

# SOMMERSEMESTER 2002

## Lehrveranstaltungen

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

### Vorlesungen und lecture courses

Mackenthun **History of American Literature: From the Beginnings to the Civil War** Vorlesung  
(voraussichtlich)

Mi. 13.15-14.00, HS 315 BA/MA: Modul B  
This is the general survey lecture on the emergence and historical development of American literature, from its pre-colonial beginnings to the Civil War. Special emphasis is put on the impact of ethnicity, gender, and social relations on American writing. The survey lecture provides an indispensable overview of American literature; therefore students of all semesters can benefit attending this course. The *Heath Anthology of American Literature*, ed. Paul Lauter (2 vols., Fourth edition) contains most of the texts to be covered in this lecture, so purchase is especially recommended to students who want to specialize in American Studies.

Wallat **A Survey of 20<sup>th</sup> Century American Drama** Lecture Course

Do. 9.15-10.00, HS 315 BA/MA: Modul B  
The lecture course is a study of American drama from the First World War through the present. This survey of the history of American literature attempts to provide an understanding of American drama, its writers and its issues during the 20<sup>th</sup> century. The course examines both style (e.g. realism versus expressionism) and subject matter, focusing on the constructions of gender and race, issues of presence and voice, and the ways in which American drama confronts and/or reconfigures larger social concerns.  
The course is divided into a lecture part in which representatives of American drama are introduced and a skill-oriented part in which selected dramatic texts will be analyzed.  
A reader with a bibliography and dramatic texts (extracts) will be provided at the beginning of the course.

Linke **Fulbright Lecture Series: Aspects of American Culture** Vorlesung

Di. 9.15-10.45, 14tägl., gerade Wochen, HS 218 BA/MA: Modul C  
In dieser Vorlesungsreihe werden im 14-täglichen Rhythmus amerikanische Fulbrightprofessoren, die in diesem Jahr an deutschen Universitäten unterrichten, zu Gastvorträgen nach Rostock kommen. Sie werden zu speziellen Themen aus Geschichte, Literatur und Populärkultur sprechen. Angefragt sind unter anderem Mike Smalley Cook (African American Cinema), Andrew Isenberg (American History), James Ruppert (American Literature), Leila Zenderland (History and American Studies) und

## ***Lehrangebot - Vorlesungen***

andere. Die Liste der Vortragenden und ihrer Themen wird zu Semesterbeginn öffentlich gemacht. Jede Veranstaltung wird aus einer kurzen Vorstellung des/r Vortragenden, einem etwa einstündigen Vortrag in English und anschließender Diskussionszeit (Englisch oder Deutsch) bestehen. Alle Hörer sind aufgefordert, die Gelegenheit, amerikanische Gastprofessoren zu befragen, wahrzunehmen und zu einer lebhaften Diskussion beizutragen.

Rossow **Multicultural Britain – An Overview** Lecture Course

Di. 11.15-12.45, HS 315

BA/MA: Modul C

The development of a multicultural society has been one of the most interesting and enduring challenges for Great Britain following the Second World War. This course examines the historical background of this development, the main periods of immigration from the Empire/Commonwealth, immigration and race relations policies, and the position of non-white ethnic minorities today. Particular attention is devoted to the concept of multiculturalism and the debate surrounding it. The course is divided into a lecture which systematically provides information about the aforementioned aspects and a practical aspect in which selected texts and problems are analysed and discussed. A reader with a selected bibliography and basic texts will be provided at the beginning of the course.

Schneider, K. **Introduction to the History of the English Language** Lecture Course

Di. 9.15-10.45, 14tägl., ungerade Wochen, HS 218

BA/MA: Modul A

***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 through 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. To round the survey off, we will look at some samples of texts from the Old English period, the Middle English period and Shakespearian times.

