

SOMMERSEMESTER 2000

Lehrveranstaltungen

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

VORLESUNGEN

Kornexl **Medieval English Literature** Vorlesung

Di. 14.00-14.45, HS 315, Uni-Hauptgebäude

Within medieval Europe, English literary writings occupy a unique place as attestations of a particularly early and sophisticated vernacular culture. This lecture provides an introduction to the rich variety of literary types and works that have come down to us from Old and Middle English times within the context of Anglo-Saxon and post-Norman Conquest history and society. The lecture will be based on excerpts from the epic *Beowulf*, the writings of Bede, King Alfred, Ælfric and Wulfstan, Middle English romances, such as *Sir Gawain and the Green Knight*, the works of Geoffrey Chaucer, his contemporaries and Late Medieval drama. Text specimens and an introductory bibliography will be made available for the first lecture.

Meyn **American Literature from the 1930s to the Present** Vorlesung

Mi. 12.15-13.00, HS 10020

This lecture series will begin with a look at the most important and prolific writers of the 1940s and 1950s – including Ernest Hemingway (*For Whom the Bell Tolls*, *Across the River and Into the Trees*), Norman Mailer (*The Naked and the Dead*, *The Deer Park*), and others. We will also focus on the turbulent 1960s - the decade of civil rights movements, counter-culture movements, anti-Vietnam war demonstrations and their impact on American literature. Special focus will be given to postmodern American literature from the 1960s to the present (Thomas Pynchon, Richard Brautigan, Don DeLillo and others) and to the rise of Native American and Asian American literature.

Ungerer **English Lexicology and Word-Formation** Vorlesung

Mi. 11.15-12.00, HS 10020

This lecture does not attempt to replace standard surveys of the field. Though basic terminology and classifications will not be neglected, the main aim is to highlight interesting aspects and provide some guidelines through the huge amount of data assembled by the research tradition. The issues discussed will include:

- the structure of the vocabulary: synonyms, antonyms, scales, cycles and lexical hierarchies
- metaphor, metonymy and word-formation as means of extending the vocabulary
- the lexicalization process in word-formation: from 'new' combinations to accepted and non-transparent lexical items
- parallels and overlaps between word-formation and phraseological idioms
- descriptive tools: dictionary paraphrases, semantic features, dimensions and associative attributes.

Reading suggestions will be contained in the handouts accompanying the lecture.

Rossov **Multicultural Societies: Great Britain and the USA** Lecture Course

Di. 11.15-12.45, SR 315, Uni-Hauptgebäude

Lehrangebot - Vorlesungen

The development of multicultural societies has been one of the most interesting and enduring challenges for the USA and Great Britain. This course examines the historical background of this development, the main periods of immigration into both countries, immigration and race relations policies, and the position of non-white ethnic minorities today. Particular attention will be devoted to the concept of multiculturalism and the debate surrounding it.

The course is divided into a lecture which will systematically provide information about the aforementioned aspects and a practical aspect in which selected texts and problems are analyzed and discussed. A reader with a selected bibliography and basic texts will be provided at the beginning of the course.

Werbung 2

Klett UNI-WISSEN

GRUNDSTUDIUM

Literaturwissenschaft

Grundkurs: Einführung in die englische und amerikanische Literaturwissenschaft

Übung

Gruppe 1 (Klaus): Do. 11.00-13.10, SR 8023

Gruppe 2 (Wallat): Fr. 9.00-11.15, SR 229, Uni-Hauptgebäude

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

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

Schmitt

Richard II to Henry V: Shakespeare's "Second Tetralogy" in Historical Perspective

Proseminar

Fr. 11.15-12.45, SR 8023

The seminar is intended as an introduction to the reading of early modern drama in general and selected history plays by Shakespeare in particular (*Richard II* and *Henry V*). Moreover, it shall provide the participant with an idea about recent critical approaches to Elizabethan literature and culture. Thus the „historical perspective“ mentioned in the title refers to the historical context of late sixteenth- and early seventeenth-century England as well as to developments in the interpretation of Shakespeare in the twentieth century. (The number of secondary texts will depend on the relative ease (or uneasiness) when dealing with the primary texts as such.)

Students are advised to read the plays in advance! (I recommend the *Arden* edition.) A reader with secondary texts will be provided at the beginning of term. I will try to arrange two evening sessions in order to watch the Laurence Olivier and the Kenneth Brannagh version of *Henry V*. (This is of course dependent on the availability of video tapes, room and equipment.) The seminar will be held in English, unless the subject proves too difficult to handle.

