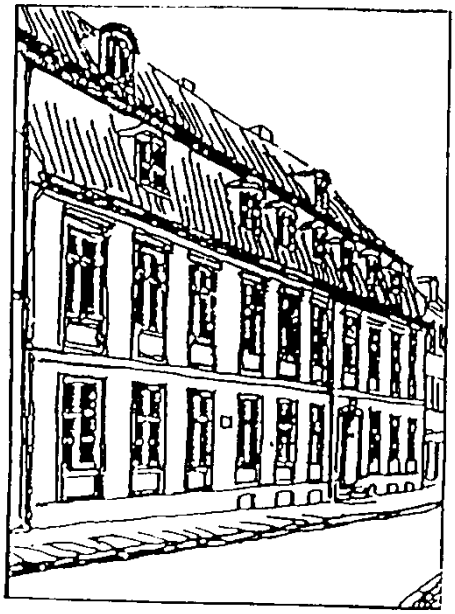
Ernst-Moritz-Arndt-Universität
Greifswald

Kommentiertes Vorlesungsverzeichnis

Institut für Anglistik/Amerikanistik

Steinbeckerstraße 15



Sommersemester 2016

ANGLISTIK/AMERIKANISTIK
KOMMENTIERTES VORLESUNGSVERZEICHNIS
SOMMERSEMESTER 2016

Inhalt

HINWEISE FÜR STUDIERENDE 3
Struktur des Institutes für Anglistik/Amerikanistik im Sommersemester 2016 4
Reguläre Sprechstundenzeiten der Lehrkräfte: 5
Sprechstundenzeiten der Sekretär[inn]en: 6
Sprechstundenzeit des Studentischen Fachschaftsrates: 6
Studienberatung in der vorlesungsfreien Zeit 6
Einschreibung / Online enrolment 6
Informationen und Verhaltensregeln zur LSF-Einschreibung 6
Wichtige Informationen zum Studienbetrieb 6
Legende 7
MODULSTRUKTUREN (Zuordnung der LV zu Modulen) 8
B.A.-MODULE 8
B.A.: Studienordnung 2010 8
B.A.: Studienordnung 2012 9
LEHRAMTSMODULE: Studienordnung 2012 13
MASTER-STUDIENGÄNGE 21
KOMMENTIERTE GESAMTLISTE DER LEHRVERANSTALTUNGEN 22
SPRACHPRAXIS 22
ENGLISCHE SPRACHWISSENSCHAFT 26
LITERATURWISSENSCHAFT UND CULTURAL STUDIES 29
FACHDIDAKTIK 37
ECTS POINTS AND REQUIREMENTS FOR EXCHANGE STUDENTS 40
MUSTERSTUDIENPLAN B.A. STUDIENORDNUNG 2012 41
MUSTERSTUDIENPLAN LA GYMNASIEN STUDIENORDNUNG 2012 42
MUSTERSTUDIENPLAN LA REGIONALE SCHULEN STUDIENORDNUNG 2012 44

Edited: James Fanning

Last updated: 160301

HINWEISE FÜR STUDIERENDE

Studierende sollten zu Beginn der Vorlesungszeit und immer regelmäßig nach Aushängen mit wichtigen Informationen im Gebäude der Anglistik/Amerikanistik bzw. im Internet https://his.uni-greifswald.de/ ***Ausschau halten. Aus verschiedenen Gründen kann es z.B. zu Änderungen des Lehrangebotes gegenüber diesem Verzeichnis kommen.***

Bitte kontrollieren Sie auch regelmäßig Ihr universitäres Webmail-Postfach. Das Lehrpersonal kommuniziert mit Ihnen ggf. über das Selbstbedienungsportal bzw. die Groupware per E-Mail. Der Login erfolgt mit den zentralen Authentifikationsdaten (WLAN, LSF, Webmail, etc.), die Sie mit Ihrem Studentenausweis erhalten haben. Sie können auch Mails von der Uni-Adresse automatisch auf eine andere Adresse umleiten lassen. Das müssten Sie aber selbst einrichten.

Bitte achten Sie zusätzlich auf aktuelle Änderungen per Aushang im Institut.