Garbe **Fundamentals of Grammar** Lecture Course

Mo. 9.15-10.45, HS 10020

BA/MA: Modul A

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

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

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

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

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

Siebold **Spracherwerb und Englischunterricht** Lecture Course

Mi. 9.15-10.45, HS 315

BA/MA: Modul VK 1

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

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

## Grundstudium

### Literaturwissenschaft

Wallat

**Reading Course**

Übung

Do. 10.15-11.00, HS 315

BA/MA: Modul B

This course provides an introduction to the analysis of literature. It will concentrate on the reading and discussion of literary texts in English. Intended to impart basic knowledge and skills, it precedes the comprehensive introduction to English and American literature (Grundkurs: Einführung in die englische und amerikanische Literaturwissenschaft).

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

The short story and the poems will be provided as photocopies, the novel and the play will be available at the "Phoenix Buchhandlung".

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

Lorraine Hansberry, *A Raisin in the Sun*

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

Übung

Gruppe A (Klaus): Di. 13.00-15.15, R. 8023

BA/MA: Modul B

Gruppe B (Wallat): Fr. 8.30-11.00, R. 229:

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.

Mackenthun  
(voraussichtlich)

### **Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft C**

Übung

Gruppe C: Mi. 14.15-16.45, HS 12

BA/MA: Modul B

Dieser 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 oder Oxford). Zur allgemeinen Einführung in das Anglistikstudium empfehle ich studiumsbegleitend Barbara Korte, Klaus Peter Müller, and Josef Schmied, *Einführung in die Anglistik*. Stuttgart: Metzler, 1997.

Klaus **After Joyce: Twentieth-Century Short Stories from Ireland** Proseminar

Mi. 9.15-10.45, R. 8023 BA/MA: Modul B

A small nation – a great literary tradition: The Irish short story belongs to the finest of the English language. Critics continually pose the question as to whether the Irish have a special capacity for this genre. George Moore and James Joyce between them laid the foundation of the modern Irish short story; but this course will concentrate on their successors, from Frank O'Connor and Sean O'Faolain through Mary Lavin and William Trevor to some more recent writers. In the process we may be able to offer a tentative answer to the question raised above.

The course can also serve as a general introduction to the methodology of short-story reading.

Kiely, Benedict ed. (1981): *The Penguin Book of Irish Short Stories*, London: Penguin.

Schmitt-Kilb **The Theatre of the Absurd** Proseminar

Do. 15.15-16.45, R. 8023 BA/MA: Modul B

Thinking about the theatre of the absurd leads one, at least in a British context, directly to Samuel Beckett. The first performance of *Waiting for Godot* in London in 1955 marks a decisive change in the history of British drama. According to Martin Esslin, this play paradigmatically demonstrates the main characteristics of the theatre of the absurd by laying open the essential meaninglessness of the world, by calling into doubt the belief in logic and rationality and by questioning language as a proper instrument for meaningful communication. Thus, selected plays of Samuel Beckett form the core of the seminar, but we will also examine plays by Harold Pinter (*The Caretaker*), Edward Albee (*Zoo Story*) and Tom Stoppard (*Rosencrantz and Guildenstern Are Dead*).

Since the theatre of the absurd is not a primarily British phenomenon, it is also necessary to consider writers from the continent, such as the Italian Luigi Pirandello (*Sechs Personen suchen einen Autor*), the French Jean Genet (*Der Balkon*) and the French-Rumanian Eugene Ionesco (*Die Stühle*). Historical and philosophical contextualisation will accompany the sessions. The course language will vary, as we will obviously be discussing German translations of the non-British writers in German.

A reader with plays and secondary material will be provided at the beginning of the term. I recommend you buy Samuel Beckett, *The Complete Dramatic Works*, London: Faber & Faber 1990. It's not cheap, but it will last you a lifetime!