Meyn

Walt Whitman and Emily Dickinson

Proseminar

Di. 17.00-18.30, SR 8023

In the six editions of *Leaves of Grass* that were published between 1855 and 1881, Whitman opened the field of American modern poetry. He was the poet of the city and the crowd, science and the machine. Presenting himself as a model democrat who spoke as and for the people, Whitman's poet was a breaker of bounds; he was female and male, farmer and factory worker, citizen of America and citizen of the world. Shuttling between past, present and future, he wrote in verses that rolled freely across the page.

Emily Dickinson, the „white spinster of Amherst, Massachusetts“ was the other great nineteenth-century American poet, and for her the immeasurable, unrecorded life was far more real than the verifiable one, with the intersections of visible and invisible world seeming to be more electric than facts. Dickinson's extraordinary sensibility and originality brought fresh currents into American thought and expanded the possibilities of poetry. Classroom work will deal with a number of the most famous poems written by the two poets.

Meyn

Modern American Drama

Proseminar

Mi. 9.15-10.45, SR 8023

Course work will begin with the American drama of the 1920s, which was essentially the era of Eugene O'Neill. We shall begin with O'Neill's expressionist plays *The Emperor Jones* (1920) and *The Hairy Ape* (1922). We will proceed to Clifford Odets' *Waiting for Lefty* (1935), a protest drama of the decade of the Great Depression. The last part of our seminar will be devoted to modern American drama after

World War II covering Tennessee Williams' *Cat on a Hot Tin Roof* (1955) and Edward Albee's *Who's Afraid of Virginia Woolf?* (1962).

Schmitt

**Contemporary British Fiction:
Graham Swift, Kazuo Ishiguro, Ian McEwan**

Proseminar

Do. 17.00-18.30, SR 229, Uni-Hauptgebäude

"The return to history" seems to be one general trend in contemporary British fiction. After a period of obsessive interest in style as such, some critics have characterised influential novels of the eighties and nineties as "historiographic metafiction" (I know it sounds terribly complicated, but it isn't, you will see!), as novels, which, in a seemingly postmodernist fashion, concentrate on historical themes and the art of writing at the same time. Focusing on three novels by contemporary British writers, we will (after having enjoyed the reading) try to find out what's behind these big words. We will have a look at each novel individually and, at the end of the semester, also compare them formally and thematically.

Start reading as soon as you can!

Graham Swift, *Waterland* (1983)

Kazuo Ishiguro, *The Remains of the Day* (1989)

Ian McEwan, *Black Dogs* (1992)

Sprachwissenschaft

N.N./Krippendorf

**Grundkurs A unter besonderer Berücksichtigung der
Sprachvarianten des Englischen**

Übung

Mo. 12.50-15.05, SR 8023

Dieser Kurs soll einen ersten Überblick über die Grundbegriffe der Sprachwissenschaft vermitteln. Dabei wird sich der Kurs zunächst mit der Lautbildung und Betonung, mit grammatischen Endungen und wichtigen Mitteln der Satzanalyse befassen (Wortarten, Satzteile, semantische Rollen). Ein weiteres Thema sind die Bildung neuer Wörter sowie die Beziehungen zwischen bestehenden Wörtern - z.B. ihre Gliederung in Wortfelder. Auch die Grundbegriffe der Informationsgliederung einer Äußerung (Thema und Rhema) sowie der Strukturiertheit von Texten und das Sprechaktkonzept werden eingeführt. Schließlich werden einige Aspekte der Geschichte der englischen Sprache angesprochen, so die historische Verwandtschaft mit anderen Sprachen, die sprachgeschichtliche Einteilung in Alt-, Mittel- und Neuenglisch sowie Lehneinflüsse anderer Sprachen auf das Englische.

Als Schwerpunkt wird in diesem Kurs außerdem der Bereich der regionalen und sozialen Differenzierungen des Englischen ausführlicher behandelt. Daneben sollen auch Besonderheiten der schriftlichen und mündlichen Kommunikationen sowie ausgewählte Funktionalstile berücksichtigt werden. Voraussetzung für den Erwerb des Leistungsnachweises: erfolgreiche Teilnahme an der Abschlußklausur sowie Kurzreferat oder Protokoll einer Sitzung.

Schneider, K.

**Grundkurs B unter besonderer Berücksichtigung der
sprachgeschichtlichen Entwicklung des Englischen**

Übung

Di. 8.55-11.10, HS 14, Barocksaal

Ziel dieser Lehrveranstaltung ist es, einen ersten Überblick über die Gegenstandsbereiche und Grundbegriffe der Sprachwissenschaft zu geben. Dabei wird sich der Kurs zunächst mit der Lautbildung und Betonung, der Form und Bedeutung von Wörtern sowie wichtigen Mitteln der Satzanalyse befassen. Ein weiteres Thema ist die Textanalyse: die Beziehung von Wörtern im Text (Wortfelder), die Informationsgliederung (Thema und Rhema), die Strukturiertheit von Texten und das Sprechaktkonzept. Außerdem sollen Begriffe wie Standard, Dialekt, nationale und gesellschaftlich bedingte Varianten am Beispiel der englischen Sprache erläutert werden.

