zu verstehen, wie Menschen außerhalb und innerhalb des Klassenraums andere Sprachen als ihre Muttersprache erwerben. Das Seminar gibt eine Einführung in wichtige Fragestellungen, Methoden und Ergebnisse der 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? Im Rahmen des Lecture Course kann ein Proseminarschein erworben werden.

GRUNDSTUDIUM

LITERATURWISSENSCHAFT

Mackenthun

**Einführung in die englische und amerikanische
Literaturwissenschaft A**

Ü

Mi. 11.15-12.45, R. 8023

Nur BA-Studierende.

Der Grundkurs dient der Vermittlung von grundlegenden Kenntnissen und Fähigkeiten, die Sie für das weitere Studium der englischen und amerikanischen Literatur benötigen. Anhand der Lektüre von short stories, Gedichten, kurzen theoretischen Texten und eines Romans werden Sie mit der Arbeit am Text, mit Methoden der Interpretation und theoretischen Fragestellungen vertraut gemacht. Die zu behandelnden Texte werden in Form eines *Readers* verfügbar gemacht. Zusätzlich werden wir Mary Shelleys Roman *Frankenstein* besprechen, mit dessen Erwerb und Lektüre Sie möglichst bald beginnen sollten (Ausgabe: Penguin Classics, ISBN 0141439475; erhältlich bei Weiland oder Internet-Buchversand). Zur studiumsbegleitenden Einführung in das Anglistikstudium empfehle ich Barbara Korte, Klaus Peter Müller und Josef Schmied (1997) *Einführung in die Anglistik*, Stuttgart: Metzler.

Wallat

**Einführung in die englische und amerikanische
Literaturwissenschaft B**

Ü

Fr. 09.15-10.45, R. 229 (Hauptgebäude)

Nur BA-Studierende.

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 literarischen Werks und geht dann, darauf aufbauend, in eine systematische Informationsbereitstellung durch den Lehrenden über.

Reader (Copy-Team, Brunnenhof)

Klarer, Mario (2007) *Einführung in die Anglistisch-Amerikanistische Literaturwissenschaft*, WBG. (ISBN 10: 3896783149)

Hemingway, Ernest (1952) *The Old Man and the Sea*, Reclam. (ISBN 3-15-009075-x)

Williams, Tennessee (1945) *The Glass Menagerie*, Reclam. (ISBN 3-15-009178-0)

Die Bücher von Klarer, Hemingway und Williams werden bei Thalia bestellt.

Wallat **19th-Century American Tales by Irving, Hawthorne,
Melville, Poe and Harte** PS

Di. 09.15-10.45, R. 229 (Hauptgebäude)

Based on the introductory seminar to British and American literature, this course deals with the beginning of the American short story and will examine the contribution of these writers to the development of this genre.

A *Reader* with a selection of short stories will be available from the *Copy-Team* (Brunnenhof).

Rudlof **Women's Novels over the Centuries – Austen, Woolf
and After** PS

Fr. 09.15-10.45, R. 8023

In this course we will analyse novels which focus predominantly on female characters and their inner life. The course texts include Jane Austen's *Pride and Prejudice* (1813), Virginia Woolf's *Mrs. Dalloway* (1925) and extracts from novels published in the 1990s. A main issue for discussion will be the representation of gender, but we will also consider the social conditions and the social differences depicted in the novels. Other fields of interest will include text structure and narrative technique: starting from the rather conventional textual structures of *Pride and Prejudice* we will, as we progress in literary history, encounter phenomena such as *stream of consciousness*, the increasing fragmentation of texts and shifting points of view.

Students are required to buy *Pride and Prejudice* and *Mrs. Dalloway* as well as a *Reader* at the *Copy Shop Brunnenhof*.

