

# SOMMERSEMESTER 2003

## Lehrveranstaltungen

Die folgende Übersicht gibt den Stand der Planung vom Januar 2003 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters.

### VORLESUNGEN UND LECTURE COURSES

Ungerer                      **Descriptive Linguistics in the 20<sup>th</sup> Century:  
Major Stages**                      Vorlesung

Di. 09.15-10.00, HS 10020

BA/MA: Modul A, E, F

If successful, the lecture should serve both as a revision and an appetizer. It should pick up the topics you have come in contact with in your Grundkurse and other linguistic courses and put them into a wider context, and it should point out interesting aspects of linguistic development that you have not come across so far and stimulate your desire to pursue them further. What the lecture cannot do is supply anything approaching a comprehensive account of modern linguistics. Instead it will pick out major 'schools' and illustrate them with one or two telling examples. The aim is to show how each approach has challenged its critics to develop a new approach and how this has finally led to a fairly comprehensive coverage of what language is about. The lecture will be structured as follows:

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

The lecture will be accompanied by handouts and bibliographical references.

For more advance information consult the website (<http://www.phf.uni-rostock.de/institut/iangam/ungerer/sprachwiss.htm>) from 15 March onwards.

Kornexl                      **History of the English Language**                      Vorlesung

Di. 11.15-12.00, HS 10020

BA/MA: Modul A, E, F

This lecture charts the historical development of English from its beginnings up to the present day, exploring major changes in the fields of spelling, phonology, grammar, syntax, vocabulary and semantics. Special attention will be given to aspects of variation as well as processes of standardization and to the linguistic properties and extralinguistic forces that have turned English into an international language of unique currency and status.

Linke                      **Fulbright Lecture Series 2003**                      Vorlesung

Mi. 09.15-10.45, HS 218

BA/MA: Modul C, E, F

14tägl., gerade Wochen, beginnend am 16. April

This lecture series brings a number of American Fulbright professors who are teaching at German universities in summer 2003 to Rostock. The guest speakers will lecture on their special field in American Studies, addressing issues in history, literature and popular culture. Speakers will cover diverse topics such as Images of colonial America (Ch. Johnson), Abraham Lincoln (G. McJimsey), Racial issues in Germany and the U.S. (G. Fowler), the Holocaust as a phenomenon in American culture (A. Steinweis), and American young adult literature (S. Stan).

The final list of speakers and topics will be published at the beginning of the term. Each lecture will consist of a brief introduction of the speaker, his/her presentation (in English) and question time (in English or German). Every participant is invited to ask questions and contribute to a lively discussion.

Linke

### **Key Concepts in Cultural Studies**

Lecture Course

Mo. 11.15-12.45, HS 218

BA/MA: Modul C, E, F

This lecture course introduces some central analytical terms for the study of cultures, such as representation, sign, myth and ideology. It then focuses on several core issues in Cultural Studies such as identity, gender, race/ethnicity, class and place, looking at examples of their representation from a constructionist point of view.

We will start with a brief outline of the field and its history and theoretical foundations. Then there are thematic units, each of which begins with a critical look at definitions of the concept in question and theoretical and analytical approaches to the issue. We will discuss differences in the history, meaning and role of the concept in British and American culture and analyse representations of the concept in texts to exemplify different conceptualisations. In the analytical parts, text forms and media will range from poetry and newspaper articles to advertisements, maps and clothes.

A bibliography will be provided in the course of the lecture. Master copies of the texts for the analyses will be deposited in the *Brunnenhof* copyshop and the library (Handapparat) a week in advance.

Rossow

### **Diversity in the British Isles: Past and Present**

Lecture Course

Di. 13.15-14.45, HS Radiologie

BA/MA: Modul C, E, F

This lecture course examines selected facets of postwar Britain by focusing on the basic categories of class, place, national and regional identities, gender and 'race', and (youth) culture. Various possible ways, means and criteria of dividing the population into different groups and sub-groups will be investigated. Central themes are social class and mobility; gender, feminism and sexism; multiculturalism and racism; national and regional identity. The objective of the course is to create a social profile comprising the different categories, the relationships between the categories and their place in the wider social context.

A reader with a selected bibliography will be provided at the beginning of the course.