Mackenthun **The Scarlet Letter – a Case Study in Criticism** Proseminar  
(voraussichtlich)

Do. 15.15-16.45, R. 7023 BA/MA: Modul B

Nathaniel Hawthorne's *The Scarlet Letter* (1850) is one of the classic texts of American literature and a classic of the historical novel as well. In addition, its reception by various critical schools allows insight into the changing views of literary criticism. In this course, we will discuss the text itself and exemplary critical essays about it, with the aim of familiarizing ourselves with different approaches in American literary criticism - ranging from the New Criticism and the Myth and Symbol School, structuralist, poststructuralist and feminist approaches to various kinds of historical criticism. We will also discuss two movie adaptations of the novel. Participants are required to purchase Nathaniel Hawthorne, *The Scarlet Letter. A Case Study in Contemporary Criticism*. Ed. Ross C. Murfin (St. Martin's Press, 1990). As we will also discuss a few of Hawthorne's short stories, I recommend that you also acquire N.H., *The Scarlet Letter and Selected Tales* (Penguin).

Meyn **20<sup>th</sup> Century American Poetry: From Modern to Contemporary** Proseminar

Di. 15.15-16.45, R. 8023 BA/MA: Modul B

The history of American poetry forms a series of discontinuities - eruptions of creative energy that loosen poetry from its moorings and take it in new directions. Modernism, the period from 1910 to 1945, rests on the belief that the artist, and hence the poet, was more sensitive than the average person.

The modernist poet trusted in the power of art to save us from the deadening features of modern urban and industrial life. He/she believed that new styles of writing were necessary to express new ideas and values. The struggle for freer expression, especially in sexual and political matters, was one of the central issues in modernism. It approached all traditional forms with suspicion. At the same time, many modernist poets turned their attention to the growing importance of mass media and popular culture and tried to integrate them in their ways of expression.

The contemporary poets, that is, the poets of the late 1940s and later, continued in this tradition only partly. Whereas the modern poet focused on the objects of his or her culture, his/her contemporary counterparts are more intent on describing the emotional states of their culture, as we shall see. In the 1960s, the Civil Rights Movement began to change American society and culture. Since then, ethnic and minority poets, male and female, have succeeded increasingly in becoming part of mainstream culture. We shall therefore also study poems created by Hispanic, African American, Asian American and Native American authors. Texts will be provided.

## **Sprachwissenschaft**

### **Grundkurs Sprachwissenschaft A + B**

Übung

Gruppe A (Bartels): Mi. 13.15-14.45, R. 8023

BA/MA: Modul A

Gruppe B (Bockholt): Mo. 9.15-10.45, R. 8023

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

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

Hoppe

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

Übung

Gruppe A: Do. 9.15-10.00, R. 7023

BA/MA: Modul A

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

Gruppe C: Di. 9.15-10.00, R. 7023

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

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

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

A Pronouncing Dictionary. Recommendations in the course.

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

Gruppe A: Do. 10.05-10.50, R. 7023

BA/MA: Modul A

Gruppe B: Di. 10.05-10.50, R. 7023

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

The credit can be used for the 'wahlfreier Bereich'.

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

Schneider, K. **An Introduction to Old English** Proseminar

Do. 9.15-10.45, R. 8023

BA/MA: Modul A

**"Pæt wæs god cyning! – That was a good king!" (*Beowulf*, line 11)**

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

Schneider, K. **Contrastive Linguistics: English - German** Proseminar

Mi. 11.15-12.45, R. 8023

BA/MA: Modul A

Contrastive studies have a long tradition in linguistics, comprising, for example, early comparative historical linguistics, language typology, contrastive grammar and modern intercultural communication studies. The aim of this seminar is to compare English and German on various linguistic levels:

- phonetics/phonology (incl. stress and rhythm)
- morphology (incl. word-formation and phraseology)
- syntax (incl. word order)
- semantics (incl. word-fields, idioms, taboos and euphemism)
- pragmatics (incl. politeness strategies)
- sociolinguistics (incl. social & regional variation), and
- text linguistics (incl. newspaper language).

For all topics, similarities and differences between English and German will be discussed and illustrated by examples. A detailed bibliography of writings on the topics will be available at the beginning of the semester.