Geschäftsführender Direktor des Instituts für Anglistik/Amerikanistik im Sommersemester 2016:
Prof. Dr. Sebastian Domsch

Postanschrift:

Institut für Anglistik/Amerikanistik
Steinbecker Str. 15
17487 Greifswald

Fax: (03834) 86-3365 (Lehrstuhl Sprachwissenschaft)
& (03834) 86-3366 (Lehrstuhl Literatur/Cultural Studies)
Homepage: http://www.phil.uni-greifswald.de/philologien/ifp/anglistik.html

Der Vorlesungsbetrieb beginnt am 04.04.2016 und endet am 16.07.2016

Gesetzliche Feiertage Do, 05.05.; Mo, 16.05.

Prinzipiell vorlesungsfreie Tage: 17.–21.05.: Projektwoche
(aber s. Blockseminar von A. Beck)

Studienberatung Dr. Margitta Kuty (Tel.: 86-3360)
E-Mail: kuty@uni-greifswald.de
Dr. Anette Brauer (Tel.: 86-3351)
E-Mail: brauer@uni-greifswald.de

Studentischer Fachschaftsrat: E-Mail: fsrangl@uni-greifswald.de

Struktur des Institutes für Anglistik/Amerikanistik im Sommersemester 2016

Lehrstuhl für Anglophone Literaturwissenschaften (einschl. ‚Cultural Studies‘)**:**

Inhaber:	Prof. Dr. Sebastian Domsch (Tel.: 86-3358) E-Mail: domschs@uni-greifswald.de
Sekretariat:	Anke Möller (Tel.: 86-3351) E-Mail: moellera@uni-greifswald.de
wiss. Mitarbeiter[innen]:	Dr. Anette Brauer (Tel.: 86-3351) E-Mail: brauer@uni-greifswald.de
	Dr. James Fanning (Tel.: 86-3362) E-Mail: fanning@uni-greifswald.de
	Dr. Mascha Hansen (Tel.: 86-3364) E-Mail: mascha.hansen@uni-greifswald.de
	Dr. Martin Holtz (Tel.: 86-3351) E-Mail: mh010176@yahoo.de
	Jörg Weber M.A. (Tel.: 86-3359) E-Mail: j.weber@uni-greifswald.de
Privatdozent[inn]en	apl. Prof. Dr. Andrea Beck E-Mail: amb-beck@t-online.de
	apl. Prof. Dr. Michael Szczekalla E-Mail: Szczekalla-Michael@t-online.de

Wissenschaftliche Hilfskraft: Luisa Menzel
E-Mail: Luisa.Menzel@gmx.de

Lehrstuhl für Englische Sprachwissenschaft:

Inhaberin:	Prof. Dr. Amei Koll-Stobbe (Tel.: 86-3356) E-Mail: kstobbe@uni-greifswald.de [Forschungsfreisemester]
Sekretariat:	Mathias Köhn, M.A. [Vertretung] (Tel.: 86-3354) E-Mail: elingua@uni-greifswald.de
wiss. Mitarbeiter[innen]:	Melanie Burmeister M.A. (Tel.: 86-3363) E-Mail: melanie.burmeister@uni-greifswald.de
	Dr. Sebastian Knospe (Tel. 86-3357) E-Mail: seknospe@uni-greifswald.de
	Ann-Kathrin Mehrens (Tel. 86-3357) E-Mail: mehrensa@uni-greifswald.de
	Dr. Marie-Elaine van Egmond (Tel. 86-3363) E-Mail: vanegmondm@uni-greifswald.de

Wissenschaftliche Hilfskraft: Mathias Köhn M.A.
Handapparat Koll-Stobbe: Zugang n.V.

Englische Fachdidaktik:

Leiterin:	Dr. Margitta Kuty (Tel.: 86-3360) E-Mail: kuty@uni-greifswald.de
wiss. Mitarbeiter[innen]:	Christian Sinast (Tel.: 86-3360) E-Mail: christian.sinast@uni-greifswald.de Anja Feldtmann (Tel.: 86-3368) E-Mail: anja.feldtmann@uni-greifswald.de

Lernwerkstatt: Zugang n.V.

Sprachpraxis:

Leiterin:	Dipl.-Lehrerin Heike Gericke (Tel.: 86-3361) E-Mail: gericke@uni-greifswald.de
wiss. Mitarbeiter[innen]:	Dr. Anette Brauer (Tel.: 86-3351) E-Mail: brauer@uni-greifswald.de Dr. James Fanning (Tel.: 86-3362) E-Mail: fanning@uni-greifswald.de Dr. Marie-Elaine van Egmond (Tel. 86-3363) E-Mail: vanegmondm@uni-greifswald.de Jörg Weber M.A. (Tel.: 86-3359) E-Mail: j.weber@uni-greifswald.de N.N.