Garbe

### **Fundamentals of Grammar**

Lecture Course

Mo. 09.15-10.45, 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

Do. 09.15-10.45, HS 315

BA/MA: Modul VK 1

Auch für das 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 der Veranstaltung 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. Die Veranstaltung gibt eine Einführung in wichtige Fragestellungen, Methoden und Ergebnisse der Zweitsprachenerwerbsforschung. Das Schwergewicht liegt dabei auf möglichen Schlussfolgerungen für den Englischunterricht: Wie verhelfen die Erkenntnisse der Zweitsprachenerwerbsforschung zu Einsichten in Wege und Grenzen des beruflichen Handelns künftiger Englischlehrerinnen und –lehrer.

## Grundstudium

### Literaturwissenschaft

Mackenthun

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

Übung

Gruppe A: Di. 11.15-12.45, HS 315

BA/MA: Modul B

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

Wallat

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

Übung

Gruppe B: Do. 09.15-10.45, HS 14

BA/MA: Modul B

Gruppe C: Fr. 09.15-10.45, 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.

Schmitt-Kilb

#### **Wordsworth & Co.: Historicizing Romantic Poetry**

Proseminar

Di. 13.15-14.45, R. 8023

BA/MA: Modul B

This course is intended first to serve as an introduction to romantic poetry – Blake, Wordsworth, Coleridge, Byron, Shelley, Keats – for those of you who have not come into contact with the lot at all. Moreover, it shall serve to sharpen your awareness of the fact that even romantic poetry, with its misleading reputation of inwardness and detachedness from worldly affairs, is as much a product of the poet-genius as of the historical, social, political, cultural circumstances in which he finds himself. A reader will be for sale at the "Copyshop im Brunnenhof" a week or two before the beginning of the term.

Mackenthun

#### **Huckleberry Finn: A Case Study in Criticism**

Proseminar

Di. 15.15-16.45, R. 8028

BA/MA: Modul B

Mark Twain's novel *The Adventures of Huckleberry Finn* (1884) is a classic of American literature, as well as a classical meditation on the problem of slavery and freedom. Besides having nurtured the escapist dreams of generations of young people, *Huck Finn* has been, and continues to be, at the center of discussions about racism and political correctness, the role of literature in school education, and the ideological function of language. In this seminar, we will address these issues, but our main work will consist in discussing Twain's novel in the context of different schools of literary theory - such as New Criticism, psychoanalytical criticism, reader-response criticism, historical criticism. Students are requested to purchase a good and critical edition of *Huck Finn* (preferably the Bedford St. Martin's edition, which also contains many of the secondary texts we'll use; but Penguin Classics or Oxford or

Norton will also do). Copies are on order at Weiland bookstore. The novel is also reprinted in the *Norton Anthology of American Literature* (3rd or 4th edition, vol 2). Further material will be made available in form of a *Reader*.

Wallat **Contemporary American Women Poets** Proseminar

Do. 11.15-12.45, R. 8023 BA/MA: Modul B  
Women poets have become a major force in American literature in the second half of the 20th century. Writing from the female perspective, these women examine and express individuality and personal relationships as a means of investigating complex social issues. *H. D. (Hilda Doolittle), Marianne Moore, Edna St Vincent Millay, Elizabeth Bishop, Gwendolyn Brooks* and *Adrienne Rich, Sylvia Plath and Louise Glück* are eight of the most prominent American women writers.  
The seminar intends to introduce these women poets as part of twentieth-century American literature. Particular emphasis will be put on the analysis and discussion of different *modes* of contemporary poetry written by women, its roots, meaning and the historical background of female writing in the U.S.

A reader with poems and a bibliography will be provided at the beginning of the course.

Schmitt-Kilb **Modern British Short Stories and Narrative Theory** Proseminar

Mi. 13.15-14.45, R. 8023 BA/MA: Modul B  
This seminar will serve three main purposes: we will read a number of recent short stories both to get to know the genre and to become acquainted with a range of contemporary writers and their concerns. Moreover, the course shall deepen your knowledge of narrative theory (which you have partially dealt with in the "Grundkurs"), meaning that we will use the stories as examples of narrative fiction and analyse them from a narratological point of view. Participants are asked to buy the following collection: Malcolm Bradbury (ed.), *The Penguin Book of Modern British Short Stories*, London: Penguin, 2001 (1987). Those of you who would like to prepare for the theory are advised to read Shlomith Rimmon-Kenan, *Narrative Fiction*, London: Routledge, 2002.

## **Sprachwissenschaft**

Bös **Grundkurs Sprachwissenschaft** Übung

Mo. 09.15-10.45, R. 229 BA/MA: Modul A  
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.