Bartels **The Structure of Words, Word Fields and Word-Formation** Proseminar

Mo. 13.15-14.45, R. 8028

BA/MA: Modul A

In this course English vocabulary will be approached from various perspectives. First, words, or more precisely lexemes, will be investigated to show how they can be arranged as synonyms, opposites, in hierarchies or word fields. Moving on to the internal structure of words, we will discuss the different types of word-formation processes. Next, we will focus on lexical semantics and the distinction

between the 'real' meaning (denotation) and additional associations (connotations). The final step will be to discuss how the vocabulary is extended by the addition of new meanings, by word-formation and borrowings from other languages.

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

Bös **Analysing Written and Spoken Texts** Proseminar

Fr. 11.15-12.45, HS 315

BA/MA: Modul A

Seminar papers, cookery recipes, TV interviews and chats with friends are but few examples of written and spoken texts. At the beginning of this course we will examine some attempts of discourse classification (e.g. the distinction between spoken and written texts) as well as different theoretical approaches to the study of discourse. After analysing some examples of written texts, the focus will be on spoken discourse. We will discuss different ways of collecting and transcribing data, which constitute the basis of structural analysis. Investigating various types of spoken interaction (e.g. classroom-discourse, doctor-patient talk), important patterns of overall and sequential organization will be worked out.

Bös **Social Varieties: How Gender, Education, Ethnic Background and Other Variables Influence Our Language** Proseminar

Do. 13.15-14.45, R. 8023

BA/MA: Modul A

Very often the way people speak reflects not only their regional, but also their social background – their language may vary according to factors such as education, ethnicity, gender and age. This course aims to provide an overview of different varieties influenced by an interplay of these variables. We will examine e.g. the use of slang, differences between men's and women's language and sociolects such as Chicano English. In addition, the course includes discussions about the status of Standard English in contrast to the different social varieties and about notions such as "political correctness". This proseminar is part of the BA/MA curriculum in English (*Grundstudium, Modul C*), but can also be attended by students who would like to acquire a *Teilnahmebescheinigung* or *Nachweis* as part of the *Interdisziplinäre Studien* (IDS).

## **Kultur Großbritanniens und Nordamerikas**

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

Gruppe A (N.N.): Mi. 7.30-9.00, R. 8023

BA/MA: Modul C

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

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

Rossow **The Thatcherite 'Revolution'** Proseminar

Fr. 7.30-9.00, R. 8023

BA/MA: Modul C

The course starts with an examination of the essential nature of British politics and the central terms and concepts associated with its study. The main part addresses various aspects of the Thatcher era in more detail. Do, for instance, the changes really 'deserve' the term 'revolution' or were they more phenomena mainly due to wider economic, political and social necessities that could be observed to



operate elsewhere as well? This and other questions are discussed against the historical background of the period immediately following Thatcher's `resignation´ as Prime Minister and the impact of New Labour. A reader with a selected bibliography and the list of topics for term papers will be provided at the beginning of the course.

Linke                                    **"Herstory"? Aspects of a History of British Women**                                    Proseminar

Mo. 15.15-16.45, R. 8023

BA/MA: Modul C

Since gender relations are an essential part of any culture, this course in Cultural Studies sets out to explore specific aspects of the lives of women in Britain from the Middle Ages to the 20th Century in order to develop a better understanding of British history and culture. Activities and materials will vary and will include the discussion of the representation of women in traditional history books and of selected chapters of the social histories of women's lives. Furthermore, samples of women's literary and polemical writing from several centuries will be analysed. A reader with the primary texts will be provided at the beginning of the term.

Susemihl                                    **Boom, Bust and Battle – America in the 1920s, 30s and 40s**                                    Proseminar

Mi. 17.15-18.45, R. 8023

BA/MA: Modul C

After WW 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, the economy, immigration, popular culture, urban development, and the American West. The 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 work of fiction will be ordered through the "Universitätsbuchhandlung Phoenix".

Steinbeck, John. (1992) *The Grapes of Wrath*. New York: Penguin.