Emeriti:
Prof. Dr. Jürgen Klein (Englische Literatur und Cultural Studies GB)
Prof. Dr. Hartmut Lutz (Amerikanistik/Kanadistik)
Prof. Dr. Günter Weise (Englische Sprachwissenschaft)

REGULÄRE SPRECHSTUNDENZEITEN DER LEHRKRÄFTE:

(Falls nötig, können andere Zeiten mit der jeweiligen Lehrkraft bzw. mit der zuständigen Sekretärin abgesprochen werden, ggf. auch telefonisch oder per E-Mail – s. oben!)

Dr. Anette Brauer	Mittwoch	11.00–12.00 Uhr	Raum 25
Melanie Burmeister M.A.	Donnerstag	12.00–13.00 Uhr	Raum 38
Prof. Dr. Sebastian Domsch	Donnerstag	10:00–11:00 Uhr	Raum 32
Dr. James Fanning	Dienstag	12.00–13.00 Uhr	Raum 37
Dipl.-Lehrerin Heike Gericke	Montag	10.00–11.00 Uhr	Raum 36
Dr. Mascha Hansen	Montag	10.00–11.00 Uhr	Raum 39
Dr. Martin Holtz	Montag	12.00–13.00 Uhr	Raum 25
Dr. Sebastian Knospe	Dienstag	14.00–14.00 Uhr	Raum 31
Prof. Dr. Amei Koll-Stobbe	(Forschungsfreisemester)		
Dr. Margitta Kuty	Montag	16.00–17.00 Uhr	Raum 35
	Donnerstag	16.00–17.00 Uhr	
Ann-Kathrin Mehrens	Dienstag	11.00–12.00 Uhr	Raum 31
Christian Sinast	Montag	14.00–15.00 Uhr	Raum 35
Dr. Marie-Elaine van Egmond	Mittwoch	11.00–12.00 Uhr	Raum 38
Jörg Weber M.A.	Montag	18.00–19.00 Uhr	Raum 33
N.N.			

Sprechstunden während der vorlesungsfreien Zeit werden im jeweiligen Sekretariat bzw. an den Bürotüren per Aushang bekanntgegeben.

Sprechstundenzeiten der Sekretär[inn]en:

Anke Möller (LS Anglophone Literaturwissenschaften)

Montag–Freitag	08.00–11.30 Uhr	Raum 25

Mathias Köhn (LS Linguistik – Vertretung)

Montag–Donnerstag	10.00–11.00 Uhr	Raum 27

Sprechstundenzeit des Studentischen Fachschaftsrates:

Ort & Zeit werden zu Beginn des Semesters per Aushang bekannt gegeben

Studienberatung in der vorlesungsfreien Zeit

Bei Frau Dr. Kuty (Raum 35, immer mittwochs):

03.02. 10–12 Uhr	24.02. 10–12 Uhr
10.02. 10–12 Uhr	02.03. 10–12 Uhr
17.02. 10–12 Uhr	23.03. 10–12 Uhr

Einschreibung / Online enrolment

Enrolment for the Summer Semester will take place **online from 7th March until 15th April 2016**

Go to https://his.uni-greifswald.de/. You need your **university e-mail address** and your **personal log-in**. Instructions will be provided when you have logged in.

Please pay attention to the principles explained in the next section.