Besondere Aufmerksamkeit wird in diesem Kurs der sprachgeschichtlichen Entwicklung des Englischen geschenkt: den vielfältigen phonetischen, morphologischen, lexikalischen und syntaktischen Veränderungen, die im Laufe der Sprachgeschichte stattgefunden haben. Darüber hinaus werden außersprachliche und innersprachliche Gründe für diese Veränderungen beleuchtet und diskutiert.

Fundamentals of Grammar

Übung

Lehrangebot - Grundstudium

Gruppe 1 (Garbe): Mo. 9.15-10.45, SR 8023

Gruppe 2 (Bös): Di. 9.15-10.45, SR 229, Uni-Hauptgebäude

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

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

Downing, A. & Ph. Locke (1992) *A University Course in English Grammar*, Prentice Hall International (UK) Ltd.

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

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

Hoppe

English Phonetics and Phonology

Übung

Gruppe 1: Di. 7.30-9.00, SR 7023

Gruppe 2: Di. 9.15-10.45, SR 7023

Gruppe 3: Do. 7.30-9.00, SR 7023

This course will be a double period with content combined from lecture and practical exercises. The theoretical introductions will be presented in the context of a general theory of 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 the more difficult graphemes (time permitting).

The tapes are highly individualised and can therefore be used in the classroom or at home. The course-book will prepare you to pass the oral and written tests. It contains all of the necessary theory, a large number of exercises, a key, a glossary of phonetic terms, texts for transcriptions and the texts of the cassettes, which can be borrowed for work at home.

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

A Pronouncing Dictionary. Recommendations in the course.

Schneider, K.

Introduction to the History of the English Language

Proseminar

Do. 13.15-14.45, SR 229, Uni-Hauptgebäude

þa com þær regen... (da kam der Regen...)

What sounds almost like German is in fact Old English, a language that was spoken more than 1000 years ago. How and why major changes happened in the history of the English language will be discussed in this seminar.

The students will become acquainted with three major periods [Old English (ca. 450-1100), Middle English (1100-1500) and Early Modern English (1500-1700)] and learn about important changes in phonology, morphology, vocabulary and syntax. Reasons for these changes (e.g. historical events like the Norman Conquest in 1066) will be discussed as well. In addition to this historical background, we will be reading and analysing texts from the respective periods in the original, such as *Beowulf*, the first great heroic poem (Old English), Geoffrey Chaucer's *Canterbury Tales* (Middle English) and parts of Shakespeare's work (Early Modern English).

Krippendorf

Varieties of Present-Day English

Proseminar

Mo. 17.00-18.30, SR 8023

"Variety is the spice of life."

This course will focus on English language variation, based on a discussion of such terms as *standard*, *accent*, *dialect*, *sociolect*, etc. It will deal with some of the Englishes spoken around the world, concentrating on major geographical and social varieties of English in Great Britain, North America and Australia. English-based pidgins and creoles will also be included.

All students are expected to participate actively and to give a presentation in class. In addition, participants who want to acquire a "Leistungsnachweis" will be asked to prepare a written term paper.

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

Ungerer

Speech Acts and Politeness

Proseminar

Do. 9.15-10.45, SR 8023

If we want to find out how language is used, we must see it in terms of speech acts rather than sentences and clauses. Speech acts such as statements, questions, offers, requests or apologies are expressed in very different and often very indirect ways; one reason is that the speaker wants to be 'polite'. In this seminar we will try to identify and classify speech acts, and analyze the role they play in discourse. Turning to politeness, we will try to understand it as a basic face-saving principle and discuss how politeness influences our choice of speech acts, the way they are expressed in language, and more generally, our conversational behaviour.

Active participation is expected, which includes a short presentation in class. Participants who want to acquire a "Leistungsnachweis" will have to present a more substantial paper in class and hand in a written version later on. Topics for papers, bibliographical advice and suggestions for background reading will be provided in the first class.