Mackenthun **Zora Neale Hurston, *Their Eyes Were Watching
God*: A Case Study in Criticism** PS

Fr. 09.15-10.45, HS 218 (Hauptgebäude)

A novel by one of the few female representatives of the Harlem Renaissance – the African American cultural movement of the 1920s and 1930s – Zora Neale Hurston's *Their Eyes Were Watching God* has experienced a significant critical reception only since the 1970s as African women writers such as Alice Walker and Toni Morrison began to give a literary voice to the experience of Black women. Contrary to her male colleagues, Hurston writes not from a metropolitan but from a rural perspective, and, unlike their texts, her fictions are less concerned about issues like racial conflict and discrimination; rather they give a lyrical voice to the culture and the everyday experience of people of African descent in the American South. We will discuss Hurston's novel, its critical reception (from initial denunciation to recent rediscovery) and look at a few additional materials from her other works, in particular her ethnographic studies of African American folk culture.

Students are required to purchase a *Reader*, as well as:

Zora Neale Hurston (1993) *Their Eyes Were Watching God*. Virago. (ISBN: 0860685241)

Students in possession of the book will be admitted to the seminar. Please sign up nonetheless.

SPRACHWISSENSCHAFT

English Linguistics – an Introduction A + B + C

Ü

Gruppe A (Müller): Mi. 13.15-14.45, HS 315

(Hauptgebäude)

Gruppe B (Müller): Mi. 15.15-16.45, HS 315

(Hauptgebäude)

Gruppe C: (N.N.): Do. 09.15-10.45, R. 8023

This course will introduce students to the various disciplines of linguistics and their key terms. Initially we will focus on speech sounds and their representation (*Phonetics* and *Phonology*) and move on to words and their meaning (*Morphology* and *Semantics*) before focussing on the analysis of sentences (*Syntax*). Aspects of textual analysis, such as *cohesion*, will also be discussed.

In the second part of the semester we will have a look at language in its situational context. Therefore aspects of *Pragmatics* (such as *speech act theory*), which looks at how meaning is understood in context, will be introduced. A look at *Sociolinguistics*, a linguistic discipline which is concerned with the analysis of regional or social varieties of language (British vs. American English, for instance, or *gender talk*), will round off this introductory course.

Müller

Phonetics and Phonology A + B

Ü

Gruppe A: Di. 13.15-14.45, R. 7023

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

This course combines theory and practical exercises. The theoretical introduction is presented in the context of a general theory of speech sounds (phonetics) and how they function in the language (phonology). Main areas for practice will include RP vowels and consonants, stress, intonation, linking, reduction and the pronunciation of texts. Highly individualized recorded materials are available for the use 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, tests and the texts of the recorded materials, which can be found on the MP3-CD accompanying the book.

Hoppe, R. (2004) *Sounding Better*, Aachen: Shaker-Wissenschaftsverlag (im Kurs erhältlich oder bestellbar).

Students should also be in possession of a pronouncing dictionary. Recommendations in the course.

Adler

Fundamentals of Grammar A + B

Ü

Gruppe A: Mo. 09.15-10.45, HSS3 (Schwaansche Straße)

Gruppe B: Mi. 13.15-14.45, HS 218 (Hauptgebäude)

This course aims at the recapitulation and practice of the essentials of the English Grammar. In the first part of the course, we will deal with English morphology and look at word classes and their characteristic features, placing particular emphasis on the grammatical categories of the verb (Tense and Aspect, Mood and Voice), as well as on the non-finite forms of the verb.

The second part of the course tackles English syntax. Here we will consider types of phrases and how they are combined into sentences, look at basic sentence types, and, finally, move on from the simple sentence to the complex one.

Kornexl

The Meaning of Meaning: Explorations in English Semantics

PS

Mi. 09.15-10.45, R. 8023

The study of meaning offers a fruitful field of enquiry for semanticists, but also for students of pragmatics and cognitive linguistics. This seminar explores various theoretical and methodological approaches to meaning in language such as feature semantics and prototype semantics, it studies

different types of meaning relations, the notions of lexical fields and lexical gaps, and also looks at the practical side of the matter, e.g. the handling of semantics in various types of dictionaries.