Susemihl                                    **Minorities in Multicultural Canada**                                    Proseminar

Mi. 15.15-16.45, Raum 8023

BA/MA: Modul C

Canadians regard their multicultural character as a mark of their national identity and celebrate multiculturalism as a Canadian virtue. Over the centuries since Europeans first encountered Native Canadians on the Atlantic coast, Canadians have created a transcontinental nation of many peoples. However, they have had to learn how to live with each other. Throughout their history that accommodation has been marked by incomprehension, suspicion, fear, and prejudice. A multiplicity of languages, customs, and traditions threatened, most Canadians feared, to undo Canadian society altogether. These "strangers within the land" did and still have to pass various obstacles. Slowly, though, Canadians came to appreciate the value of their diverse origins, traditions, and ambitions.

This course examines the historical background of this multicultural society in a cultural context, the main periods of immigration and the position of the ethnic minorities in contemporary Canada. We will especially look at the situation of the Métis, the Native and Japanese Canadians. A reader will be provided at the beginning of the course. The fiction will be available at the "Universitätsbuchhandlung Phoenix".

Kogawa, Joy. (1981) *Obasan*. London: Penguin.

Culleton Mosionier, Beatrice. (1999) *In Search of April Raintree*. Winnipeg: Portage & Main Press.

## Fachdidaktik und Vermittlungskompetenz

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

Mo. 11.15-12.45, R. 8028  
ab 3. Sem.

BA/MA: Modul VK 1

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

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

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

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

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

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

Bockholt                      **Study Tasks and Study Skills**                      Übung

Mo. 13.15-14.45, R. 8023

BA/MA: Modul VK 1

This course is for students who want to learn how to study effectively in English. It is designed to extend the range of skills needed to begin and complete your studies successfully and to enhance your employment prospects. Structured and straightforward guidance is given on the following topics: note taking, gathering and using information, essay and report writing, oral presentation. An interactive approach enables you to find out for yourself which study techniques are best suited to your own way of working. The classes will be accompanied by handouts and bibliographical references.

**Siehe auch für Lehramt Grundschule und BA/MA (möglich anstatt PS *Approaches to Language Learning*):**

Siebold                      **Spracherwerb und Englischunterricht**                      Lecture Course

Kommentar vgl. *Vorlesungen und Lecture Courses*.

## Sprachpraxis

### Towards Proficiency I bzw. II

Übung

BA/MA: Modul D

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

Top I: 2 SWS + 2 ergänzende SWS

Top II: 2 SWS

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

Zur Anschaffung empfohlene Wörterbücher:

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

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

### Towards Proficiency I

Übung

Gruppe A (Jahnke): Di. 13.15-14.45, R. 8028; Fr. 9.15-10.45, R. 8028

BA/MA: Modul D

Gruppe B (Hoppe): Mo. 11.15-12.45, R. 229; Do. 13.15-14.45, R. 8028

Hoppe

### Towards Proficiency II

Übung

Gruppe A (Hoppe): Mo. 13.15-14.45, HS 12

BA/MA: Modul D

Gruppe B (Schneider): Di. 15.15-16.45, R. 7023

Schneider

### Reading Skills

Übung

Di. 17.15-18.45, R. 8023

BA/MA: Modul D

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

Adam

**Reading and Discussion I**

Übung

Mo. 7.30-9.00, R. 8028

BA/MA: Modul D

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

Jahnke

**Basic Writing Skills**

Übung

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

BA/MA: Modul D

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

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

Hoppe

**Listening Comprehension and Oral Practice**

Übung

Di. 11.15-12.45, R. 7023

BA/MA: Modul D

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

The emphasis is on overall comprehension, but sometimes also on understanding the exact details.

The following methods will be used: pre-listening activities with explanation of words or text, listening for the gist or details, and after-listening activities.

Jahnke

**Introduction to Translation**

Übung

Di. 15.15-16.45, R. 232

BA/MA: Modul D

Primarily, this course aims at mastering certain principles which are applied when translating into and from the English language with special consideration for English-German language relations. The course deals with a number of semantic and grammatical problems which recur when translating, and it 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 will not find in their dictionaries.

