

WINTERSEMESTER 2004/05

Lehrveranstaltungen

Die folgende Übersicht gibt den Stand der Planung vom Juli 2004 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters.

VORLESUNGEN UND LECTURE COURSES

Linke **Old Britain – New Britain: British Culture in the 20th Century** Vorlesung

Mi. 9.15 -10.45, HS 2 (Parkstraße 6) Modul: Kultur
 This lecture series provides a survey of British history in the 20th century. Political and economic developments such as the decline of the Empire, changes in the industrial foundations and the power structures, especially after the two World Wars, will be discussed as the background to social and cultural changes. Special emphasis will be put on issues such as class structure, immigration and ethnicity, the Celtic Fringe, women's place as well as popular and media culture. The bibliography and lecture summaries will be made available on the Department's web site.

Mackenthun **Survey Lecture: American Literature (Part II)** Vorlesung

Mi. 11.15-12.45, HS 2 (Parkstraße 6) Modul: Literatur
 The second part of the general survey lecture on American literature will carry you from Romanticism up to the multicultural literatures of the present-day United States. Special emphasis will be put on the impact of ethnicity, gender, and social relations on American writing. Most texts discussed in the lecture are included in the *Heath Anthology of American Literature*, ed. Paul Lauter (2 vols., Fourth edition) whose purchase is recommended to students planning to specialize in American Studies.

Brock **Semantics: an Introduction** Lecture Course

Mi. 17.15-18.45, HS Radiologie Modul: Sprachwissenschaft
 This course looks at how meaning comes about, and how it can be described in linguistics. Its starting point is a discussion of semiotic models. Denotative word meaning will be described in terms of Feature Semantics, Prototype Theory, and other models. Expressive, stylistic and regional connotation will be covered, as well as paradigmatic sense relations (e.g. synonymy, hyponymy). Finally, we will look at truth semantics, thematic roles and metaphor.
 A PS-credit can be obtained in connection with this Lecture Course.

Saeed, J. (1997). *Semantics*. Oxford: Blackwell.
 Cruse, D.A. (1997). *Lexical Semantics*. Cambridge: Cambridge University Press.
 Reader.

Garbe **Fundamentals of Grammar** Lecture Course

Mo. 9.15-10.45, Raum 10020 Modul: Sprachwissenschaft

Lehrangebot - Vorlesungen

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. 9.15-10.45, HS 315 (Hauptgebäude)

Modul: Vermittlungskompetenz

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

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

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

A PS-credit can be obtained in connection with this Lecture Course.

GRUNDSTUDIUM

Literaturwissenschaft

Wallat

Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Übung

Fr. 9.15-10.45, R. 229 (Hauptgebäude)

Nicht für Lehrämter

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

Grundkurs: Einführung in die britische und amerikanische Literaturwissenschaft

Übung

Do. 13.15-14.45, R. 8028

Nicht für Lehrämter

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.

Mackenthun

The Poetics of American History

Proseminar

Lehrangebot - Grundstudium

Di. 15.15-16.45, R. 8023

Poetry is traditionally thought to be that literary genre most removed from social reality - a genre tuned to 'private' introspection and a concern with the internal structures of language. However, as Adorno said in typical dialectical fashion, poetry, *because* of its remoteness from society, is therefore all the more expressive of fundamental social and historical problems. Taking up this challenge, the seminar will give a survey of American poetry as reflective, and performative, of American history and explore its involvement with the world of human affairs. A *Reader* will be made available at the beginning of term. Some familiarity with the world of meter, rhyme and metaphor is required.

Klaus

An Introduction to British Working-Class Writing

Proseminar

Mi. 9.15-10.45, R. 8028

This course aims to further an understanding of, and perhaps liking for, a much neglected and often maligned genre. The texts chosen for a closer look come from the 1920s and 1960s. Written by people whose roots are or were in the working class, they cover various aspects of this milieu: home and neighbourhood, work and industrial conflict, recreation and 'escape', schooling and delinquency. These are often represented in regional and dialect prose.

Some of the short stories from the twenties are by well-known writers such as D. H. Lawrence and Katherine Mansfield, but the majority come from 'obscure' authors. By contrast, Barry Hines's novel *A Kestrel for a Knave* (1968) has by now acquired the status of a minor classic. It has been on school syllabuses in Britain, Germany and elsewhere.

Hines, Barry (1969), *A Kestrel for a Knave*, Harmondsworth: Penguin (to be ordered at Weiland's).

Klaus, H. Gustav ed. (1993), *Tramps, Workmates and Revolutionaries*, London: Journeyman (to be obtained from me).