If you have any further questions write to fsrangl@uni-greifswald.de

Informationen und Verhaltensregeln zur LSF-Einschreibung

- **Groupware**: Das Lehrpersonal kommuniziert mit Ihnen über die Groupware (https://groupware.uni-greifswald.de). Bitte kontrollieren Sie regelmäßig das Groupware-Postfach. Der Login erfolgt mit den zentralen Authentifikationsdaten (WLAN, HIS, Groupware, etc.) auf dem ersten Studentenausweis.
- **Zeitraum**: Die Anmeldung läuft in zwei Phasen: Nach dem ersten Anmeldezeitraum werden die vorläufigen Teilnehmerlisten veröffentlicht und anschließend können sich Studenten in einer zweiten Phase für eventuell freigebliebene Plätze eintragen.
- **Kriterien**: Die primären Auswahlkriterien für Lehrveranstaltungen sind die für die Lehrveranstaltung festgelegte Semesterpriorität (Studienphase im Musterstudienplan) und die für die jeweilige Lehrveranstaltung ggf. laut Studienordnung vorher zu absolvierenden Prüfungen/Module.
- **Sprachpraxis**: Studenten dürfen maximal drei Sprachpraxiskurse pro Semester wählen.
- **Eintragung**: Bitte melden Sie sich nur für Lehrveranstaltungen an, die Sie tatsächlich besuchen wollen. Die Anmeldung für unverhältnismäßig viele Kurse führt zu Nichtberücksichtigung in allen Kursen.
- **Abmeldung**: Wenn Sie an einer Lehrveranstaltung nicht teilnehmen können, sind Sie verpflichtet sich von dieser Lehrveranstaltung umgehend selbst abzumelden, damit Kommilitonen auf der Warteliste nachrücken können.
- **Erste Sitzung**: Eine verbindliche Platzzusage trifft der Kursleiter in der ersten Sitzung. Sie müssen in der ersten Sitzung anwesend sein und gegebenenfalls auch

zwingend zu erbringende Prüfungsleistungen nachweisen (z.B. erfolgreicher Abschluss des Grundstudiums oder eines vorgeordneten Moduls).

- **Änderungen**: Bitte achten Sie daher immer zu Semesterbeginn auf aktuelle Aushänge im Institut (Eingangsbereich und Bürotüren) und auf der Homepage des IfAA. Daten wie Namen, Orte oder Zeiten von Lehrveranstaltungen können sich ändern. Lehrveranstaltungen können in seltenen Fällen in Gänze entfallen oder es können neue Lehrangebote kurzfristig hinzukommen.
- **Ordnungen**: Eine gründliche Lektüre der Prüfungs- und Studienordnung zu Beginn des Studiums spart langfristig Zeit und Aufwand und macht den Studienablauf durchschau- und planbar. Prüfungs- und Studienordnungen enthalten Informationen zu Ablauf, Inhalten und Prüfungen des Studiums sowie Musterstudienpläne und Modulhandbücher.
- **Rückfragen**: Mit Fragen wenden Sie sich bitte an den Fachschaftsrat oder die Studienberaterinnen der Anglistik/Amerikanistik.

WICHTIGE INFORMATIONEN ZUM STUDIENBETRIEB

Prüfungsvorbereitung

Kandidat[inn]en für alle Abschlußprüfungen außer Sprachpraxis müssen sich rechtzeitig (i.d.R. drei Monate vor dem jeweiligen Prüfungstermin) bei der/dem jeweiligen Prüfer[in] melden, um sich mit ihr/ihm über die Prüfungsthemen und -schwerpunkte zu verständigen.

European Credit Transfer System (ECTS)

Zu den Kriterien der Punktvergabe für alte Lehramtsstudiengänge sowie für ausländische Studierende siehe die Anmerkungen auf Seite 45. B.A.- und M.A.-Studierende können die Richtlinien der Punktvergabe für die Module den jeweiligen Prüfungs- bzw. Studienordnungen entnehmen.

Internationale Beziehungen

Die Greifswalder Anglistik/Amerikanistik hat internationale Verbindungen zu Einrichtungen in Europa und Nordamerika. Wer sich für ein Studium in den USA bzw. Kanada interessiert, kann sich bei Dr. Anette Brauer (Widener University, University of Manitoba, University of Saskatchewan, allgemeine Fragen zu Fulbright) oder über die Webseite des Akademischen Auslandsamts informieren; Informationen über ERASMUS -Studienaufenthalte innerhalb der EU erhalten Sie von Frau Gericke, der ERASMUS Koordinatorin des Instituts.

LEGENDE

BA	- Bachelor of Arts
CS	- Cultural Studies
HS	- Hörsaal (Rubenowstraße)
Lit.	- Literatur[e]
LA	- Lehramt[sanwärter(innen)]
LV	- Lehrveranstaltung
MA	- Master of Arts
[u.]n.V.	- [und] nach Vereinbarung
R	- Raum (Steinbeckerstraße)
SWS	- Semesterwochenstunden *(2 SWS = 2 Stunden jede Woche über 1 Semester oder Äquivalent – d.h. insgesamt 28 Stunden –, z.B. 4 Stunden alle 2 Wochen über 1 Semester oder 2 Blöcke von je 7 Stunden)*

Studierende sollten immer regelmäßig nach wichtigen Informationen im Gebäude der Anglistik/Amerikanistik bzw. im Internet Ausschau halten*: https://his.uni-greifswald.de/. *Aus verschiedenen Gründen kann es z.B. zu Änderungen des Lehrangebotes gegenüber diesem Verzeichnis kommen.