Hoppe

**Remedial Grammar**

Übung

Do. 8.15-9.00, R. 7023

BA/MA: Modul D

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

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

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

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 A: Do. 7.30-9.00, R. 7021

Gruppe B: Do. 9.15-10.45, R. 7021

This optional course is aimed at students who have little experience of using modern technology (especially computers) for language learning and who wish to acquire new skills. The course will cover the following areas:

- Basic video and audio technology; Satellite television and radio; Worldband-receiver and BBC-English
- Basic computer literacy: PC hardware, Windows; Computer-assisted language learning materials
- Encyclopaedias, bibliographies, dictionaries, etc. on CD-ROM
- Computer-based testing; Using computer databases; Using concordances
- Internet and e-mail

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

## Hauptstudium

## Literaturwissenschaft

Schmitt-Kilb

### Edmund Spenser's *Faerie Queene* (1596): The Poetics and Politics of Elizabethan Epic Poetry

Hauptseminar

Mo. 15.15-16.45, R. 8028

Edmund Spenser's *The Faerie Queene* is the first great epic poem in the English language. Written in the last two decades of the sixteenth century, this long and complex allegory presents the reader with many difficulties, mainly a result of the "strange" and unfamiliar language and the equally "strange" subject matter. In the seminar, we will set out to overcome these difficulties 1) by guided reading and 2) by embedding *The Faerie Queene* in its cultural, political and historical contexts with the aim of turning beginners' hardships into lasting pleasure.

**Warning:** As the only possible way to overcome difficulties in reading Spenser is reading Spenser, you should not consider participating in the seminar if you are unwilling to spend a lot of time reading Renaissance poetry. (Have a look at the text in the library before you make up your mind!)

By far the best edition of the text is the one by A.C. Hamilton (but it is by far the most expensive as well). As a second best, I suggest you buy the Penguin Classics version, edited by Thomas P. Roche. In dieser Lehrveranstaltung kann der HS-Schein "Ältere Literatur" erworben werden.

Klaus

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

Hauptseminar

Do. 9.15-10.45, R. 8028 (Course starts 11 April 2002.)

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

Pat Barker, Agnes Owens and Livi Michael have all, in their individual ways, made major contributions to this still developing genre. It is planned to bring one of the trio over to Rostock pending funding by the British Council. For this purpose the Hauptseminar will exceptionally be conducted in English. If the visit by Livi Michael materialises, it will provide us with a unique insight into the literary practice of a contemporary writer.

Barker, Pat (1982): *Union Street*, London: Virago.

Owens, Agnes (1998): *For the Love of Willie*, London: Bloomsbury.

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

Note:

Should Livi Michael's visit have to be postponed until the winter semester I shall offer a Hauptseminar on the Brontës instead. Watch out for an announcement at the beginning of the semester.

Wallat

**American Classics: Eugene O'Neill, Arthur Miller,  
Tennessee Williams and Edward Albee**

Hauptseminar

Mo. 9.15-10.45, R. 8023

The decades after World War II saw the emergence of important playwrights like Arthur Miller, Tennessee Williams and Edward Albee. But it was Eugene O'Neill who became the dominant playwright during his life and continues to exert influence through his innovative work.

This course aims to introduce students to these outstanding dramatists of the twentieth century. The introduction will provide the opportunity for a closer analysis of these playwrights and their issues. Readings and classroom discussions will enable students to develop their analytic skills for addressing dramatic texts and relate their understanding of American plays to the cultural and historical background from which they developed. Students will be encouraged to become aware of a variety of critical approaches to dramatic texts.

The course will focus on Eugene O'Neill's *Long Days Journey into Night* (1941), Tennessee Williams's *The Glass Menagerie* (1945), Arthur Miller's *Death of a Salesman* (1949) and Edward Albee's *Who's Afraid of Virginia Woolf?* (1962).