Klaus

Famous Twentieth-Century Poems from Britain and Ireland

Proseminar

Do. 9.15-10.45, R. 8028

Learning 'how to read' in both senses of the phrase is the principal aim of this course: reading works aloud so as to train the ear for the sounds and rhythms of poetry, and a close reading of texts combined with a contextual approach. We shall start with one Nobel Prize winner, W. B. Yeats, and end with another, Seamus Heaney, also from Ireland. In-between you can discover and discuss some of the best known poems written over the last one hundred years. If George MacBeth's anthology *Poetry 1900-1975* (from the old Longman English series) is still in print we shall use this as a starting point. On order at Weiland's. Additional material will be handed out.

Schmitt-Kilb

The Poetry of Thomas Hardy

Proseminar

Mo. 11.15-12.45, R. 9028

To the reading public today, Thomas Hardy (1840-1928) is mainly known as a great novelist located somewhere between Victorianism and modernism. In this course, however, we shall investigate Hardy the poet. Almost all of Hardy's poetry is preoccupied with a handful of themes – the forces of nature as shapers of human destiny, free will and fate, memory and loss. In the course of the seminar, we shall see how Hardy finds in his surroundings ever new material to approach these themes and how he transforms it into poetry.

As Hardy's poetry is rather accessible, it is suitable also to widen and deepen the knowledge you have acquired in the "Grundkurs" about the reading, understanding, interpretation and appreciation of poetry.

Text: Thomas Hardy, *Selected Poetry*, ed. Samuel Hynes, Oxford: Oxford University Press 2002. Buy and start reading as soon as you can!

Wallat

Landscape in American Literature

Proseminar

Di. 9.15-10.45, R. 229 (Hauptgebäude)

When Frederick Jackson Turner announced in 1893 that "the American character did not spring full-blown from the Mayflower," but that "it came out of the forests and gained new strength each time it touched a frontier," his

speech punctuated nearly three centuries of examinations into the American wilderness. From Jamestown and Plymouth Plantation to the Louisiana Purchase of 1803 and the subsequent expedition of Lewis and Clark, to Turner's "Frontier Thesis" at the Columbian Exposition of 1893, the geography and ecology of the American continent was the centre of debate among Americans.

The seminar will examine the "everlasting background" that lies behind American literature: American Landscape. Nature not just in America but as America was a dream from the beginning. As reflected in American literature, the vision of "God's own country" has always suffused American culture - the idea of America as a natural paradise and the view of America as God's gift, meant to be developed and exploited.

The course will survey the presentation of landscape as background and as theme in American literature from the eighteenth century to the "urban age", the twentieth century.

Subjects and themes will be presented and discussed in the context of the topics "New Worlds", "Romantic America", "Westward I Go Free", "Local Color", "Power Centers" and "To California and Beyond: The Roving America".

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

Sprachwissenschaft

Grundkurs Sprachwissenschaft A + B

Übung

Gruppe A (Ramin): Fr. 11.15-12.45, HS Radiologie

Gruppe B (Bös): Do. 11.15-12.45, HS Radiologie

Ziel des Grundkurses ist es, einen ersten Überblick über die Teildisziplinen und wesentlichen Begriffe der Sprachwissenschaft zu geben. Es werden zunächst die kleinsten Einheiten im Sprachsystem, die Laute, beschrieben (Phonetik, Phonologie). Anschließend stehen Form und Bedeutung von Wörtern (Morphologie, Semantik) und die Analyse von Sätzen (Syntax) im Mittelpunkt der Aufmerksamkeit. Es werden außerdem Aspekte der Textanalyse, z.B. die Informationsverteilung im Satz (Thema-Rhema), sowie die Verknüpfung von Texten (Kohäsion) betrachtet.

Darüber hinaus erfolgt auch eine Auseinandersetzung mit dem Gebrauch der Sprache in der aktuellen Sprechsituation. So werden Aspekte der sogenannten Sprechakttheorie diskutiert, die die Bedeutung und Wirkung von Äußerungen untersucht (Pragmatik). Ein weiterer interessanter Teilbereich ist die Soziolinguistik, die sich mit regional und sozial beeinflussten Sprachvarianten (z.B. Britischem und Amerikanischem Englisch oder Frauen- und Männersprache) befasst.