Ungerer **A Survey of Written Texts and Text Analysis** Proseminar

Do. 09.15-10.45, R. 8023 BA/MA: Modul A  
Participants will be confronted with a wide range of texts types ranging from personal letters to cookery recipes. In an attempt to assign these texts to text types, various proposals for text classification will be discussed. To analyse text structure we will then look into how information is distributed between sentence elements ('theme-rheme structure'); how sentences are linked with each other ('cohesion'); how texts follow certain text strategies and composition principles and which stylistic means are applied to make them effective. On a more practical level, the course should also give some guidance on how to evaluate and compose academic prose, business letters, job applications and other types of text.

Participants who want to acquire a Leistungsnachweis will have to present a paper in class and hand in a written version later on; special rules apply for first year BA students. Topics for papers and bibliographical advice will be provided in the first class. Suggestions for background reading can be found on the English linguistics website

(<http://www.phf.uni-rostock.de/institut/iangam/ungerer/sprachwiss.htm>) from 15 March onwards.

Bartels/Bös/  
Weinreben/  
Ungerer

**News Stories, Advertisements, Talk Shows - Selected Aspects**

Proseminar

Do. 17.15-18.45, R. 8023

BA/MA: Modul A

The topics of this course will include types and structure of newspaper texts and their historical background, the development of headlines and layout in newspapers and advertisements, conversational strategies, politeness and rudeness in talk shows and the characteristic features of newspaper language, especially the language of popular papers. Ms Bartels, Ms Bös and Ms Weinreben will co-chair the introductory session, in which the seminar programme will be presented and papers assigned, and will take turns in conducting the subsequent classes. Prof. Ungerer will take over for the final section on newspaper language.

Bös

**Linguistic Analysis of Plays and Film Scripts**

Proseminar

Fr. 11.15-12.45, R. 8028

BA/MA: Modul A

In this course, some linguistic approaches to spoken interaction will be discussed and illustrated with extracts from modern plays and film scripts. We will start out from an overview of the speech act theory, discuss some influential politeness theories and take a look at basic concepts in the description of the local structure of conversation (e.g. turns, overlaps, repairs etc.). After this introduction the approaches will be applied to the analysis of selected plays and film scripts. Based on video material, we will also investigate non-verbal aspects such as intonation, facial expression and gestures.

Participants of this course will be asked to analyse and present examples from the sources mentioned above. A selected bibliography and information on topics for papers will be provided at the beginning of the term.

Bartels

**National Standards and Regional Varieties of English**

Proseminar

Mi. 11.15-12.45, R. 8023

BA/MA: Modul A

Visiting another English-speaking country even native speakers of English sometimes face difficulties. Communication problems may arise due to different ways of pronunciation or unfamiliar expressions and occasionally even because of grammatical differences encountered in the local variety.

To approach the problem of geographical varieties the British English Standard will be contrasted with other varieties in two ways:

First we will look at national standards. Starting from the British Standard, the focus will be on American English, but other standards such as Canadian or Australian English will be considered as well.

In the second section of the course we will compare the British Standard to regional varieties in Britain like Cockney and Estuary.

A bibliography and topics for presentations will be provided at the beginning of the term. For a first overview you may have a look at:

Hansen, Klaus; Uwe Carls; Peter Lucko (1996), *Die Differenzierung des Englischen in nationale Varianten*, Berlin: Schmidt.

Trudgill, Peter; Jean Hannah (1994), *International English*, 3<sup>rd</sup> ed, London: Arnold.

Kornexl

**English Historical Texts: Reading and Analysis**

Übung

Di. 12.05-12.50, HS 10020

BA/MA: Modul A

“The best way to perceive the development of the English language is to study its appearance in poetry and prose over the centuries” (Fisher/Bornstein 1984). Following this advice, course work will be based on a range of text samples from different periods that illustrate the variability of English both in synchronic and diachronic terms. The course is open to students in the *Grund-* and *Hauptstudium* who have already gained some elementary proficiency in historical linguistics and aim to reactivate their

knowledge, to improve their reading and translation skills and to increase their capacity for linguistic analysis.

This course can be used to acquire the "Sprachhistorischen Nachweis".

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

Gruppe A: Di. 08.15-09.00, R. 7023

BA/MA: Modul A

Gruppe B: Di. 09.15-10.00, 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 to be used 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: Di. 10.05-10.50, R. 7023

BA/MA: Modul A

Gruppe B: Do. 08.15-09.00, R. 7023

A prerequisites for this single period is that students have 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.

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

## **Kultur Großbritanniens und Nordamerikas**

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

Gruppe A (Rossow): Di. 07.30-09.00, R. 8023

BA/MA: Modul C

Gruppe B (Buchholz): Mi. 07.30-09.00, R. 8028

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.