N.N. **Reading and Analysing Early English Texts** PS

Di. 15.15-16.45, R. 8023

This class introduces students to the history of English up to the early modern period by way of reading and analysing selected texts. Following introductory sessions, students will be asked to read out aloud, translate and discuss appropriate passages, taking into account major aspects of diachronic change, geographical and social variation alongside rhetorical and cultural aspects. This class addresses students with a first knowledge of Middle English and/or Old English, as well as novices to the study of historical English and may be profitably combined with the lecture on "English: the Origins and Growth of a World Language".

Adler **Word Formation and Phraseology** PS

Mo. 13.15-14.45, HS Radiologie (Gertrudenplatz)

In this course, we will look at the processes that have created and are still shaping the English lexicon. We analyse words and phraseologisms (phrasal verbs, idioms, etc.) in order to describe and classify their structural components and discuss basic word-formation processes (e.g. composition, derivation, conversion). To explore semantic structure, we will investigate sense relations (synonyms, antonyms, hypernyms) as well as lexical fields and we will examine the claim that words and phraseologisms are stored as cognitive models (frames) in our mental lexicon.

Participation in this course requires a basic knowledge concerning English Morphology and word semantics which can be acquired in the 'Grundkurs Sprachwissenschaft'.

Topics for oral presentations as well as a bibliography will be provided in the first session.

Adler **An Introduction to Middle English** PS

Di. 09.15-10.45

This course continues the journey through the linguistic history of the English language by introducing the Middle English period (1100–1500). Students will learn about the cultural background and some important historical events of that time that triggered major changes in the development of English. Apart from Middle English grammar and phonology, other types of language change will also be examined, helping to understand why and how the structure of English changed and why it is now quite different from German.

Knowledge of Old English will be helpful, but is by no means necessary since all characteristics that are relevant for investigating the changes will be repeated. The theoretical explorations will be rounded off by reading excerpts from some Middle English texts, including, of course, the classical *Canterbury Tales* by Geoffrey Chaucer.

KULTUR GROBBRITANNIENS UND NORDAMERIKAS

Rossov **Introduction to Cultural Studies A + B** Ü

Gruppe A: Mo. 09.15-10.45, HS Radiologie
(Gertrudenplatz)

Gruppe B: Mi. 09.15-10.45, HS Radiologie
(Gertrudenplatz)

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

It starts with a brief outline of the origins of the field and its history. Students will then be given accessible (easier said than done!) introductions to some of the core concepts of cultural studies: concepts of theory; concepts of description, interpretation and analysis; concepts that structure and order constructions of reality; concepts of social structure; concepts of spatial-cultural order; and

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

A *Reader* will be available from the *Copy-Team* (Brunnenhof).

N.N.

**From Buffalo Bill to Wounded Knee:
Representation of Myth in American History**

PS

Do. 13.15-14.45, R. 8023

Before Frederick Jackson Turner stressed the importance of the American frontier in 1893, William Frederick Cody, alias Buffalo Bill, had already presented his theory of American identity, which was shaped by the experience of the American West: the triumphant conquest of the wilderness with the help of virtue, skill and fire power. With his famous Wild West Show, Cody established and spread his experiences, ideas and also his misconceptions of the American West throughout America and Europe. To what extent did he influence and fictionalize American history? What were the consequences? How could he have such a big impact on huge numbers of people? To what extent did Native Americans help to develop a white American historical consciousness? By contextualizing the performances of the Wild West Show with the Ghost Dance and the massacre at Wounded Knee (1890) we will try to explain the role of the Native Americans in producing different perspectives on American history and its representation then and now.

In this seminar we will look at examples of these representations (both texts and film) and discuss their mythical status both in a historical and in a contemporary perspective. Materials will be made available in a *Reader* (*Copy-Team* Brunnenhof).