Ungerer

Advertising Texts and Other Persuasive Texts

Proseminar

Di. 15.15-16.45, SR 8023

This proseminar will be concerned with all aspects of advertisements which can be regarded as linguistic in a wider sense: the special language used in advertising, which is innovative and international and rich in figurative language; the structure of adverts and the underlying so-called AIDA formula; the relationship between language and pictorial elements, and in TV commercials, the audio-visual component. The focus will be on consumer advertising, but prestige advertising and public advertising will also be considered. Going beyond advertisements proper, we will try to find out to what extent the notion of persuasiveness invades other types of texts, e.g. business letters, political speeches and even sermons.

For conditions of attendance and other technical details see the notes on my other proseminar above.

Bös

Early Modern English Texts

Übung

Mi. 15.15-16.45, SR 4035, Zwischenbau A.-Bebel-Str. 28, 14tägl. (Beginn 19.04.2000)

This course will focus on the development of English in the Early Modern English period (approximately 1500 – 1700). Analysing short texts of that period, we will try to work out some of the main structural characteristics of Early Modern English and compare them to those of Modern English. In our analysis, we will consider extracts from fictional genres such as plays and novels as well as scientific texts and private documents (e.g. letters, diary entries, wills), which elucidate the contemporary attitude to Early Modern English.

The texts will be provided in a folder in the library. Students will be asked to prepare a short passage and present it in class.

Kultur Großbritanniens und Nordamerikas

Rosow

Multicultural Societies: Great Britain and the USA

Lecture Course

Di. 11.15-12.45, SR 315, Uni-Hauptgebäude

The development of multicultural societies has been one of the most interesting and enduring challenges for the USA and Great Britain. This course examines the historical background of this development, the main periods of immigration into both countries, immigration and race relations policies, and the position of non-white ethnic minorities today. Particular attention will be devoted to the concept of multiculturalism and the debate surrounding it.

The course is divided into a lecture which will systematically provide information about the aforementioned aspects and a practical aspect in which selected texts and problems are analyzed and discussed. A reader with a selected bibliography and basic texts will be provided at the beginning of the course.

Grundkurs: Introduction to British and American Studies

Übung

Lehrangebot - Grundstudium

Gruppe 1 (Rossow): Di. 7.30-9.00, SR 8023

Gruppe 2 (Rossow): Fr. 7.30-9.00, SR 8023

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

Susemihl

From Pre-Colonialism to the Vietnam War – An Introduction to the History of the United States

Proseminar

Di. 13.15-14.45, SR 7023

This introductory course to American History surveys 350 years of American political, social, and cultural history. While attempting to provide a multi-cultural approach to American history, given the diversity of the people who have experienced it, the course strives to provide students with a thorough background for more advanced courses. It also introduces students to a wide variety of historical tools with which to study the past. Among the sources whose relative merits we will discuss are traditional primary documents (i.e. newspapers, letters, diaries, published works), oral history, photography, film, and fiction.

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

O'Brien, Tim, *The Things They Carried*, Penguin, 1991.

Susemihl

Boom, Bust and Battle – America in the 1920s, '30s and '40s

Proseminar

Mo. 15-15-16.45, SR 8023

After World War I America changed radically. While the 1920s represented a new era of business and pop culture, the 1930s – the decade of the Great Depression – left a deep impact on the American mind. After the prosperous 1920s, about one third of the American population found themselves suddenly confronted with extreme poverty. Only one decade later, in the late 1940s, the United States emerged from the Second World War a relatively unified, powerful and confident nation, proud of their armed forces, economy and ideals.

Classroom work will focus on various aspects in American history such as politics, economy, immigration, popular culture, urban development, and the American West. Main emphasis, however, will be on the 1930s. We will discuss how American writers, artists, moviemakers, politicians and businessmen reacted to the Jazz age in the 20s, the social catastrophe of the '30s, and the economic upswing of the '40s.

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

John Steinbeck, *The Grapes of Wrath*

Stridde

Aspects of American History and Culture in Science Fiction Television

Proseminar

Do. 13.15-14.45, SR 8023

Television reflects the society from which it springs. Science fiction television programs often attempt to criticize contemporary society. This course concentrates on *Star Trek* as one of the most popular SF-shows on American television. Its asset is how it deals with humanity using the metaphor of the 24th century and aliens who serve as catalysts for telling stories about the current conditions in the world, even though, despite all efforts for a cosmopolitan view, the series has its origin unmistakably in the United States.

Course material provides an understanding of historical, social and political aspects such as the atom bomb, McCarthyism, gender roles, racism, homosexuality, etc. On the basis of this background knowledge we will discuss representative episodes and analyze how these topics are presented on a medium primarily concerned with entertaining its audience.