Linke **British Women in the 19th Century: Media Representations and Their Cultural Context** Proseminar

Di. 09.15-10.45, R. 8023

BA/MA: Modul C

This course aims to develop a deeper understanding of what happened in Britain in the 19th century economically, socially and culturally and why and how this era shaped British ideas of femininity.

Essential factors that shaped the images of femininity are, for example, the British Empire, the rise of industrial capitalism and consumer society, modifications of the British class system, Darwinism and the "scientific age" and the need for (and spread of) education.

The readings will cover these aspects of the Victorian Era, but they will also comprise a second set of texts which consists of primary sources such as Victorian advertisements and articles from newspapers and magazines. The analysis of these documents will reveal how ideas as contradictory as those of progress, heroism and domesticity shaped images of femininity.

Susemihl

**The Jews of North America**

Proseminar

Di. 11.15-12.45, R. 8023

BA/MA: Modul C

In drama and musical comedy, in popular song and symphonic music, in movies and literature, Jews have contributed to North American culture in the 19<sup>th</sup> and 20<sup>th</sup> century to a degree out of all proportion to their numbers. At the same time they have always been facing prejudice and anti-Semitism, living in ghettos and experiencing discrimination in business, politics, culture, and social life. Now that so many barriers are down, there are tendencies to caution and withdrawal from Jewish culture and religion.

This course traces the American-Jewish experience throughout the past 200 years. After first defining Jewish identity and introducing Jewish culture and beliefs, we will discuss Jewish immigration, acculturation and assimilation, concentrating especially on German-Jewish refugees of the 1930s and 40s as well as German-Jewish internees in Canada by studying interviews, newspapers, letters, and memoirs. The main focus, however, will be on Jewish culture. Through novels, stories, essays, film and video, we will examine the implications of anti-Semitism and assimilation as we explore the subtle ironies of contemporary American-Jewish life and ponder the future of American Jewish culture after a century of assimilationist pressure and mainstream success. A reader will be provided at the beginning of the course.

Buchholz

**Southern Appalachia – a Distinct Region within the American South**

Proseminar

Do. 13.15-14.45, R. 8023

BA/MA: Modul C

The American South is a place apart – not only in geographical terms but also because of the sociocultural peculiarities of this region. One exceptional region within the American South which is still viewed by Americans as one of the most distinct subregions left in the United States is Southern Appalachia. To give an example concerning the issue of identity: Some statements of the identity of Appalachia have posed a challenge for the identity of America. How can America as a land of progress contain an entire region of backwardness and poverty? How can America, a metropolitan society of rapid mobility and footloose individualism, accommodate a subculture that insists on maintaining strong family ties and a sense of community (Batteau, *Appalachia and America*, 1983)?

This course will provide historical and short literary texts for discussion covering such topics as regionalism, identity, gender, race, the environment and their specific relevance for Southern Appalachia.

A reader and a selected bibliography will be provided in the first session.

Rossow

**The Importance of Not Being English**

Proseminar

Fr. 07.30-09.00, R. 8023

BA/MA: Modul C

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

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



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

Mo. 11.15-12.45, R. 8028                      BA/MA: Modul VK 1  
ab 3. Sem.

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

Siebold                      **Grundkurs: Frühbeginnender Englischunterricht**                      Übung

Mi. 09.15-10.45, 14tägl., gerade Wochen, R. 8023                      BA/MA: Modul VK 1

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.

Hoppe                      **Phonetic-Communicative Competence**                      Übung

Di. 11.15-12.45, R. 7023                      BA/MA: Modul VK 1

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

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

## 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 Diagnostetests)

Top I: 2 SWS + 2 ergänzende SWS

Top II: 2 SWS

This course, together with a number of skill-orientated courses offered, helps the students to develop and improve their English up to the standards required in the exam. It enables them to maintain their progress in English and improve the specific aspects of English in which they are weakest. More

## **Lehrangebot - Grundstudium**

detailed, the aims of the course are to build on the vocabulary that the students already know and increase their range of expression. 'Problem areas' of English Grammar are revised in order to increase the students' awareness of and sensitivity to degrees of appropriateness in their use of English. The students are encouraged to improve their English outside class by reading widely and practising it with native speakers and with each other. Last but not least, 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*