A bibliography and the list of term papers will be provided at the beginning of the course.

Mackenthun  
(voraussichtlich)

**Postmodernity, Literature, History**

Hauptseminar

Do. 11.15-12.45, R. 7023

One of the common assumptions about postmodern literature is that it has responded to notorious claims about the 'end of history' (Fukuyama) by reducing human events to - often ironical and parodistic - texts and narratives. In this seminar, we will read and discuss a number of American novels that are regarded as both historical and postmodern(ist). We will attempt to determine how they situate themselves between the extreme constructionist position that history is nothing but a text and a position that views literature as an ongoing intervention into politics and dominant ideologies. Are these positions mutually exclusive to begin with? In order to tackle this issue, we will provide ourselves with a theoretical basis by reading selected essays from historical and literary theory

(available as a mastercopy). Participants are required to purchase - and begin reading in the term break - the following novels: E.L. Doctorow, *The Book of Daniel*, Thomas Pynchon, *Mason & Dixon*, Ishmael Reed, *Mumbo Jumbo*, and Bharati Mukherjee, *The Holder of the World*. There are plenty of other novels waiting to be adopted for a short report and term paper.

Klausur

## **Examenskolloquium Literaturwissenschaft**

Übung

Di. 18.30-20.00, 14tägl. (Beginn: 16.4.02), R. 8011

Es werden zum einen die Anforderungen und Bedingungen von fachwissenschaftlicher Klausur und mündlicher Prüfung (Neuregelung im Magisterstudium!) besprochen; dabei wird auch Gelegenheit zu einem *mock exam* gegeben. Zum anderen können auch Themenwahl und Konzeption von Staatsexamens- und Magisterarbeiten erörtert werden.

## **Sprachwissenschaft**

Kornexl

## **Modern English Word-Formation and Phraseology**

Hauptseminar

Di. 15.15-16.45, R. 8028

“There is no other domain whose place in the grammatical description of a language is more controversial than word-formation” (D. Kastovsky). This assertion proves equally applicable to the closely related field of phraseology that concerns itself with the study of so-called ‘fixed expressions’ or ‘multi-word lexical items’ such as idioms and phrasal verbs. After discussing key terms and basic concepts relevant to both fields (e.g. the tricky word ‘word’ and the complex notions of regularity, productivity and creativity) we will deal with the classification of word formation processes in contemporary linguistic theory and test the underlying assumptions by a practical analysis of material both taken from the literature and individually collected from a variety of sources.

Prerequisites for participation: official enrolment in the “allgemeine Einschreibung” and personal attendance at the first session in which a select bibliography and a list of topics for oral presentations and term papers will be provided.

Kornexl

## **Structural Change in the History of English**

Hauptseminar

Di. 11.15-12.45, R. 8028

This seminar will explore a variety of systemic changes that have affected the grammar of English from Anglo-Saxon times up to the present day. The analytical and evaluative criteria gained from a study of theoretical approaches to linguistic change will be applied to key processes such as the loss of inflexional markers and the different strategies compensating for it, major shifts in the sound system and changes in word structure and accentual patterns. Texts from the various stages of the history of English will be provided for both illustration and practical analysis.

For prerequisites of participation cf. the seminar on Word-Formation and Phraseology above.

Schneider, K.

## **Linguistisches Repetitorium**

Übung

Do. 13.15-14.45, R. 7023

This course is meant to prepare prospective examinees for their written and oral exams in English Linguistics. The discussions are based on previous exam papers (Lehramt and Magister) and other suitable texts. They will focus on the various aspects of text analysis such as phonetic transcription, word-formation and phrase structure analysis, syntactic analysis of complex and compound sentences as well as grammatical and lexical cohesion. Additionally, other fields of linguistics (e.g. semantics, pragmatics and sociolinguistics) will be chosen as subject for practice and argument.