<p>Proseminarangebot: Der Erwerb eines Proseminarscheines ist im WS 2004/05 auch in den lecture courses Semantics: an Introduction (Brock, Mi. 17.15-18.45, HS Radiologie) und Spracherwerb und Englischunterricht (Siebold, Do. 9.15-10.45, HS 315, Hauptgebäude) möglich.</p>
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Buchholz

An Introduction to Speech Act Theory

Proseminar

Do. 7.30-9.00, R. 8023

'Speaking is acting!' - 'Pragmatics' is the field of linguistics which introduced the idea that utterances aren't mere grammatically structured units, but that a person – in uttering words or sentences – actually performs actions. In this seminar we will focus on such utterances by which we perform actions ('speech acts', e.g. requests, statements, orders). Austin and Searle's work in the field of speech act theory has been ground breaking. Starting with Austin and Searle, we will discuss the major types of speech acts as defined by them. But 'speech act theory' is only one branch of 'pragmatics'. In order to provide a general overview we will also be looking at the other branches of pragmatics (e.g. 'politeness').

Topics for papers and a selected bibliography will be provided at the beginning of the term.

Brock

English in the British Isles

Proseminar

Do. 13.15-14.45, R. 8023

English comes in many shapes and sounds. This seminar looks at regional varieties of English – accents and dialects – in the various corners of the British Isles. After an introduction to some issues of sociolinguistics, we will describe some varieties (e.g. London, Liverpool, Edinburgh) in some detail. For that, we will listen to tape recordings and watch scenes from British films which feature local accents.

Hughes, A. / P. Trudgill (1996). *English Accents and Dialects. An Introduction to Social and Regional Varieties of English in the British Isles*. London et al.: Arnold, 3rd edition.
Seminar Reader.

Hoppe

English Phonetics and Phonology

Übung

Do. 9.15-10.45, 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 will include RP vowels and consonants, stress, intonation, linking, reduction and the pronunciation of texts. Highly individualized recorded materials are available for use at home. The course-book will prepare students to pass both the oral and written tests. It contains all of the necessary theory, a large number of exercises, a key, a glossary of phonetic terms, texts for transcriptions, and the texts of the recorded materials, which can be loaned to the user upon request or copied on CD in the computer labs.

Hoppe, R. (2004) *Sounding Better*, Aachen: Shaker-Wissenschaftsverlag (im Kurs erhältlich oder bestellbar).
A Pronouncing Dictionary. Recommendations in the course.

Hoppe

Additional Phonetic Exercises

Übung

Di. 8.00-8.45, R. 7023

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

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

Hoppe, R. (2004) *Sounding Better*, Aachen: Shaker-Wissenschaftsverlag (chapters 1-4 and bibliography).

Kultur Großbritanniens und Nordamerikas

Rosow

Grundkurs: Introduction to Cultural Studies A + B

Übung

Gruppe A: Mo. 9.15-10.45, HS Radiologie

Gruppe B: Mi. 9.15-10.45, HS Radiologie

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

It starts with a brief outline of the origins of the field and its history. Students will then be given accessible (easier said than done!) introductions to some of the core concepts of cultural studies: concepts of theory; concepts of description, interpretation and analysis; concepts that structure and order constructions of reality; concepts of social structure; concepts of spatial-cultural order; and concepts of temporal order. Each of the presentations of concepts is accompanied and supplemented by exemplary applications of the theory to concrete issues. The applications should, among other things, illustrate the usefulness and versatility of the methodological approaches and analytical tools provided by cultural studies.

A *Reader* will be available from the Copyshop in Brunnenhof. Participants also have to buy

Hartley, John (2002) *Communication, Cultural and Media Studies. The Key Concepts*, London and New York: Routledge (ISBN 0-415-26889-3).

Linke

**Ethnic Conflict in the USA: The Case of the Japanese
Relocation Camps during World War II**

Proseminar

Mo. 9.15-10.45, R. 8028

This class deals with a special aspect of American ethnic history. After a brief overview of ethnic and immigration history with special attention paid to Chinese and Japanese immigration, the focus of the class will be on the treatment of the Japanese during World War II and the slow process of their recognition by the American public since the 1970s in the context of multiculturalism. Besides developing a deeper understanding

of the complex issue of ethnicity in America, students will also practise their analytical skills by analyzing reconstructions of national history in non-fictional (web sites) and fictional (novel and film) texts. Primary text: Wakatsuki, J, and J.D. Houston, *Farewell to Manzanar* (1973); Films: *Come See the Paradise* (1990), *Snow Falling on Cedars* (1999)

Rossow

Multiculturalism – the Example of Great Britain

Proseminar

Di. 11.15-12.45, R. 8028

The permanent immigration of large numbers of non-white immigrants from the colonies and former colonies and the development of a significant multicultural ethnic-minority community was one of the most interesting challenges for British society in the period after the Second World War. This course examines the historical background of this development, the main periods of immigration from the Empire/Commonwealth, and the position of non-white ethnic minorities in contemporary Britain. Particular attention will be devoted to the crucial but contentious concepts of racism, racial discrimination, assimilation, integration and multiculturalism. A reader with a selected bibliography and the list of topics for term papers will be provided at the beginning of the course.