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

### **Towards Proficiency I A + B + C**

Übung

Gruppe A (Jahnke): Di. 13.15-14.45, R. 8028; Fr. 09.15-10.45, R. 232

BA/MA: Modul D

Gruppe B (Jahnke): Di. 15.15-16.45, R. 232; Fr. 11.15-12.45, R. 232

Gruppe C (Hoppe): Mo. 11.15-12.45, R. 8023; Do. 13.15-14.45, R. 229

### **Towards Proficiency II A + B**

Übung

Gruppe A (Adam): Mi. 15.15-16.45, R. 8023

BA/MA: Modul D

Gruppe B (Hoppe): Mo. 15.15-16.45, R. 8023

Schneider

### **Reading Skills A + B**

Übung

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

BA/MA: Modul D

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

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

Mi. 17.15-18.45, R. 8023

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

Mi. 11.15-12.45, R. 229

BA/MA: Modul D

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

Hoppe

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

Übung

Do. 09.15-10.45, 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 of 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.

# Hauptstudium

## Literaturwissenschaft

Schmitt-Kilb                      **Shakespeare's Comedies: Gender, Genre, Politics**                      Hauptseminar

Do. 15.15-16.45, R. 8023

BA/MA: Modul E, F

Comedy is often defined as a dramatic presentation which makes us laugh. From the point of literary and cultural criticism, however, we speak of comedy if a play follows a certain set of conventions and fulfils a certain set of expectations. The conventions of comedy include disguise, mistaken identities, marital and romantic misunderstandings, happy endings with multiple marriages. What most comedies have in common is the journey of a young woman (or man) from the state of virginity to that of marriage. In the seminar, we will read four major Shakespearean comedies – *The Taming of the Shrew*, *A Midsummer Night's Dream*, *Twelfth Night* and *As You Like It* – and see how Shakespeare manages to comprise, within this conventional framework, wider social issues such as the relationship between men and women, the gender-specific distribution of power in a patriarchal society and the conflict between generations. I suggest you buy the Penguin Classics edition which contains all four plays (ISBN: 0140434542).

Mackenthun                      **Women's Fates in the Nineteenth Century**                      Hauptseminar

Mi. 15.15-16.45, R. 8028

BA/MA: Modul E, F

In the second half of the nineteenth century, an increasing number of novels were dedicated to the plights of female protagonists. In reading and discussing some of these texts, we will explore the reasons for this interest in fictional women's fates. We will look at the social and political background, e.g. the concerns of the suffrage movement and women's increasing presence in the workplace, the ideological discourses of ideal womanhood and hysteria, as well as the spread of conspicuous consumption as a sign of social affluence. Please purchase and start reading the following books (Internet bookstores; some copies on order at Weiland):

Kate Chopin, *The Awakening*; Henry James, *The Turn of the Screw*; Edith Wharton, *The House of Mirth*; Theodore Dreiser, *Sister Carrie* (Oxford, Norton, Modern Library or Penguin Classics editions; others may be incomplete!!). Knowledge of Hawthorne's *Scarlet Letter* (and indeed Flaubert's *Madame Bovary*, Fontane's *Effi Briest*, or Leo Tolstoy's *Anna Karenina*) would be very helpful. Further texts will be made available as a *Reader*.

Mackenthun                      **Postcolonial Literature of the Caribbean**                      Hauptseminar

Mi. 11.15-12.45, R. 8028

BA/MA: Modul E, F

This seminar shall serve as an introduction to the postcolonial literature of the Caribbean. As Caribbean literature can hardly be understood without some knowledge of the manifold problems inherited from the past and involved in the postcolonial condition of the present, we will spend a fair amount of time familiarizing ourselves with key issues of postcolonial theory and the historical development of Caribbean cultures and societies before embarking on the discussion of the three novels. Students are requested to purchase and start reading (in this order) the following books:

Jean Rhys, *Wide Sargasso Sea*; Michelle Cliff, *No Telephone to Heaven*; Caryl Phillips, *Cambridge*. Some copies are on order at Weiland bookstore but students are encouraged to use internet bookstores as well. Additional texts - history, theory, poems and short stories - will be made available as a *Reader*.

Wallat                              **Highbrow – Lowbrow: Popular American Fiction**                      Hauptseminar

Di. 09.15-10.45, R. 229

BA/MA: Modul E, F

*"There are many good reasons for studying popular fiction. The best, though, is that it matters. In the many and varied forms in which they are produced and circulated - by cinema, broadcasting institutions and the publishing industry - popular fictions saturate the rhythms of everyday life. In doing so, they help to define our sense of ourselves, shaping our desires, fantasies, imagined pasts and projected futures. An understanding of such fictions - of how they are produced and circulated, organized and received - is thus central to an understanding of ourselves; of how those selves have been shaped and of how they might be changed."*

(Tony Bennet. *Popular Fiction*. London and New York: Routledge, 1990)

The course is intended to contribute to an understanding of the various forms and strategies of popular fiction. Reading and discussion will thus include critical texts as well as *Crime, Horror, Romance, Comedy* and *Science Fiction* in a range across the institutions of publishing, broadcasting and cinema. Special emphasis will be put on differences between "high" and "low" in their intention and capacity to present or to project important issues of social, cultural and political change in the second half of the 20th century.