Wallat

U.S. Foreign Policy

PS

Do. 09.15-10.45, R. 229 (Hauptgebäude)

In a major reinterpretation of American diplomatic history, Michael H. Hunt argues that there is an ideology that has shaped American foreign policy – an ideology based on a conception of national mission, on the racial classification of other peoples, and on hostility toward social revolutions – and he traces its rise and impact from the eighteenth century to the present day.

This course offers an introduction to these central issues in American history and explores a range of approaches to their interpretation. Based on Michael Hunt's books, the discussion of American diplomatic history will be embedded in the historical context (political, ideological and socio-economic issues).

Students in possession of the books will be admitted to the class.

On order at Thalia bookstore:

Hunt, Michael (1988) *Ideology and U.S. Foreign Policy*, New Haven and London: Yale University Press. (ISBN 0-300-04369-4)

Hunt, Michael (1996) *Crisis in U.S. Foreign Policy*, New Haven and London: Yale University Press. (ISBN 0-300-06597-3)

Linke

**Cultural Studies and Ethnography: An Internet
Project with the University of Glasgow**

PS

Fr. 11.15-12.45, R. 8028

This class emphasises experiential learning rather than purely textual study. It will start with a brief discussion of an ethnographically influenced concept of culture and an introduction to ethnographic methods. Students will then join students from the UK and other countries on the website "moodle" (modular object-oriented dynamic learning environment). Moodle serves to facilitate cultural learning through interaction with students from other cultures in the learning environment. Participating students will be asked to investigate their own culture and present their observations to students from other cultures. For these tasks, they will form small groups, do field studies and prepare PowerPoint presentations that will be posted to the moodle website, where they are accessible for viewing and discussion by the other student groups. The class will combine discussions of readings on ethnography

Hoppe

Phonetics and Oral Presentation A + B

Ü

Gruppe A: Di. 09.15-10.45, R. 7023

Gruppe B: Di. 11.15-12.45, R. 7023

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

Highly individualized recorded materials are available for the use at home. The course book *Sounding Better* will prepare students for 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, tests, and the texts of the recorded materials, which can be found on the CD of the book or a greater part of it in the computer lab

(S:\ZBEMediaFiles\Phonetics_Hoppe\MostImportantEnglishSounds.mp3).

Hoppe, R. (2004) *Sounding Better*, Aachen: Shaker-Wissenschaftsverlag (im Kurs erhältlich oder bestellbar).

A Pronouncing Dictionary. Recommendations in the course.

SPRACHPRAXIS

Towards Proficiency A - E

Ü

Gruppe A (Adam): Di. 13.15-14.45, R. 8023

Gruppe B (Adam): Di. 11.15-12.45, R. 8028

Gruppe C (Adam): Mi. 09.15-10.45, R. 8028

Gruppe D (Müller): Mo. 11.15-12.45, R. 8023

Gruppe E (Müller): Mi. 11.15-12.45, R. 229 (Hauptgebäude)

1. Semester

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 in which they are weakest. More precisely, 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, the students are made aware of the fact that they themselves are most responsible for their own progress. The material is organized in units, each of which is based on a different topic and contains a variety of exercises and activities, focussing on the knowledge and skills students require for their English studies. As they work through the material, they progressively revise and, at the same time, build up their level of proficiency.

Adam

Translation English-German I

Ü

Mi. 13.15-14.45, R. 8023

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

Vaughan

Essential Presentation Skills A + B

Ü

Gruppe A: Mo. 17.00-18.30, R. 8028

Gruppe B: Mo. 18.45-20.15, R. 8028

This course will focus on giving effective presentations in English, concentrating on the four central elements of presentations (situation analysis, structure, visual aids, and (body) language effects). After each session, participants will have developed their personal presentation profile through self-reflection and feedback from their peers and the instructor. They will also have understood how they could further improve their individual English presentation skills, and will gain more confidence in their ability to present in English. During the course sessions, brief theoretical inputs given by the instructor will alternate with practical work by participants. The seminars will also offer the opportunity to work on and present topics of the participants' own choice, and to present them to the group. Equipment will also be incorporated into the course in order to enhance the feedback process.