MODULSTRUKTUREN (Zuordnung der LV zu Modulen)

B.A.-MODULE

B.A.: STUDIENORDNUNG 2010

(für Studierende, die vor Okt. 2012 begonnen haben))

Unten werden die Angebote für das Modul „Specialization" aufgelistet. Falls bei anderen Modulen noch Bedarf besteht, konsultieren Sie die Studienordnung und wenden Sie sich an die Lehrkräfte des jeweiligen Bereichs.

Die Kursbeschreibungen stehen im Hauptteil dieses Verzeichnisses (ab S. 22).

SPECIALIZATION

SPRACHWISSENSCHAFT

Bilingualism (Proseminar) 4002040
2 SWS Mo 10-12 R 8 Melanie Burmeister

Pragmatics (Proseminar) 4002042
2 SWS Mo 16-18 R 8 Sebastian Knospe

American English: Language Variation and Change Through Time (Proseminar) 4002046
2 SWS Di 10-12 R 34 Sebastian Knospe

Introduction to Sociolinguistics (Proseminar) 4002049
2 SWS Do 10-12 R 34 Melanie Burmeister

LITERATURWISSENSCHAFT / CULTURAL STUDIES

Victorian Gothic (Seminar) 4002061
2 SWS Mo 12-14 R 34 Mascha Hansen

British and American Short Stories, 1900 – 1950 (Seminar) 4002062
2 SWS Mo 14-16 R 8 Jörg Weber

Women's Poetry Through the Ages (Seminar) 4002060
2 SWS Di 10-12 R 21 Mascha Hansen

'Give me liberty or give me….' Death in Contemporary American Culture (Seminar) 4002065
2 SWS Di 14-16 R 34 Anette Brauer

Virginia Woolf (Seminar) 4002066
2 SWS Di 14-16 R 23 Mascha Hansen

'Wit as the social ideal': Restoration Comedy (Seminar) 4002067
2 SWS Di 16-18 R 23 James Fanning

Cities in the British Empire (Seminar) 4002022
2 SWS Di 16-18 R 34 Jörg Weber

'Take me out to the ball game…': Sports in American Culture, History, and Selected Films (Seminar) 4002068
2 SWS Do12-14 R 23 Anette Brauer

America: 18th Century Ideals, 21st-Century Reality (Seminar) 4002072
2 SWS Mi 14-16* R 8 John Serembus
& Do 12-14* R 24
* May & June (beginning 11th May)

Electric Warriors: An Introduction to Native American Music (Seminar) 4002075
2 SWS Do 14-16 R 34 Anette Brauer

The American Civil War in Literature (Seminar) 4002076
2 SWS Do 14-16 R 23 Martin Holtz

John Fowles: *The French Lieutenant's Woman* (Seminar) 4002077
2 SWS Do 16-18 R 23 James Fanning

Documentary Film (Seminar) 4002078
2 SWS Do 16-18 R 8 Martin Holtz
+ film sessions: Mi 18-21 R 8

London in Literature (Seminar) 4002079
2 SWS Do 16-18 R 34 Jörg Weber

The Devil and his Disciples: Evil in Scottish Novels (Seminar) 4002080
2 SWS Fr 10-12 R 23 James Fanning

Roman Shakespeare II (Seminar) 4002082
2 SWS Block* R 21 Michael Szczekalla
* 11.07.-14.07., 16-21 Uhr

B.A.: STUDIENORDNUNG 2012

Die Kursbeschreibungen stehen im Hauptteil dieses Verzeichnisses (ab S. 22) unter den gleichen Titeln und Nummern.
(s. auch Musterstudienplan am Ende dieses Verzeichnisses)

SPRACHPRAXIS

1. *UNDERSTANDING TEXTS*

This module should be taken in the first (or second) semester.

Listening (Übung) 4002064
2 SWS Di 08-10 R 34 Anette Brauer

Reading (Übung) 4002018
2 SWS Di 10-12 R 8 Heike Gericke

Listening (Übung) 4002024
2 SWS Mi 08-10 R 8 N.N.