A reader with a selected bibliography, short stories and critical texts will be provided at the beginning of the course.

Wallat

### **Examenskolloquium Literaturwissenschaft**

Übung

Di. 11.15-12.45, 14tägl., gerade Wochen, R. 8028

BA/MA: Modul E, F

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

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

## **Sprachwissenschaft**

Ungerer

### **The English Language: a Typological View**

Hauptseminar

Mo. 09.15-10.45, R. 8023

BA/MA: Modul E, F

This seminar will explore the English language against the background of the languages of the world, trying to pinpoint special features of its phonology, its loss of inflection, its specific word order and use of tenses, non-finite forms and passives etc. This universal perspective will be combined with a contrastive analysis of English and German, which will show large areas of agreement, but also important differences, especially in the domain of word order and the realization of politeness strategies and sexist prejudices. The seminar will also look at the different status assigned to the varieties of the language (national standard, regional standard and local dialects) in English and German.

Participation will be strictly based on 'Listeneinschreibung'. Topics for term papers and reading suggestions will be available at the first meeting.

Ungerer

### **Sequencing in English**

Hauptseminar

Fr. 09.15-10.45, R. 8023

BA/MA: Modul E, F

The fact that language is linear, i.e. that linguistic elements are not produced simultaneously, but follow each other, may sound trivial, but this principle of sequencing gives rise to interesting questions on all levels of linguistic investigation. To mention just some of these questions, we may ask why most words start with consonants and not with vowels, why the first syllables of words often, but not always, carry the main stress, why prefixes have a different function from suffixes in word-formation, why subject-verb-object is the usual word-order in English, but allows for important exceptions, why most subordinate clauses should be placed at the end rather than the beginning of sentences, why the utterances in a conversation tend to follow certain patterns and why text strategies like the 'path strategy' develop as they do.

Studying these aspects not only provides a survey of major linguistic areas but also raises the question of how language imitates the natural sequence of events and ideas (i.e. the issue of iconicity). Participation will be strictly based on 'Listeneinschreibung'. Topics for term papers and reading suggestions will be available at the first meeting.

Bös **The Structure and Function of Oral Texts** Hauptseminar

Mi. 13.15-14.45, R. 8028

BA/MA: Modul E, F

Spoken language is our dominant medium of communication. However, analysing spoken interaction is a demanding task. Looking at authentic samples taken from a corpus of service interactions we will first focus on problems in the documentation of oral discourse and discuss ways of representing not only verbal, but also non-verbal elements (e.g. prosodic features, facial expressions and gestures) in the transcription of natural data. We will then compare the global structure of institutionalised forms of discourse (such as the service encounters mentioned above, but also doctor-patient interactions, talk shows etc.) to that of spontaneous conversations. Aspects of the local structure, such as turn-taking, adjacency pairs, preferred and dispreferred formats, presequences and repair (cf. Sacks/Schegloff/Jefferson 1978, Levinson 1983), will be investigated as well. A selected bibliography and topics for presentations and papers will be provided at the beginning of the term.

Ungerer **Linguistisches Repetitorium** Übung

Di. 10.05-10.50, HS 10020

BA/MA: Modul E, F

Based on the discussion of previous exams, this course aims at preparing participants for the linguistic paper of the written Lehramts- and Magisterexamen. This will be linked with a reactivation of basic knowledge in the areas of phonetics, word-formation, text linguistics, pragmatics and stylistics. This will also be helpful in the preparation for the oral part of the final exams.

Please note that this course is not offered every semester; there will probably no Linguistisches Repetitorium in the Wintersemester 2003/04

For more advance information please consult the website (<http://www.phf.uni-rostock.de/-institut/iangam/ungerer/sprachwiss.htm>) from 15 March onwards. The internet presentation will include the text and the questions of a previous Examensklausur (and also some model solutions) to warm you up for the course.