Bowen

Reading to Write A + B

Ü

Gruppe A: Do. 13.15-14.45, R. 8028

Gruppe B: Do. 15.15-16.45, R. 8028

This course aims to combine two interrelated skills: reading and writing. Ultimately, learning to write means learning to become an attentive reader. With this truism in mind, the course will help students learn how to read texts with an eye to improving their writing skills. Although the course deals with grammar, it is not a grammar course. Rather, it focuses on English at the level of sentences and paragraphs. As such, students will examine how authors form sentences and connect them into an integral whole. Using the knowledge acquired through reading and analyzing the week's reading material, students will practise their writing skills by forming their own sentences and paragraphs. Needless to say, students will also have the opportunity to discuss the content of the analyzed texts, which will be taken from a range of genres (journalistic, humoristic, academic, literary, etc.).

Luu

Oral Skills I A + B

Ü

Gruppe A: Mi. 18.45-20.15, R. 8023

Gruppe B: Do. 18.45-20.15, R. 8023

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.

HAUPTSTUDIUM

LITERATURWISSENSCHAFT

Schmitt-Kilb

Hamlet

HS

Di. 11.15-12.45, R. 229 (Hauptgebäude)

Shakespeare's *Hamlet* (1601) is not only one of the most famous, most often staged, interpreted and adapted plays ever written. It is also particularly suitable to provide insight into a fascinating epoch in English literature and culture. A thorough knowledge of the text and close readings of various scenes shall be the basis for interpretations of the enigmatic main protagonist's character and explorations into the historical, cultural, religious and political contexts of the play. Also of importance are the nature of the Elizabethan (revenge) tragedy and the aesthetics of Elizabethan drama. You are expected to have read the play by the beginning of the semester.

William Shakespeare, *Hamlet* (1601), ed. by Thompson & Taylor, Arden Edition 2006. (ISBN-10: 1904271332)

Mackenthun

**Voyage through Death: Representations of the Slave
Trade in British and American Fiction**

HS

Fr. 13.15-14.45, HS 218 (Hauptgebäude)

Teilnahmeschein für Kulturwissenschaft kann erworben werden!

In the years 2007 and 2008, Britain and the United States commemorate the official abolition of the transatlantic slave trade to their countries: reason enough to look at how literature has been dealing with this dark chapter of human history. The fictional response to the "odious commerce" reaches from classics like Melville's *Benito Cereno* (1855) to a revival of the topic in "postcolonial" historical fiction in the late 20th century. Besides familiarizing ourselves with some important facts concerning the slave trade to America, we will discuss various strategies of literary and poetic representation – from romantic and realistic modes to postcolonial ones. Issues to be discussed are, e.g., the difficulty of expressing the sufferings and of giving a voice to the victims of the "middle passage"; or the ways in which narrative perspective, as well as choice of character, setting and imagery serve particular critical attitudes toward the historical subject matter (from open condemnation to complex cynicism and even satire).

Students are required to purchase a *Reader (Copy-Team)* and the following books:

Unsworth, Barry (1993) *Sacred Hunger*. Norton. (ISBN: 0393311147)

Johnson, Charles (1998) *Middle Passage*. B & T. (ISBN: 0684855887)

Hill, Lawrence (2007) *Book of Negroes*. HarperCollins Canada. (ISBN: 0002255073) This book will be ordered directly from the author for the whole class at a discount. Please sign up and leave a €5 deposit with Frau Lübbe by the end of September!

Students in possession of the books will be admitted to the seminar. Please sign up for class nonetheless.