Susemihl

Images of the North American Indian

Proseminar

Di. 11.15-12.45, R. 9028

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

A reader will be provided at the beginning of the course. The fiction will be ordered in the Universitätsbuchhandlung Thalia: Taylor, Drew Hayden. *alterNatives*.

Fachdidaktik und Vermittlungskompetenz

Siebold

Grundkurs: Grundfragen der Fachdidaktik

Übung

Mo. 11.15-12.45, R. 8023

ab 3. Sem.

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

Study Tasks and Study Skills A + B

Übung

Gruppe A (Linke): Mo. 13.15-14.45, R. 8028

Gruppe B (Weinreben): Fr. 13.15-14.45, R. 8023

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

Phonetics and Oral Presentation

Übung

Di. 9.15-10.45, R. 7023

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

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

Hoppe, R. (2004) *Sounding Better*, Aachen: Shaker-Wissenschaftsverlag (im Kurs erhältlich oder bestellbar).
A Pronouncing Dictionary. Recommendations in the course.

Sprachpraxis

Towards Proficiency I bzw. II

Übung

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

Top I: 2 SWS + 2 ergänzende SWS

Top II: 2 SWS

This course, together with a number of skill-orientated courses offered, helps 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 specifically, the aims of the course are to build on the vocabulary that students already know and increase their range of expression. 'Problem areas' of English Grammar are revised in order to increase students' awareness of and sensitivity to degrees of appropriateness in their use of English. 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, 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 (Top) I A + B

Übung

Gruppe A (Schneider): Di. 13.15-14.45; Do. 15.15-16.45, jeweils R. 8023

Gruppe B (Hoppe): Mo. 13.15-14.45, R. 8023; Mi. 11.15-12.45, R. 8028

Adam

Towards Proficiency (Top) II A + B

Übung

Gruppe A: Di. 11.15-12.45, R. 8023

Gruppe B: Mi. 15.15-16.45, R. 8023

Bowen

Reading to Write: Analyzing Texts to Improve Writing Skills, A + B

Übung

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

Gruppe B: Do. 17.00-18.30, R. 8028

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

Hoppe

Listening Comprehension and Oral Production

Übung

Di. 13.15-14.45, R. 7023

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.

Adam

Translation English-German I

Übung

Fr. 9.15-10.45, R. 8023

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

Hoppe

Tense, Aspect, Correlation and Other Problems

Übung

Do. 11.15-12.45, R. 7023

This course is highly recommended to those students who 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, aspect and correlation, passive voice, complex sentences, etc.

One of the following 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.

HAUPTSTUDIUM

Di. 17.15-18.45, R. 8023

“Naturalismus” bezeichnet sowohl eine literaturhistorische Periode (im europäischen Rahmen ca. 1870-1910) als auch eine künstlerische, insbesondere dramatische Methode. In diesem Hauptseminar kommt beides zusammen. Es geht um den Naturalismus auf der Bühne in seiner englisch-irischen Ausprägung 1900-1914. An den Stücken von vier Autoren – John Galsworthy, Stanley Houghton, D. H. Lawrence and J. M. Synge – lassen sich Leistungen und Grenzen des Naturalismus, die bevorzugten Thematiken und ideologischen Implikationen gut studieren.

Wir werden die Hinwendung zum Alltagsleben, besonders dem proletarischen Milieu (als zuvor weithin in der Literatur verdrängte Wirklichkeit) beobachten, das wissenschaftlich inspirierte Bemühen um Objektivität und Authentizität der Darstellung (auch in der sprachlichen Wiedergabe) verfolgen und die Figuren als eingebunden in ihre determinierende Umwelt erleben.

Da mir kein Buch bekannt ist, das Werke der genannten Dramatiker bündelt, wird vermutlich ein Reader zusammengestellt.

Mi. 17.15-18.45, R. 8023

“The Bulk of Mankind is as well qualified for flying as for thinking”. Jonathan Swift, ein Satiriker von Gnadens, war ein ebenso scharfzüngiger wie skeptisch-pessimistischer Beobachter seiner Zeitgenossen. Das hat dem “Tory Anarchist” (Edward Said) gelegentlich den Vorwurf der Menschenfeindlichkeit eingebracht. Das Seminar wird dieses Urteil anhand einer Betrachtung verschiedener Werke des Autors überprüfen. Bevor wir uns *Gulliver's Travels*, einem Buch von Weltrang, zuwenden, stehen die Großstadt-Gedichte und frühen Satiren (*A Tale of a Tub*, *The Battle of the Books*) auf dem Programm. Auch der Initiator einer anglo-irischen Literatur (*A Modest Proposal*) kommt nicht zu kurz.