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

Fachdidaktik

Siebold **Grundkurs: Grundfragen der Fachdidaktik Englisch** Übung

(ab 3. Semester)

Di. 11.15-12.45, SR 7023

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

Siebold **Grundkurs: Frühbeginnender Englischunterricht** Übung

Mo. 11.15-12.45, SR 8023, 14tägl. (Beginn 17.4.2000)

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

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

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

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

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 other skill-orientated offerings, enables the students to develop and improve their English up to the standards required in the exam. It aids them in maintaining their progress in English and improving the specific aspects of English that they are weakest in. More detailed, the aims of the course are to build on the vocabulary that students already possess 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 practise it both with native speakers and with each other. Last but not least, 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 review 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

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

Towards Proficiency I Übung

Gruppe 1 (Jahnke): Di. 15.15-16.45, SR 229, Fr. 9.15-10.45, SR 230, jeweils Uni-Hauptgebäude

Gruppe 2 (Hoppe): Mo. 13.15-14.45, HS 12, Barocksaal; Mi. 13.15-14.45, SR 8023

Towards Proficiency II

Übung

Gruppe 1 (Adam): Mo. 7.30-9.00, SR 8023

Gruppe 2 (Schneider): Mi. 13.15-14.45, SR 4035, Zwischenbau A.-Bebel-Str. 28

Adam

Reading and Discussion I

Übung

Mi. 7.30-9.00, SR 8023

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

Jahnke

Basic Writing Skills

Übung

Gruppe 1: Do. 11.15-12.45, SR 229, Uni-Hauptgebäude

Gruppe 2: Do. 13.15-14.45, HS 14, Barocksaal

This is a course in which content for expression is controlled. The methodology of the course is to give the student clear-cut quantities of interrelated material. In a compact system, the student is provided with core information on grammar, levels of formality, spelling, punctuation, word use and formation, composition and editing. Grammatical and other material appears in model texts before it is described and practised. In addition to regular preparation, the student will be expected to hand in a number of written assignments.

Schneider, Ch.

Reading Skills

Übung

Mi. 7.30-9.00, SR 229, Uni-Hauptgebäude

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

Hoppe

Oral Skills I

Übung

Do. 11.15-12.45, SR 7023

In this class we will discuss topics like education in GB, 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 as well as guide discussions. The main aim is to enlarge the active vocabulary, use language functions accurately, and to develop confidence in speaking either freely or from notes.

Maximum no. of participants: 15

Jahnke

Introduction to Translation

Übung

Gruppe 1: Fr. 11.15-12.45, SR 229, Uni-Hauptgebäude

Gruppe 2: Mi. 9.15-10.45, SR 229, Uni-Hauptgebäude

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.

Hoppe

Remedial Grammar

Übung

Gruppe 1: Mi. 16.00-16.45, SR 8023

Gruppe 2: Mi. 15.00-15.45, SR 8023

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*. Students are advised to purchase one of the following scientific grammar books. For regular grammar courses, we recommend one of the first two.

1. Leech, G and J. S. Svartvik (1992) *A Communicative Grammar of English*, London: Longman.
2. Greenbaum, S. and R. Quirk (1993) *A Student's Grammar of the English Language*, London: Longman.
3. Thompson, A.J. and A.V. Martinet (1990) *A Practical English Grammar*, Oxford: OUP.
4. Swan, M. (1992) *Practical English Usage. A Reference and Practice Book for Intermediate Students*, Cambridge: CUP.

Gall

Technology Enhanced Language Learning

Übung

Gruppe 1: Mi. 9.15-10.45, SR 7021

Gruppe 2: Do. 9.15-10.45, SR 7021

This optional course is aimed at students who have little experience of using modern technology (especially computers) for language learning but who wish to acquire new skills with these methods. 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 on CD-ROM
- Computer-based testing; using computer databases; using concordances
- Internet and e-mail

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

HAUPTSTUDIUM

Literaturwissenschaft

Klaus

Shakespeare: Die großen Tragödien

Hauptseminar

Di. 15.15-16.45, SR 8023

So unterschiedlich die Deutungen und Aneignungen von Shakespeare ausfallen, so einig sind sich die Interpreten über die hochgradige (sprachliche wie bewußtseinsmäßige) Komplexität seiner Dramen. Dieser Vielschichtigkeit und Vielstimmigkeit, bezogen auf die verschiedenen Lebenswelten und widerstreitenden Ideologien der spätelisabethanischen Zeit, will auch das Seminar nachgehen. Im Zentrum stehen drei Tragödien aus der mittleren, der reifen Schaffensphase (ca. 1600-1606) des Autors: *Hamlet*, *Lear* und *Macbeth*.