Reading (Übung) 4002071
2 SWS Mi 12-14 R 34 Jörg Weber

Reading (In the News) (Übung) 4002030
2 SWS Do 10-12 R 24 Anette Brauer

Listening (Übung) 4002032
2 SWS Do 14-16 R 8 Jörg Weber

Reading (Übung) 4002034
2 SWS Fr 12-14 R 8 N.N.

2. *ORAL SKILLS*

Before taking this module you must have passed the Module Exam 'Understanding Texts'. It is recommended to take it in the 3rd semester.

Speaking (Übung) 4002013
2 SWS Mo 12-14 R 8 Heike Gericke

Presentations (Übung) 4002017
2 SWS Mo 16-18 R 34 Jörg Weber

Speaking (Übung) 4002021
2 SWS Di 14-16 R 8 Jörg Weber

Presentations (Übung) 4002025
2 SWS Mi 10-12 R 34 Heike Gericke

Speaking (Science and Technology) (Übung) 4002027
2 SWS Mi 12-14 R 8 Anette Brauer

3. *WRITING TEXTS*

Before taking this module you must have passed the Module Exam 'Understanding Texts'. It is recommended to take it in the 5th semester.

Writing (In the News) (Übung) 4002014
2 SWS Mo 14-16 R 24 Anette Brauer

Writing (Blockveranstaltung auf der Insel Hiddensee 29.04.-01.05.2016 und anschließend 14-täglich Essays) (Übung) 4002020
2 SWS Di 12-14 R 34 Jörg Weber

Writing (Übung) 4002026
2 SWS Mi 10-12 R 21 N.N.

Writing (Übung) 4002028
2 SWS Mi 12-14 R 21 Heike Gericke

Advanced Grammar: The Grammar of Written English (Übung) 4002031
2 SWS Do 10-12 R 8 Heike Gericke
or: Do 12-14 R 8

SPRACHWISSENSCHAFT

4. *PRACTICAL LINGUISTICS*

This module is recommended to be taken in the first semester, and the two classes 'Introduction to Grammar' and 'Introduction to Phonetics & Phonology' are accordingly held each Winter Semester.

5. *LINGUISTICS I*

This module is recommended to be taken in the second semester. The 'Linguistic Tool-Kit' lecture and tutorial are accordingly held each Winter Semester. Before taking it, students must pass the module exam 'Practical Linguistics'.

6. *LINGUISTICS II*

This module is recommended to be taken in the fourth and fifth semesters. Before taking it, students must pass the module exam 'Linguistics I'.

Bilingualism (Proseminar) 4002040
2 SWS Mo 10-12 R 8 Melanie Burmeister

Pragmatics (Proseminar) 4002042
2 SWS Mo 16-18 R 8 Sebastian Knospe

American English: Language Variation and Change Through Time (Proseminar) 4002046
2 SWS Di 10-12 R 34 Sebastian Knospe

Introduction to Sociolinguistics (Proseminar) 4002049
2 SWS Do 10-12 R 34 Melanie Burmeister

EWL-Kompaktveranstaltung (Vorlesung/Seminar) 4002004
2 SWS Block ** R23 Amei Koll-Stobbe

** Di. 07.06.–Do. 09.06. & Mo. 13.06.–Do. 16.06.: jeweils 18-22

ENGLISCHE UND NORDAMERIKANISCHE LITERATURWISSENSCHAFT

7. *LITERATURE I*

This module is recommended to be taken in the second semester. Accordingly, the lectures 'History of British Literature' and 'Introduction to Literary Studies' are offered each Summer Semester

Introduction to Literary Studies (Vorlesung) 4002006
2 SWS Mo 10-12 HS 1 Martin Holtz

History of British Literature (Vorlesung) 4002007
2 SWS Di 18-20 HS 1 Sebastian Domsch

8. *LITERATURE II*

This module is recommended to be taken in the third and fourth semesters. Before taking it, students must pass the module exam 'Literature I'.

The lecture 'History of American Literature' is offered each Winter Semester.