Mackenthun
Juterczenka

**Great Journeys and Unexpected Discoveries: British,
American and Australian Exploration Literature**

HS

Do. 15.15-16.45, HS 315 (Hauptgebäude)

While travel narratives have been popular since the early modern period, literature of scientific and geographical exploration emerged in Europe and America in the 19th century as an aesthetic response to the second great age of discovery. Classic British and American novels (*Robinson Crusoe*, *Gulliver's Travels*, *Moby-Dick*) belong to this genre. In recent years, discovery fiction has experienced a renaissance which in itself reflects both a need for nostalgic commemoration of this exciting period and a growing critical engagement with it. Contemporary exploration fiction is often committed to postmodern experimentation or it tries to meet the challenge posed by postcolonial revisions of the history of discovery – which is also a history of asymmetrical and often violent cultural encounters. In this class we will, next to looking at extracts from "authentic" discovery travelogues, study both older and recent works of fiction.

Participants are required to purchase a *Reader (Copy-Team)* and the following books:

Poe, Edgar Allan (1999) *The Narrative of Arthur Gordon Pym of Nantucket*. Penguin. (ISBN: 0140437487)

Boyle, T. Coraghessan (1980) *Water Music*. Penguin. (ISBN: 0140065504)

Bainbridge, Beryl (1993) *The Birthday Boys*. Penguin. (ISBN: 0140172602)

McDonald, Roger (1998) *Mr. Darwin's Shooter*. Any edition. Out of print. Please order used copy (amazon.de, amazon.com, abebooks.de, etc.)

Students in possession of the texts will be admitted to the class. Please sign up nonetheless!

Schmitt-Kilb

Graham Swift

HS

Mo. 19.00-20.30, R. 8023

In this seminar, we will explore the work of Graham Swift, one of England's leading contemporary novelists. Born in 1949, he published his first novel *The Sweet Shop Owner* in 1980 and his most recent one, *Tomorrow*, in April 2007. Over the years, Swift has developed his own peculiar style and tone of voice to tackle a range of themes the most dominant of which are regret and loss, memory, and the relationship of historiography, history and story-telling (and, of course, love, death and all that lot).

provide the analytical framework for the study of various processes of lexical enrichment and – on a minor scale – structural borrowing that have affected the English language in the course of its history and significantly altered its shape. Looking at the aspect of "paying", we will trace the evolution of English-based pidgins and creoles and evaluate the effects of language mixing from a system- and a user-oriented perspective.

Bös **Mass Media Communication: Newspapers and Magazines** HS

Do. 11.15-12.45, R. 8023

Despite the rapid growth of TV and internet, newspapers and magazines are still important mass media. In this course, their historical development as well as their current state will be investigated. First, the special communicative situation in the print media will be taken into account. The diachronic approach will then reveal major trends, e.g. for greater informality and a higher degree of personalisation in the press. The synchronic comparison will show more differences in the language and layout of the print media. It will, for example, illustrate how newspapers (popular vs. quality ones) and magazines are adapted to their target audiences. The analysis of selected newspaper genres will reveal further structural and functional variation.

Kornexl **Planning and Conducting Linguistic Research** OS

Di 17.00-18.30, 14tägl., gerade Wochen, R. 8023

This colloquium provides an exchange forum for advanced B.A.-students and for candidates in the various Teachers and Masters programmes who are working on specific projects for acquiring the "Rechercheschein" or on a thesis in linguistics. Seminar topics will include practical advice in the fields of linguistic methodology and the efficient use of research tools. Participants are expected to present their work in progress and enter upon critical discussions for their mutual benefit.

KULTUR GROßBRITANNIENS UND NORDAMERIKAS

Rossow **From Subcultures to Clubcultures** HS

Di. 09.15-10.45, R. 8023

This course comprises three interrelated parts: Part 1 considers central categories of *Cultural Studies* such as language and culture, semiotics and signification, Marxism and ideology, the concept of hegemony, individualism and subjectivity, and texts, contexts and discourse. Part 2 is an attempt to provide an introduction to the British tradition of Cultural Studies focusing on the work of such pioneers as Raymond Williams, Richard Hoggart, E.P. Thompson, Stuart Hall, and the Birmingham Centre for Contemporary Cultural Studies. Part 3 explores the development from subcultures to clubcultures against the backdrop and on the basis of parts 1 and 2.