Welche Ausgaben Sie heranziehen, bleibt Ihnen überlassen. Ich empfehle und bestelle die nach meinem Dafürhalten derzeit philologisch ergiebigsten und zugleich benutzerfreundlichsten (allerdings nicht ganz wohlfeilen) Ausgaben:

Hamlet, ed. G.R. Hibbard, The Oxford Shakespeare, Oxford: Oxford University Press, 1987

Macbeth, ed. A.R. Braunmuller, The New Cambridge Shakespeare, Cambridge: Cambridge University Press, 1997

King Lear, ed. R. A. Foakes, The New Arden Shakespeare, 3rd series, London: Thomas Nelson, 1996

Klaus

Schools and Teachers in the Contemporary Scottish Novel

Hauptseminar

Mi. 11.15-12.45, SR 8023

For centuries Scottish education has been different from English, just as Scots Law differs from English Law. Scottish education was public and gratis, in principle open to all classes of society. Each parish had, or was supposed to have, a schoolhouse and a schoolmaster. The dominie, as he was called, was both a revered and a dreaded figure.

Changes in education since the Second World War may have lessened the role of the individual teacher, but in Scottish fiction the teacher, the classroom and the common room have rarely been more present than over the last forty years. The course proposes taking a closer look at the representation of schools and teachers by focusing on the following three novels, taken from successive decades:

Muriel Spark, *The Prime of Miss Jean Brodie* (1961)

George Friel, *Mr Alfred M.A.* (1972)

James Kelman, *A Disaffection* (1989)

It is hoped that Dr Liam McIlvanney from the University of Aberdeen, with which we have "Socrates" ties, can join the course mid-term and bring his own exhaustive knowledge of Scottish writing into the class.

Meyn

The Impact of Slavery on American Literature

Hauptseminar

Do. 9.15-10.45, SR 7023

Slavery has been a main topic of African American literature from its beginnings in the early nineteenth century. As we shall see it also haunted a number of white writers. The first part of the seminar will be devoted to Abraham Lincoln's speeches on slavery and to Harriet Beecher Stowe's sentimental novel and anti-slavery tract *Uncle Tom's Cabin* (1852), the first and most widely read of American best sellers. In the second part of the seminar we shall discuss two twentieth-century African American novels - Ralph Ellison's *Invisible Man* (1952) and Toni Morrison's *Beloved* (1987).

Lehrangebot - Grundstudium

Wallat **The Beats: Jack Kerouac, Allen Ginsberg, William S. Burroughs, Gary Snyder, Lawrence Ferlinghetti** Hauptseminar

Mo. 9.15-10.45, SR 229, Uni-Hauptgebäude

The Beat Generation was a group of American writers centred in San Francisco and New York in the late 1950s. Led by the poet Allen Ginsberg and the novelist Jack Kerouac, the "beats" expressed an opposition toward middle-class values, commercialism and conformity. Writers of the "beat generation" dropped out of middle-class society in search of "beatific" ecstasy through drugs, sex, and Zen Buddhism and had a strong influence on the "counter-culture" of the 1960s.

This course provides an introduction to the main representatives of the "beat generation". Special emphasis will be put on the comparative analysis of the novels and poems in their capacity to mirror erupting issues of social and cultural life in America in the 1950s and 1960s.

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

Allen Ginsberg, *Howl*. 1956 [ISBN 0872 860 175]

Jack Kerouac, *On the Road*. 1957 [ISBN 0-14-018521-6]

William S. Burroughs, *Naked Lunch*. 1959 [ISBN 0-586-08560-2]

The books will be available in the "Buchhandlung im Fünfgiebelhaus".

Klaus **Examenskolloquium: Britische Literaturwissenschaft** Übung

Mi. 17.00-18.30, SR 8023, 14tägl., (Beginn: 18.04.2000)

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

Wallat **Examenskolloquium: Amerikanische Literaturwissenschaft** Übung

Do. 13.15-14.45, SR 4035, Zwischenbau A.-Bebel-Str. 28, 14tägl., (Beginn: 13.04.2000)

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

Kornexl **Historical Sociolinguistics and Historical Pragmatics: New Approaches to the Study of English** Hauptseminar

Di. 11.15-12.45, SR 8023

(auch für den 'Weiteren Nachweis in Sprachgeschichte/Sprachentwicklung')

Language is a human tool that is firmly rooted in specific socio-cultural contexts and can be put to a great variety of uses by individual (and groups of) speakers. Though most contemporary linguists would readily subscribe to this statement, the extension of sociolinguistic and pragmatic theory and methodology to the past is a relatively recent development. By analysing and discussing various diachronic investigations wherein authors set out to describe and explain language change in terms of speaker-dependent variation, this course explores the possibilities and limits of a user-oriented approach to stages of English that are accessible only partially via written documents.