You are recommended to take the other part of the module, a 'Proseminar', in the Summer Semester, but the following are available in this Winter Semester:

Victorian Gothic (Seminar) 4002061
2 SWS Mo 12-14 R 34 Mascha Hansen

British and American Short Stories, 1900 – 1950 (Seminar) 4002062
2 SWS Mo 14-16 R 8 Jörg Weber

Studying Poetry (Proseminar) 4002063
2 SWS Mo 16-18 R 23 James Fanning

Women's Poetry Through the Ages (Seminar) 4002060
2 SWS Di 10-12 R 21 Mascha Hansen

Virginia Woolf (Seminar) 4002066
2 SWS Di 14-16 R 23 Mascha Hansen

'Wit as the social ideal': Restoration Comedy (Seminar) 4002067
2 SWS Di 16-18 R 23 James Fanning

The American Civil War in Literature (Seminar) 4002076
2 SWS Do 14-16 R 23 Martin Holtz

John Fowles: *The French Lieutenant's Woman* (Seminar) 4002077
2 SWS Do 16-18 R 23 James Fanning

London in Literature (Seminar) 4002079
2 SWS Do 16-18 R 34 Jörg Weber

The Devil and his Disciples: Evil in Scottish Novels (Seminar) 4002080
2 SWS Fr 10-12 R 23 James Fanning

9. Cultural Studies GB/USA

This module is recommended to be taken in the third and fourth semesters. The lecture 'Introduction to the UK' is offered each Winter Semester, and the lecture 'Introduction to the USA' is offered in the Summer Semester.

Introduction to the USA (Vorlesung) 4002010
2 SWS Mo 12-14 HS Rubenowstr. 3 Anette Brauer

10. Specialization

This module is recommended to be taken in the fifth and sixth semesters.

Sprachwissenschaft

Bilingualism (Proseminar) 4002040
2 SWS Mo 10-12 R 8 Melanie Burmeister

Pragmatics (Proseminar) 4002042
2 SWS Mo 16-18 R 8 Sebastian Knospe

American English: Language Variation and Change Through Time (Proseminar) 4002046
2 SWS Di 10-12 R 34 Sebastian Knospe

Introduction to Sociolinguistics (Proseminar) 4002049
2 SWS Do 10-12 R 34 Melanie Burmeister

Literaturwissenschaft / Cultural Studies

Victorian Gothic (Seminar) 4002061
2 SWS Mo 12-14 R 34 Mascha Hansen

British and American Short Stories, 1900 – 1950 (Seminar) 4002062
2 SWS Mo 14-16 R 8 Jörg Weber

Women's Poetry Through the Ages (Seminar) 4002060
2 SWS Di 10-12 R 21 Mascha Hansen

‘Give me liberty or give me….’ Death in Contemporary American Culture (Seminar) 4002065
2 SWS Di 14-16 R 34 Anette Brauer

Virginia Woolf (Seminar) 4002066
2 SWS Di 14-16 R 23 Mascha Hansen

‘Wit as the social ideal’: Restoration Comedy (Seminar) 4002067
2 SWS Di 16-18 R 23 James Fanning

Cities in the British Empire (Seminar) 4002022
2 SWS Di 16-18 R 34 Jörg Weber

‘Take me out to the ball game…’: Sports in American Culture, History, and Selected Films (Seminar) 4002068
2 SWS Do12-14 R 23 Anette Brauer

America: 18th Century Ideals, 21st-Century Reality (Seminar) 4002072
2 SWS Mi 14-16* R 8 John Serembus
& Do 12-14* R 24
* May & June (beginning 11th May)

Electric Warriors: An Introduction to Native American Music (Seminar) 4002075
2 SWS Do 14-16 R 34 Anette Brauer

The American Civil War in Literature (Seminar) 4002076
2 SWS Do 14-16 R 23 Martin Holtz

John Fowles: *The French Lieutenant’s Woman* (Seminar) 4002077
2 SWS Do 16-18 R 23 James Fanning

Documentary Film (Seminar) 4002078
2 SWS Do 16-18 R 8 Martin Holtz
+ film sessions: Mi 18-21 R 8

London in Literature (Seminar) 4002079
2 SWS Do 16-18 R 34 Jörg Weber

The Devil and his Disciples: Evil in Scottish Novels (Seminar) 4002080
2 SWS Fr 10-12 R 23 James Fanning

Roman Shakespeare II (Seminar) 4002082
2 SWS Block* R 21 Michael Szczekalla
* 11.07.-14.07., 16-21 Uhr

LEHRAMTSMODULE: STUDIENORDNUNG 2012

Die Kursbeschreibungen stehen im Hauptteil dieses Verzeichnisses (ab S. 22) unter den gleichen Titeln und Nummern.

SPRACHPRAXIS

1. *UNDERSTANDING TEXTS*

This module should be taken in the first (or second) semester.