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

Linke **Representing Colonial Encounters through Film and** HS
Möller (HMT) **Film Music: the British in India**

Mo. 09.15-10.45, R. 10012

This class will focus on the cultural and social interactions between Indians and the British in the 19th century as represented in recent Indian and British films. We will start with brief introductions to colonial history and (post-colonial) theories about the interactions between the colonised and the colonisers. Then students will discuss and practise aspects of the analysis of film and film music, including an introduction to Indian music. The main part of the course will be devoted to the analysis of films that represent aspects of the British Raj (Empire). The films will show the Raj from British

(*The Far Pavilions*), Indian (*The Rising; Lagaan*) and Indian diasporic perspectives (*Vanity Fair*). Excerpts of the very long films will be viewed in class, but others will be viewed in full length. Copies of the DVDs will be available for the groups that work on individual films, and a reader with basic texts will be provided through the Copy Shop Brunnenhof.

Mackenthun **Voyage Through Death: Representations of the Slave Trade in British and American Fiction** HS

Fr. 13.15-14.45, HS 218 (Hauptgebäude)

In diesem Kurs können für den Bereich Kultur nur Teilnahme­scheine erworben werden. Einschreibung in Raum 8019 (Literaturliste)! Zu Details siehe "Literaturwissenschaft" oben.

FACHDIDAKTIK UND VERMITTLUNGSKOMPETENZ

Englischunterricht zwischen Vermittlung und Aneignung A + B PS

Gruppe A (Garbe): Mo. 09.15-10.45, R. 8028
Schmidt B(Schmidt): Mi. 13.15-14.45, R. 8028
Für alle Lehrämter (5./6. Semester)

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

Garbe **Frühbeginnender Englischunterricht** PS

Di. 09.15-10.45, R. 8028
Für Lehramt Grundschule
Wissenschaftliche Übung für andere Lehrämter

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

Garbe **Literarische Texte im Englischunterricht** HS

Do. 09.15-10.45, R. 8028
Lehramt 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.

Siebold **Sprechen und darüber sprechen** Ü

Do. 11.15-12.45, 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.

Schröder
(Siebold)

**How to Combine Writing and Talking?
Unterrichtsanregungen zum Thema Schreiben und Sprechen**

Tutorium

Do. 09.15.-10.45

LA für Realschule und Gymnasium

In Ergänzung zur Übung "Sprechen und darüber sprechen" wird das Tutorium "How to Combine Writing and Talking? Unterrichtsanregungen zum Thema Schreiben und Sprechen" angeboten. Dieses Tutorium soll Lehramtsstudierenden (Realschule und Gymnasium) ergänzend zu den angebotenen Übungen verschiedene Möglichkeiten zeigen, wie man in mehreren Klassenstufen und/oder Schulformen Unterrichtseinheiten zum Thema "Schreiben und Sprechen" gestalten und verknüpfen/kombinieren kann. Gleichzeitig soll es Anregungen zur Fehlerkorrektur bzw. -analyse geben. Zur Veranschaulichung bzw. Analyse dienen bisher nicht verwendete Forschungsergebnisse aus dem Gemeinschaftsprojekt MELT der RWTH Aachen, LMU München und der Uni Rostock sowie das aus diesem Projekt hervorgegangene Buch (inkl. DVD) *Let's talk: Lehrtechniken. Vom gebundenen zum freien Sprechen* (2004), das im Cornelsen Verlag erschienen ist.