Ungerer

Emotion and Rationality in the English Language

Hauptseminar

Do. 15.15-16.45, SR 8023

Emotion is an aspect of human behaviour which has been neglected if not suppressed by modern linguistics. It is the aim of this seminar to find out whether this attitude is justified and whether language is indeed something intrinsically rational. The areas investigated will include: vocabulary items expressing and describing emotion (verbs and adjectives of emotion, intensifying adverbs); emotion and figurative language (metaphor, phraseologisms), emotion and sentence types (exclamations); emotion and intonation. In addition, more general issues will be discussed such as 'emotional' vs. 'non-emotional' or 'rational' text types; emotion, rudeness and linguistic politeness; emotion and language acquisition (is children's language more emotional than the language of adults?).

A course programme including proposals for papers and a bibliography will be provided in the first class.

Ungerer

Approaches to Psycholinguistics: a Reading Course

Übung

Di. 9.15-10.00, SR 8023

Language perception, language production, the mental lexicon and how these faculties are acquired - these are the most important and most fascinating aspects of psycholinguistics. The course will introduce these issues by drawing both on simple introductory texts and on passages from more mature works. Students will be expected to do limited preparatory reading for most of the classes (5 to 10 pages) and to participate in close reading sessions of key passages and discussion in class. A reading list and reading materials will be provided at the beginning of the term.

Ungerer

Linguistisches Repetitorium

Übung

Di. 10.05-10.50, SR 8023

Diese Übung wird anhand der früheren Prüfungsaufgaben und sonstiger geeigneter Materialien insbesondere auf das sprachwissenschaftliche Klausurthema im Lehramts- und Magisterexamen vorbereiten. Verbunden damit ist eine Reaktivierung von Grundkenntnissen aus dem Bereich der Phonetik und Phonologie, der Wortbildungslehre, Textlinguistik, Pragmatik und Stilistik. Insofern dient die Übung auch der Vorbereitung auf die mündlichen Prüfungen in den Abschlussexamen.

Kultur Großbritanniens und Nordamerikas

Rosow

Multicultural Societies: Great Britain and the USA

Lecture Course

Di. 11.15-12.45, SR 315, Uni-Hauptgebäude

The development of multicultural societies has been one of the most interesting and enduring challenges for the USA and Great Britain. This course examines the historical background of this development, the main periods of immigration into both countries, immigration and race relations policies, and the position of non-white ethnic minorities today. Particular attention will be devoted to the concept of multiculturalism and the debate surrounding it.

The course is divided into a lecture which will systematically provide information about the aforementioned aspects and a practical aspect in which selected texts and problems are analyzed and discussed. A reader with a selected bibliography and basic texts will be provided at the beginning of the course.

Rosow

Popular Culture

Hauptseminar

Fr. 9.15-10.45, SR 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, 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 issue of popular culture 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.

Do. 11.15-12.45, HS 14, Barocksaal

In 1975 President Gerald Ford wanted Americans to "regain the sense of pride that existed before Vietnam." Yet it was not so easy. Americans could not retrieve their 'old' values. Nor could they forget what had just happened. The country moved into the mid-1970s with feelings of bitterness and distrust. Many Americans felt suspicious of all politicians and powerless to make government more honest and responsive. They looked at the world with a gnawing sense of anxiety and helplessness. Gone was the sense of American superiority – military, economic, political, and moral – that had marked the 1950s and early 1960s.

This course aims at exploring American history after World War II, focusing on the 1970s, 1980s and 1990s. Reading and discussion will provide an understanding of decades of decisive social and political development, leading to the verification and transformation of national identity.

Classroom work will focus on critical texts concerned with the expectations and experiences, conflicts and accomplishments of postwar America and show how American writers, artists, moviemakers and politicians reacted to social conflicts and changes.

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

Fachdidaktik

Garbe

Englischunterricht zwischen Vermittlung und Aneignung

Proseminar

(5./6. Semester)

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

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

Englischunterricht kreativ

Hauptseminar

LA Haupt- und Realschule

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

Verschiedene Formen schöpferisch-aktivierender Unterrichtsgestaltung stehen im Mittelpunkt der Lehrveranstaltung. Die Studenten werden mit den entsprechenden theoretischen Konzepten vertraut gemacht und lernen Methoden zu ihrer praktischen Umsetzung kennen. Sie entwickeln in Gruppen- oder Partnerarbeit Ideen für eine kreative Gestaltung des Unterrichts, die sie nach Möglichkeit in der Unterrichtspraxis umsetzen. Für die Betrachtung und Diskussion werden vor allem Formen ausgewählt, die in der Lage sind, Schüler zur Erweiterung ihrer Allgemeinbildung und Entwicklung ihres kommunikativen Könnens in der Fremdsprache zu motivieren.