Wieder einmal gilt: Das Entziffern älterer Literatur ist mühsam und erfordert ausdauernde Anstrengung. Belohnt wird es aber, neben bemerkenswerten (Ein)Blicken in die sich über die Jahrhunderte ähnelnden Fratzen menschlicher Torheit, Anmaßung, Korruption und Kriegslust, mit einem Pflichtschein für Gymnasiallehrämter.

On order at Weiland's:

Swift, Jonathan (1990), *Gulliver's Travels*, Oxford: Oxford University Press.

Swift, Jonathan (2003), *Major Works*, Oxford: Oxford University Press.

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

Romantic literature greatly contributed to the modern image of the Orient. Taking its departure with the first French translation of *Arabian Nights* in the early 18th century, literary romantic orientalism soon developed into a significant strand of orientalist discourse. Far from simply 'representing' the Orient in any realistic way (most authors only knew of Arabian and Indian cultures through books) literary and historiographical romantic orientalism helped 'produce' the Orient, thus making it available, as Edward W. Said writes, for “dominating, restructuring, and having authority over the Orient.” We will trace the course of orientalism through British and American texts of the 18th and 19th centuries – with a few necessary glimpses at painting and architecture. One of the questions to explore is whether there is a secret link between Romanticism as an aesthetic movement (emphasizing individual experience and transcendence, the gothic, the sublime) and orientalism as a powerful ideology deployed in an imperial context – whether there is a fundamental (more than just coincidental) tie between literature and imperialism.

In addition to a *Reader* (available at the beginning of term) please purchase and start reading the following books:

William Beckford, *Vathek* (Oxford, 0192836560; or E.F. Bleiler, ed. *Three Gothic Novels*. NY: Dover, 1966. 0-486-21232-7)

Royall Tyler, *The Algerine Captive* (Modern Library, 0375760342)

Rider Haggard, *She* (Penguin, 0140437630, or Modern Library, 0375759050)

For general preparation I recommend: Edward W. Said, *Orientalism* (Vintage, 039474067X)

Malini Johar Schueller, *U.S. Orientalisms. Race, Nation, and Gender in Literature, 1790-1890*. University of Michigan Press, 1998. (0472087746; Handapparat)

Students in possession of the books will automatically be admitted to the seminar!!!

Mackenthun

Zwischen Amerika und Europa: Reiseliteratur der AufklärungHauptseminar/
Oberseminar

Do. 15.15-16.45, R. 7023

Mit Andrea Pagni (Romanistik); nur MA und LA-Hauptstudium

Die Aufklärung war nicht nur das Zeitalter der Vernunft und der bürgerlichen Revolutionen sondern auch einer ungeheuren wissenschaftlichen Neugier, die sich unter anderem in der Erforschung fremder Regionen und Kulturen manifestierte. Amerika nahm im Wissensdiskurs der Aufklärung aufgrund der einzigartigen Beschaffenheit seiner Natur und seines utopischen gesellschaftlichen Potentials eine besondere Stellung ein. Das Gemeinschaftsseminar dient der kritischen Lektüre derjenigen Texte, durch die Europa sein Wissen über Nord- und Südamerika erlangt und erweitert hat: der Berichte und wissenschaftlichen Abhandlungen französischer und deutscher Reisender und Naturforscher (von Charles Marie de la Condamine über Constantin de Volney bis Alexander von Humboldt), spanischer Kolonialgesandter (wie Félix de Azara, Jorge Juan und Antonio de Ulloa) und englischer Kolonisten und Reisender (wie John Stedman oder David Long). Nicht zuletzt werden wir auch einen Blick auf die Texte 'marginaler' Figuren der transatlantischen Aufklärung (z.B. des schwarzen Sklaven Olaudah Equiano und reisender Frauen wie Sybilla Merian und Harriet Martineau) werfen.

Schmitt-Kilb

The Fiction of Martin Amis

Hauptseminar

Mo. 15.15-16.45, R. 8023

Martin Amis, notoriously introduced as either *enfant terrible* of contemporary BritLit or as the son of the writer Kingsley Amis or both, is by many critics considered to be one of Britain's most innovative (and provocative) novelists writing today. Indeed, part of the literary history of the second half of the twentieth century could be written in the light of the parallels and differences (thematic, stylistic, personal) between Martin Amis and his father. In this seminar, we will trace his reputation as provocateur and avant-garde postmodernist by reading several of his books and essays which cover the whole period of Amis' production so far. **Warning:** This seminar is not for the "I-don't-mind-a-short-story-once-in-a-while-but-I-simply-don't-have-the-time-to-read-novels" people! Buy the first three novels now and start reading as soon as you can!