## **Kultur Großbritanniens und Nordamerikas**

Linke **Critical Issues in the History of the American West** Hauptseminar

Di. 15.15-16.45, R. 8023

BA/MA: Modul E, F

The main objective of the course is to provide insights into the process of writing, re-writing and re-focussing the history of the American West. These insights will be facilitated by the critical study of historiographic texts and historical documents. An initial look at the geography and different definitions of the regions and at different periodizations will provide us with a framework of relevant issues. We will then compare different approaches to the history of the West. Special attention will be paid to Frederick Jackson Turner's Frontier thesis, its impact, and the criticism it evoked. Turner's text points out the dialectic relationship between regional and national development and the crucial role of the West in the shaping of the American nation, which will be a central theme throughout the course.

We will then go through the historical periods in chronological order, discussing selected aspects in depth. We will compare historians' often controversial views on a period and the perspectives provided by primary sources. The analysis of the documents will require students to apply their critical reading skills and to relate text and context.

A Reader with some core texts will be provided at the copy shop.

Basic textbook: Milner, Clyde, et al. (eds.) (1997) *Major Problems in the History of the American West*, Boston New York: Houghton Mifflin.

Mackenthun **Postcolonial Literature of the Caribbean** Hauptseminar

Mi. 11.15-12.45, R. 8028

BA/MA: Modul E, F

This seminar shall serve as an introduction to the postcolonial literature of the Caribbean. As Caribbean literature can hardly be understood without some knowledge of the manifold problems inherited from the past and involved in the postcolonial condition of the present, we will spend a fair amount of time familiarizing ourselves with key issues of postcolonial theory and the historical development of Caribbean cultures and societies before embarking on the discussion of the three novels. Students are requested to purchase and start reading (in this order) the following books:

Jean Rhys, *Wide Sargasso Sea*; Michelle Cliff, *No Telephone to Heaven*; Caryl Phillips, *Cambridge*. Some copies are on order at Weiland bookstore but students are encouraged to use internet bookstores as well. Additional texts - history, theory, poems and short stories - will be made available as a *Reader*.

Rossow

### **Popular Culture**

Hauptseminar

Fr. 11.15-12.45, R. 8023

BA/MA: Modul E, F

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.

## **Fachdidaktik und Vermittlungskompetenz**

Garbe

### **Englischunterricht zwischen Vermittlung und Aneignung**

Proseminar

Di. 09.15-10.45, R. 8028

(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.

Linke

### **Stereotype im Englischunterricht: Probleme und Chancen**

Hauptseminar

Fr. 13.15-14.45, R. 8023

Zunächst werden Definitionen und Probleme des Begriffs "Stereotyp" diskutiert. Es werden weiterhin Zielstellungen für den Englischunterricht (EU) untersucht, die mit Stereotypen zu tun haben, und Kriterien für den didaktisch sinnvollen Umgang mit Stereotypen im EU entwickelt.

Im zweiten Abschnitt wird dann textkritisch untersucht, wie Lehrbücher und andere Unterrichtsmaterialien verschiedene Stereotype aufbauen, d.h. ob und wie Nationen (Großbritannien, USA, Indien, Neuseeland ...), ethnische Gruppen (Pakistanis, Kariben.... Afro-Amerikaner ...), die Geschlechter oder aber auch Berufs- oder Altersgruppen charakterisiert werden. Dabei sollten alle möglichen Repräsentationsformen einbezogen werden: Textformen und -gestaltung (Landkarten, Bilder, Sprache) sowie vorhandene Übungsformen (zu Lehrbuchtexten oder LB-textunabhängig), die der Bewusstmachung von Stereotypen dienen. Wichtig ist, Stereotype auch in Texten und Übungen aufzuspüren, die nicht vordergründig deren Diskussion zum Ziel haben, in denen aber Stereotype "nebenbei" vermittelt werden.

Soweit möglich, erarbeiten Studierende in einem dritten Teil eigene Vorschläge zu Übungsformen für unterschiedliche Schulformen und Altersgruppen.

Insgesamt wird interdisziplinäres Denken geschult, da bei der Definition auf sozialpsychologische Ansätze zurückgegriffen werden muss, weil die Lehrbuchanalysen Grundkenntnisse linguistischer und semiotischer Methoden verlangen und die Kritik bzw. Erarbeitung von Übungsformen didaktisches und pädagogisches Herangehen erfordert.

Garbe

## **Der Roman im Englischunterricht**

Übung

Mi. 09.15-10.45, 14tägl., gerade Wochen, R. 8028

Theoretische Grundlage der Arbeit mit umfangreichen literarischen Texten und die Möglichkeiten ihrer praktischen Umsetzung stehen im Mittelpunkt dieser Lehrveranstaltung. Die Teilnehmer lernen die Besonderheiten des literarischen Genres Roman kennen und entwickeln am konkreten Beispiel Vorschläge für die Gestaltung von Unterrichtsprozessen. Dabei wird besonderer Wert auf den kreativen Umgang mit dem literarischen Werk und die Gestaltung interessanter und motivierender Aufgaben gelegt.