Literaturliste bei der Seminarleiterin

Garbe/Siebold

Literarische Texte im Englischunterricht

Hauptseminar

LA für Gymnasien, 7./8. Semester

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

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

Siebold **"Ein Sack voll Wörter?" Wortschatzarbeit im Englischunterricht** Übung

Mo. 11.15-12.45, SR 8023, 14tägl. (Beginn 10.4.2000)

Der Kurs befasst sich mit einigen wesentlichen Aspekten der Wortschatzarbeit im Englischunterricht. Folgende Themen werden behandelt:

- Beherrschung eines Wortes,
- linguistische Zugänge zum Wortschatz als Übungsgrundlagen,
- kulturspezifische Zusammenhänge bei der Einführung neuer Wörter, Wortschatz und Lerntechniken.

Literatur beim Seminarleiter

Siebold **Ein Satz steht selten allein – Grammatikaneignung im Englischunterricht** Übung

Do. 11.15-12.45, SR 4035, Zwischenbau A.-Bebel-Str. 28, 14tägl. (Beginn 20.4.2000)

Die Lehrveranstaltung konzentriert sich auf das Verständnis von Grammatik aus fachdidaktischer Sicht und auf unterrichtsmethodische Aspekte ihrer Aneignung. Dabei werden u.a. folgende Themen behandelt: Grammatik und Kommunikation; Unterrichtskonzeptionen bei der Vermittlung grammatischer Strukturen; Methoden und Verfahren, Übungen und Aufgaben, Kontrollen.

Literaturliste beim Seminarleiter

Garbe **Szenisches Gestalten im Englischunterricht** Übung

Mo. 11.15-12.45, SR 4035, Zwischenbau A.-Bebel-Str. 28, 14tägl. (Beginn 10.4.2000)

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.

Gall/Garbe **Medieneinsatz im Englischunterricht** Übung

Mo. 11.15-12.45, SR 4035, Zwischenbau A.-Bebel-Str. 28, 14tägl. (Beginn 17.4.2000)

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

Garbe/Siebold **Planung und Analyse von Unterricht** Schulpraktische Übungen

LA für Gymnasium, Haupt- und Realschule
Zeit und Raum nach Vereinbarung

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

Mindt, Dieter (1995) *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

Di. 13.15-14.45, SR 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) in order to convey meaning (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

Adam

Business English

Übung

Mo. 11.15-12.45, SR 229, Uni-Hauptgebäude

This course is intended to be an introduction to and development of business skills, such as business writing (business correspondence, reports, memos), 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 decision finding and other situations.

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

Mullgardt

Translation German – English

Übung

Do. 13.15-14.45, SR 7023

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

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

Mullgardt

Translation German – English (Examenskurs)

Übung

Do. 17.00-18.30, SR 7023

This course is designed for students intending to take their final translation examination in the coming academic year. Based on exam-type texts, the course will concentrate on exam strategies as well as attempt to iron out basic grammatical problems. Students should have already attended the general translation course. Participants must prepare texts on a weekly basis and submit written translations for marking.

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

Mazur

Oral Skills II

Übung

Gruppe 1: Di. 17.00-18.30, SR 7023

Gruppe 2: Do. 17.00-18.30, SR 8023

This course will develop spoken English skills for use in a variety of contexts, particularly academic ones. We shall concentrate on the exchange of information, experience and impressions. This course requires active student participation – each week a different theme (art, politics, science) is discussed and one student acts to guide discussion through the preparation of a short presentation. The emphasis is on developing ease

of speaking in a variety of contexts and on a wide spectrum of topics. Vocabulary development is also an important part of this class.

Schneider, Ch.

Essay Writing

Übung

Mo. 13.15-14.45, SR 9023

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

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

Mullgardt

Essay Writing (Examenskurs)

Übung

Do. 15.15-16.45, SR 7023

Magister

This course will focus on the essay exam and is designed for students intending to take their final examination in the coming academic year. Its aim is to further the development of the students' writing abilities, expand their vocabulary, raise their grammatical awareness and practise writing under pressure.

Students will work on inventing, drafting, and revising several types of formal, non-fiction essays. They will work on group and team editing and seek to give both positive feedback and constructive criticism. Participants must regularly submit essays for marking.

Schneider, Ch.

Grammar, Idiom and Style (Examenskurs)

Übung

Mo. 9.15-10.45, SR 231, Uni-Hauptgebäude

This course is intended for those students who seek one last opportunity to improve their general English in order 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.