Texts:	<i>The Rachel Papers</i> (1973)	[224 pages]
	<i>Money: A Suicide Note</i> (1984)	[368 pages]
	<i>Time's Arrow</i> (1991)	[176 pages]
	<i>Night Train</i> (1997)	[160 pages]
	<i>Yellow Dog</i> (2003)	[288 pages]

Wallat

Between the Lines: War and American Society

Hauptseminar

Do. 9.15-10.45, HS 14

(auch für Kulturstudien)

To read documents of American history is to imagine "the land of the free." America has traditionally fancied itself to be a beacon of freedom in a stormy and uncertain world when, in fact, it has its own bitter history of war.

American social and literary history is demarcated by wars. In chapters on periods of social and literary history from realism, generally taken to be a product of the Civil War, through modernism, usually assumed to be a prediction or result of the Great War, up to postmodernism which followed World War II and spanned Vietnam, we read about the impact of war on human beings, and on the re-formation of national identity.

This seminar will focus on how the experience of war is presented in fact and fiction – in non-fiction and novels. Steven Crane's novel *The Red Badge of Courage* (1895), Ernest Hemingway's *A Farewell to Arms* (1929), Joseph Heller's *Catch-22* (1961) and Tim O'Brien's *Going After Cacciato* (1978) together with non-fiction (provided in a reader) will give an insight into the traumatic experience of war and the struggle to preserve human dignity.

The novels are on order at Thalia bookstore.

Wallat

Examenskolloquium Literaturwissenschaft

Übung

Di. 13.15-14.45, 14tägl., gerade Wochen, R. 8028

Lehrangebot - Hauptstudium

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

Sprachwissenschaft

Bös

Approaches to Spoken Interaction

Hauptseminar

Mi. 13.15-14.45, R. 8023

Spoken discourse is realised in a complex interplay of cognitive processes, verbal and nonverbal elements and physical activities. This complexity is reflected in the variety of ways in which researchers approach spoken interaction. A first, major issue is the inclusion of the diverse elements in corpora of spoken language. Working with integrated models of representation, a range of research questions can be tackled. Investigations in the global organisation and local structure allow for the distinction of spontaneous conversation (e.g. chats with friends) vs. various institutionalised forms of discourse (e.g. classroom discourse, service encounters, courtroom discourse, etc), which will be discussed in detail. Although the focus will predominantly be on the verbal parts of the interaction, the influence of prosodic elements, facial expressions and gestures will not be neglected. Cognitive models (e.g. Schank/Abelson's famous restaurant script) will be applied to round off the picture. These insights will help us to understand, for example, interpersonal aspects of communication, e.g. how participants negotiate their relationships.

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

Ungerer

The Many Faces of English: Pidgins, Creoles, English as a Second and Foreign Language

Hauptseminar

Do. 11.15-12.45, R. 8023

While our picture of the English language is still dominated by the British and the American standards, other varieties of the language have increasingly caught the attention of researchers and students. Some of these varieties, such as post-colonial Indian or West African English, are widely used, while others, in particular some pidgin and creole varieties of English, command only a limited number of speakers, but show fascinating linguistic features. Based on extensive language material, we will approach the linguistic structure and sociological background of these 'Englishes', explore their 'political' status and communicative function and evaluate their future prospects. As far as the relatively poor research situation permits, we will also investigate the role played by English as a foreign language in European countries and elsewhere. If you need more information, Chapter V of Ernst Leisi/Christian Mair's book *Das heutige Englisch* (Heidelberg 1999), offers a good first introduction to the subject. More literature, materials and topics for papers will be provided in the first class.

Brock

Early Modern English

Hauptseminar

Mi. 11.15-12.45, R. 8023

This course is divided into two parts: Initially, we will describe the various dimensions of Early Modern English (spelling, pronunciation, lexicon, morphology and syntax) in connection with the social history of the time. In the second part of the course, we will read, analyse and compare EME texts (extracts from Shakespeare and the King James Bible as well as treatises on language). In all this, we will keep an eye on causes and results of linguistic change.

Görlach, M. (1991). *Introduction to Early Modern English*. Cambridge: Cambridge University Press.
Seminar Reader.

Brock

Semiotics for Students of English

Hauptseminar

Di. 15.15-16.45, R. 8028

Signs are things that stand for other things. The seminar takes it from there to discuss aspects of semiotic theories which are relevant to language students: language as a system of signs, the evolution and usage of signs, their complexity, etc. Connections are made to various sub-disciplines of linguistics, and to aesthetic processes.