Garbe, Schmidt,
Pätzold, Riemer
Mier, Büttner

Planung und Analyse von Unterricht

SPÜ

Zeit und Raum nach Vereinbarung

LA für Gymnasium, Haupt- und Realschule

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

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

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

SPRACHPRAXIS

Vaughan

Essay Writing A + B

Ü

Gruppe A: Fr. 09.15-10.45, R. 8028

Gruppe B: Fr. 11.15-12.45, R. 8028

This course is ideally suited for students who have already attended a writing course in the Grundstudium. Its aim is to further the development of the students' writing abilities. After a brief

review of sentence and paragraph structure, the course will concentrate on techniques used e.g. in writing descriptions, argumentation, as well as persuasion. In addition, students will also learn to analyse a topic, to develop a structure for their ideas, and will be guided in editing essays to meet criteria appropriate to Hauptstudium level.

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

Müller

Translation English-German II A+ B

Ü

Gruppe A: Mo. 15.15-16.45, R. 8023

Gruppe B: Mo. 17.00-18.30, R. 8023

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.

Bowen

Academic Writing

Ü

Do. 17.00-18.30, R. 8023

This course compliments the "Essay Writing" course offered in the Hauptstudium in that it focuses on the academic essay as a distinct genre, with its own structure, style, and register. To gain a greater sensitivity to these elements of academic writing, we will read selections from various academic texts which exemplify typical features of academic prose. On the basis of these weekly readings, we will discuss the elements of good academic prose and work toward putting these elements into practice. Particular attention will be paid to those elements of style that students have not had the chance to perfect (e.g. appositions, modifiers, parallelism, effective punctuation.) Alongside issues of structure and style, we will take a close look at the writing process, examining how one researches, uses references, and puts together an effective outline.

Bowen

Translation German-English I

Ü

Mo. 09.15.-10.45, R. 8023

This course offers an introduction to German-English translation skills. Rather than focusing on translation theory, the course aims to give students practical insight into the translating process. In class, students will work on typical translation problems caused by grammatical and lexical factors. Each week we will address a particular grammatical or structural issue that arises from the significant differences between the English and German languages and their respective textual cultures. Over and above class work, students will be expected to prepare a translation each week involving the skills addressed in the previous week's class. Since translating into English – perhaps more than any other activity – demands an intimate knowledge of the language, students will also be given the chance to hone their overall knowledge of the English language.

Bowen

Translation Workshop A + B

Ü

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

Gruppe B: Mo. 13.15-14.45, R. 8028

This course has a single goal: to help teacher students prepare for the translation section of their state exams. Since the language skills of most LA students are tested solely on the basis of a translation, those getting ready to take their exams are advised to brush up their translation skills. While the language skills section of the exam demands that students have good general English language skills, the translation section poses its own particular difficulties. This course will take a look at these difficulties and help students overcome them. As the course title suggests, the course is a workshop.

This means that the bulk of the time in the course will be taken up with exercises directed at improving students' chances of doing well in their exam. Each week students will be asked to translate past exams (or similar texts). In class we will go over the translations and suggest improvements. We will also look at techniques whereby one can translate quickly and effectively. In addition, typical German-English translation problems will be addressed.

Bowen

Debating and Oral Communication

Ü

Di. 13.15-14.45, R. 8028

This course aims at improving students' oral skills by having them organize and participate in debates. Debating provides an excellent forum in which students can improve their oral skills, for participants must not only convincingly deliver pre-prepared statements but also communicate intelligently and fluently without notes. The first section of the course will involve introducing students to the rules of debating and argumentative strategies used in debates. The second section of the course will allow students to apply their knowledge of effective oral communication and argumentation by having them engage in organized debates. Each week two teams will prepare a debate on a topical issue. In class, they will defend their position against the opposing team. In conclusion, the audience will be allowed to pose questions—and pick a winner.

Bowen

Listening and Discussion

Ü

Di. 15.15-16.45, R. 8028

This course aims at improving students listening and oral skills. Each week we will listen to broadcasts taken from current American and British radio and television programmes. Students will develop their ability to recognize and remember key terms, salient statements and main claims. The listening activities will be followed by an organized discussion of the issues introduced by the broadcasts. Each week a group of students will be in charge of organizing the discussion by providing background information and devising stimulating questions. Students wishing to take the course must be prepared to actively participate in discussions.