## Kultur Großbritanniens und Nordamerikas

Linke                                      **The US-American South: A Historical Survey**                                      Hauptseminar

Mo. 11.15-12.45, R. 8023

Despite the homogenization of American Culture, regional identities are alive and remain an essential aspect of the diversity of American culture. The phenomenon of persistent regionalism cannot be grasped without a deeper understanding of American history. This course combines surveys of historical periods in Southern history with contextualized interpretations of selected documents of Southern history. A reader with the primary sources, i.e. the documents, will be provided at the beginning of the term.

Rosow                                      **USA – the Last Global Player. Danger or Chance?**                                      Hauptseminar

Fr. 11.15-12.45, R. 8023

The course is intended as a common *project* of all participants that places particular emphasis on active involvement. This will include the joint identification of 'objects' and 'areas' of analysis, the finding of relevant material, its preparation, presentation and discussion in class as essential parts of the project work. There will be no set texts, no reader, no 'prefabricated' topics for papers - and, although the course is guided, its outcome depends very much on the individual input of all participants.

The objective of the project is to acquire a better understanding of the various relationships between the USA and the "rest" of the world in general and Europe in particular. The analysis of these relationships focuses both on historical and contemporary aspects. Central issues are notions of America (myth vs. reality), the controversial question of Americanisation and its impact on Europe, the role of the USA in international relations, and the global context in which these issues are embedded.

## Fachdidaktik und Vermittlungskompetenz

Garbe                                      **Englischunterricht zwischen Vermittlung  
und Aneignung**                                      Proseminar

Di. 9.15-10.45, R. 8023

(5./6. Semester)

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

Literaturliste beim Seminarleiter

Garbe                                      **Grundfragen der Fachdidaktik Englisch:  
Frühbeginnender Englischunterricht**                                      Proseminar

Mi. 9.15-10.45, R. 8028

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 beim Seminarleiter



Siebold

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

Übung

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

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

**Reading Is Fun - Zur Arbeit mit Lesetexten im  
Englischunterricht**

Übung

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

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

Literaturliste beim Seminarleiter

Garbe/Siebold

**Planung und Analyse von Unterricht**

Schulpraktische

Übungen

LA für Gymnasium, Haupt- und Realschule, Grund- und Hauptschule

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

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

Linke

**Kulturverstehen im Englischunterricht**

Hauptseminar

Fr. 9.15-10.45, R. 8023

Fremdverstehen bedeutet nicht nur Verstehen der fremden Sprache, sondern auch der anderen Lebens- und Denkweise. Das Seminar spricht verschiedene Aspekte der kulturvermittelnden Seite des Englischunterrichts an. So werden theoretische Konzeptualisierungen von Kulturverstehen diskutiert, aber auch Lehrplan- und Lernziele sowie kulturkundliche Lehrmaterialien analysiert und Lernstrategien bzw. Unterrichtsmethoden entwickelt und diskutiert. Erfahrungsberichte aus schulpraktischen Übungen sind willkommen.

# Sprachpraxis

Jahnke

## Translation English - German II

Übung

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

Gruppe B: Do. 13.15-12.45, R. 229

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

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

Flibotte-Lüskow

## Translation German – English

Übung

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

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

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

By the end of the semester participants will have developed strategies for solving such problems on their own. The first half of the course deals with traditional literary texts, where emphasis is placed on tone, style, and register. Later we will practice oral interpretation skills (interview Q & A transfers, conference presenting, and simultaneous interpretation) and then look at target use tests from advertising, journalism, and other "real world" areas.

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

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

Brehmer

## Translation German - English (Examenskurs für LA)

Übung

Mo. 15.15-16.45, R. 229

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

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

Adam

## Business English

Übung

Mo. 9.15-10.45, R. 8028

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

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

Schneider

## **Essay Writing**

Übung

Gruppe A: Mi. 11.15-12.45, R. 8028

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

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

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

N.N.

## **Oral Skills II**

Übung

Gruppe A: Mi. 17.15-18.45, HS 12

Gruppe B: Mi. 19.00-20.30, 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.