Chandler, D. (2002). *Semiotics: The Basics*. London: Routledge

Posner, R. (Hg.) (1997-2003). *Semiotik. Ein Handbuch zu den zeichentheoretischen Grundlagen von Natur und Kultur*, 3 Bände. Berlin et al.: de Gruyter.

Seminar Reader.

Kultur Großbritanniens und Nordamerikas

Linke

The Politics of Memory: A German-American Project on the Construction of National Pasts

Hauptseminar

Di. 17.15-18.45, Do. 17.15-18.45, jeweils R. 5028

This class will be taught in cooperation with a class in German Civilization at the University of Wyoming at Laramie. Students will first read and discuss certain theories on the construction of national pasts in general and on forms of memory of the holocaust in Germany and the USA. Alongside with the introductory sessions, they need to prepare presentations on the German Holocaust Museum and Memorial as well as on memorials of national and local history in Rostock for presentation to the American group. While there is only one session per week on Tuesdays in October and December, there will be two sessions per week in November for the transatlantic video conferences (Tuesday and Thursday). German and American students will present and discuss their projects in eight video conferences within four weeks in November to gain insights into the workings of cultural memory in two different cultures.

Central text: Andreas Huyssen: *Present Pasts* (2003). Some more texts will be provided in a reader.

This class is open preferably for students in their M.A. phase and **only** for students who need a "Leistungsschein" since the video conferences can only be held in a relatively small room (20 students). Students can also get a "Leistungsschein" in "Vermittlungskompetenz/English Projects".

Rossov

New Labour's Britain in a Globalised World

Mi. 17.15-18.45, R. 8028

The course is intended as a common *project* that places particular emphasis on active involvement of all participants. 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 two-fold: The first objective is to acquire a better understanding of the interconnection between the emergence of the New Labour Party and the global context in which it has been embedded. The second, arguably, primary objective is to undertake a common effort in the *production of knowledge* about a specific problematic. This might, as a useful by-product, also be very helpful as a preparation for the writing of your Magister- or Staatsexamensarbeit.

Wallat

Between the Lines: War and American Society

Hauptseminar

Do. 9.15-10.45, HS 14

See Literatur - Hauptstudium.

Fachdidaktik und Vermittlungskompetenz

Garbe

Englischunterricht zwischen Vermittlung und Aneignung

Proseminar

Lehrangebot - Hauptstudium

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.

Garbe

Frühbeginnender Englischunterricht

Proseminar

Do. 9.15-10.45, R. 8023

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

Garbe/Siebold

Literarische Texte im Englischunterricht

Hauptseminar

Mi. 9.15-10.45, R. 8023

LA für Gymnasien, 7./8. Semester

Die Textdidaktik muss vor allem die Fähigkeit fördern, verstehend nachzuvollziehen, was andere bewegt hat, ihre Aussage so zu machen, wie sie sie machen. Ein weiterer Aspekt dieser Arbeit sollte es sein, dass den Schülern bewusst wird, dass 'jemanden verstehen' nicht heißt, dass das Verstandene bzw. die Position des anderen auch gebilligt werden muss. Schließlich gehört zur Textdidaktik auch die Fähigkeit, sich selber und anderen durch sprachlich explizierende Formulierungen zu verdeutlichen, was die gegenseitigen Positionen sind. Im Mittelpunkt des Seminars stehen deshalb aktive Methoden im Umgang mit literarischen Texten, die eine stärker traditionelle Teilung in Analyse und Imagination, Intellekt und Emotion vermeiden sollen. Stattdessen werden begründete persönliche Reaktionen auf den Text gefördert, bei denen die Schüler (literatur-)kritische Gedanken und Empathie verbinden können. Dabei wird der Wert individueller Arbeit nicht unterschätzt, jedoch sollen die Schüler zu partizipatorischen und kooperativen Aktivitäten angehalten werden, um Bedeutungen des Textes zu entdecken und sich damit auseinander zu setzen.

Siebold

Entwicklung des Sprechens im Englischunterricht

Übung

Do. 11.15-12.45, 14täglich, gerade Wochen, HS 14

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.