Garbe

## **Spiele im Englischunterricht**

Übung

Mi. 09.15-10.45, 14tägl., ungerade Wochen, R. 8028

Im Mittelpunkt der Übung stehen die zahlreichen Einsatzmöglichkeiten des Spiels im Englischunterricht. Die Teilnehmer lernen die gesamte Bandbreite der Arten und Typen des Spiels kennen.

Die Darstellung und Diskussion der theoretischen Grundlagen wird ergänzt durch praktische Beispiele in typischen Unterrichtssituationen.

Siebold

## **Entwicklung des Sprechens im Englischunterricht**

Übung

Mi. 09.15-10.45, 14tägl., ungerade Wochen, R. 8023

Seit der „pragmatischen Wende“ der siebziger Jahre wird Sprechen als kommunikatives Handeln bestimmt und didaktisch-methodisch reflektiert. Das mitteilungs- und adressatenbezogene Sprechen gilt mit Recht als Kernbereich des Englischunterrichts. Die Übung rückt anregende Verfahren und Techniken in den Mittelpunkt, die den Schülern helfen, ihr mündliches Ausdrucksvermögen im Englischen zu entwickeln und Scheu oder Zurückhaltung, die sie fühlen mögen, zu überwinden. Eine Grundlage hierfür stellen Videos zur Demonstration ausgewählter Lehrtechniken dar.

Literatur beim Seminarleiter (vgl. auch [www.kommunikation-in-aktion.de](http://www.kommunikation-in-aktion.de))

Gall

## **Fundamentals of Media-Technology Skills**

Übung

Do. 07.30–09.00, R. 7021

The goal of this course is to help students learn the very basics of media literacy from a technological perspective.

Starting with a general overview on

- computer literacy
- computer-assisted language learning software
- computer-based testing
- promoting English language skills with the internet
- satellite television/radio,
- analogue/digital audio and video recording/editing,

the presentation tool Microsoft Powerpoint will play the major role in participants' individual projects by combining digital sources (texts, images, sounds, animations), both self-made and harvested from the internet.

max. 12 students

Garbe/Siebold

## **Planung und Analyse von Unterricht**

Schulpraktische  
Übungen

Zeit und Raum nach Vereinbarung

LA für Gymnasium, Haupt- und Realschule

Die Schulpraktischen Übungen begleiten das Proseminar oder schließen sich ihm an. Unter Anleitung eines Fachdidaktikers sammeln die Studierenden erste unterrichtspraktische Erfahrungen. Diese beziehen sich auf die Planung konkreter Unterrichtsstunden, ihre Durchführung und die Analyse. Die Studierenden sollen in die Lage versetzt werden, in vorausgegangenen Lehrveranstaltungen gewonnene Erkenntnisse und Einsichten zur Gestaltung von Unterrichtsstunden zu nutzen. Darüber



hinaus sollen sie lernen, Unterrichtsstunden oder einzelne ihrer Phasen unter verschiedenen, in jedem Fall aber wissenschaftlich begründeten Aspekten zu beobachten, zu protokollieren und zu analysieren. Auf dieser Grundlage üben sie, Unterrichten zu reflektieren und zu diskutieren.

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

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

## Sprachpraxis

Jahnke

### Translation English - German II A + B

Übung

Gruppe A: Do. 11.15-12.45, HS 14

BA/MA: Modul G

Gruppe B: Do. 13.15-14.45, HS 14

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 A + B

Übung

Gruppe A: Fr. 09.15-10.45, R. 230

BA/MA: Modul G

Gruppe B: Fr. 11.15-12.45, R. 230

The main purpose of this course is to train students to recognize 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)

Übung

Di. 15.15-16.45, R. 229

BA/MA: Modul G

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. 15.15-16.45, R. 8028

BA/MA: Modul G

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.

Jones, Leo and Richard Alexander (2000) *New International Business English. Student's Book*, Updated German Edition. Cambridge: CUP. ISBN: 3-12-502710-1

Schneider

### **Essay Writing A + B**

Übung

Gruppe A: Do. 11.15-12.45, R. 7023

BA/MA: Modul G

Gruppe B: Do. 13.15-14.45, R. 7023

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

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

N.N.

### **Oral Skills II A + B**

Übung

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

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

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.