Garbe/Siebold

Planung und Analyse von Unterricht

SPÜ

Zeit und Raum nach Vereinbarung

LA für Gymnasium, Haupt- und Realschule

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

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

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

Susemihl

Project Series „Cultures of the World“

Projekte

Modul VK

Die Universität Rostock und das Studentenwerk möchten in loser Folge die „Kulturen der Welt“ in öffentlichen Abendveranstaltungen vorstellen. Studenten planen und organisieren selbständig einen kulturellen Abend zu einem Kulturkreis ihrer Wahl (z.B. „Die Indianer Nordamerikas“), bei dem die kritische Auseinandersetzung mit

einem Thema im Vordergrund steht. Der Abend kann neben Diskussionsrunden unter fachkundiger Moderation und mit geladenen Gästen Literaturlesungen, Filmvorführungen, Kunstausstellungen, musikalische Unterhaltung, kulinarische Genüsse, Aktivitäten, in die die Gäste einbezogen werden, etc. beinhalten. Die Studenten sind für Planung, Durchführung und Auswertung verantwortlich. Für eine Planung der Veranstaltung sind persönliche Erfahrungen in und Kontakte zu dem jeweiligen Kulturkreis Voraussetzung. Das Projekt muss von einem Dozenten betreut werden, regelmäßige Rücksprachen mit dem Betreuer sowie dem Geschäftsführer des Studentenwerks sind erforderlich. Ein erstes Treffen der Organisatoren findet am 12.10., 13.00 Uhr in meinem Dienstzimmer (Raum 8019) statt.

Sprachpraxis

Jahnke

Translation English-German II, A + B

Übung

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

Gruppe B: Do. 15.15-16.45, 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.

Bowen

Translation German-English, A + B

Übung

Gruppe A: Mo. 9.15-10.45, R. 8023

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

This course is designed to improve students' German-English translation skills. Rather than focusing on translation theory, the course aims to give students practical insight into the translating process. In class, students will work on typical translation problems caused by grammatical, lexical, and cultural factors. Over and above class work, students will be expected to prepare a translation each week involving the skills addressed in the previous week's class. Since students will work on translations from a number of textual sources (e.g. literary, journalistic, academic), the course offers an excellent opportunity to develop a greater sensitivity to questions of genre and register in English. Moreover, as translating into English – perhaps more than any other activity – demands an intimate knowledge of the language, students will also be given the chance to hone their overall knowledge of the English language.

Bowen

Academic Writing, A + B + C

Übung

Gruppe A: Di. 9.15-10.45, R. 8028

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

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

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

Schneider

Essay Writing

Übung

Mi. 13.15-14.45, R. 8028

Lehrangebot - Hauptstudium

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.

Bowen

Business English

Übung

Mi. 11.15-12.45, HS 12

This course aims to provide students with an introduction to those language skills needed in the English-speaking business world. Designed for students with little or no prior knowledge of business, it offers an overview of business communication skills (e.g. interviews, meetings, telephone calls) and writing skills (résumés, correspondence, memos, reports, etc.). Through weekly reading material, students will have ample opportunity to build up their business vocabulary in selected business sectors (advertising, marketing, finance) and to improve their general knowledge of the English-speaking business world. Since the course will often involve group work, students should come every week ready to participate.

Schneider

Grammar, Idiom and Style

Übung

Do. 17.00-18.30, R. 8023

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

N.N.

Oral Skills II, A + B

Übung

Gruppe A: Fr. 9.15-10.45, R. 8028

Gruppe B: Fr. 11.15-12.45, 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.

Ergänzungen des Lehrangebotes:

Herrmann

**Sounds of English – Phonetics and Phonology
Tutorial**

Übung

Fr. 11.15-12.00, R. 8028

Dieses Tutorium richtet sich an diejenigen, die ihre Kenntnisse im Bereich der englischen Phonologie vertiefen und ihre Fertigkeiten in der phonemischen Transkription und interlinearen Intonation verbessern wollen. Es findet begleitend zu Dr. Hoppes Kurs statt und soll dort aufkommende Fragen klären und die Studierenden auf die Klausur vorbereiten.

Achtung! Das Tutorium ist arbeitsaufwändig. Es gibt zu (fast) jeder Sitzung kürzere Texte zur Vorbereitung auf, von denen, über das Semester verteilt, jeder mindestens drei einreichen muss.

Der Kurs ist auf max. **15** Teilnehmer begrenzt! Es wird daher all denjenigen Vorzug gewährt, die die Klausur bereits einmal (erfolglos) mitgeschrieben haben, bzw. Studierenden, die kurz vor Ihren Prüfungen stehen und den Kurs zur Vorbereitung benötigen. Die Anmeldung erfolgt ausschließlich per Email unter Angabe von: *Name, Vorname, Semester, Studienrichtung und ggf. kurzer Begründung für die Teilnahme:* phonetics@habmalnefrage.de

Der Kurs gilt nicht als Ersatz für den obligatorischen „Phonetics and Phonology“ Kurs bei Dr. Hoppe, kann jedoch mit einer SWS abgerechnet werden.