Listening (Übung) 4002064
2 SWS Di 08-10 R 34 Anette Brauer

Reading (Übung) 4002018
2 SWS Di 10-12 R 8 Heike Gericke

Listening (Übung) 4002024
2 SWS Mi 08-10 R 8 N.N.

Reading (Übung) 4002071
2 SWS Mi 12-14 R 34 Jörg Weber

Reading (In the News) (Übung) 4002030
2 SWS Do 10-12 R 24 Anette Brauer

Listening (Übung) 4002032
2 SWS Do 14-16 R 8 Jörg Weber

Reading (Übung) 4002034
2 SWS Fr 12-14 R 8 N.N.

2. *Oral Skills*

Before taking this module you must have passed the Module Exam 'Understanding Texts'. It is recommended to take it in the 3rd semester.

Speaking (Übung) 4002013
2 SWS Mo 12-14 R 8 Heike Gericke

Presentations (Übung) 4002017
2 SWS Mo 16-18 R 34 Jörg Weber

Speaking (Übung) 4002021
2 SWS Di 14-16 R 8 Jörg Weber

Presentations (Übung) 4002025
2 SWS Mi 10-12 R 34 Heike Gericke

Speaking (Science and Technology) (Übung) 4002027
2 SWS Mi 12-14 R 8 Anette Brauer

Speaking (Übung) 4002033
2 SWS Fr 10-12 R 8 N.N.

3. *Writing Texts*

Before taking this module you must have passed the Module Exam 'Understanding Texts'. It is recommended to take it in the 4th & 5th ('Regionalschule') or 6th & 7th semesters ('Gymnasium').

Writing (In the News) (Übung) 4002014
2 SWS Mo 14-16 R 24 Anette Brauer

Writing (Blockveranstaltung auf der Insel Hiddensee 29.04.-01.05.2016 und anschließend 14-täglich Essays) (Übung) 4002020
2 SWS Di 12-14 R 34 Jörg Weber

Writing (Übung) 4002026
2 SWS Mi 10-12 R 21 N.N.

Writing (Übung) 4002028
2 SWS Mi 12-14 R 21 Heike Gericke

Advanced Grammar: The Grammar of Written English (Übung) 4002031
2 SWS Do 10-12 R 8 Heike Gericke
or: Do 12-14 R 8

4. *ADVANCED LANGUAGE COMPETENCE*

Before taking this module you must have passed the Module Exams 'Writing Texts' and 'Practical Linguistics'. It is recommended to take it in the 9th semester.

Translation German–English (Übung) 4002015
2 SWS Mo 10-12 R 23 James Fanning
or: Fr 12-14 R 23

Error Correction (Übung) 4002019
2 SWS Di 12-14 R 8 Heike Gericke

SPRACHWISSENSCHAFT

5. *PRACTICAL LINGUISTICS*

This module is recommended to be taken in the first semester, and the two classes 'Introduction to Grammar' and 'Introduction to Phonetics & Phonology' are accordingly held each Winter Semester.

6. *LINGUISTICS I*

This module is recommended to be taken in the second semester. The 'Linguistic Tool-Kit' lecture and tutorial are accordingly held each Summer Semester. Before taking it, students must pass the module exam 'Practical Linguistics'.

The Linguistic Tool-Kit: Descriptive and Analytical Frameworks for the Study of English (Vorlesung/Grundlagenseminar) 4002001
2 SWS Di 16-18 HS 1 Ann-Kathrin Mehrens

Toolkit-Tutorial (Tutorim) 4002048
2 SWS Do 08-10 R 8 Ann-Kathrin Mehrens

7. *LINGUISTICS II*

This module is recommended to be taken in the fourth and fifth semesters. Before taking it, students must pass the module exam 'Linguistics I'.

Bilingualism (Proseminar) 4002040
2 SWS Mo 10-12 R 8 Melanie Burmeister

Pragmatics (Proseminar) 4002042
2 SWS Mo 16-18 R 8 Sebastian Knospe

American English: Language Variation and Change Through Time (Proseminar) 4002046
2 SWS Di 10-12 R 34 Sebastian Knospe

Introduction to Sociolinguistics (Proseminar) 4002049
2 SWS Do 10-12 R 34 Melanie Burmeister

EWL-Kompaktveranstaltung (Vorlesung/Seminar) 4002004
2 SWS Block ** R23 Amei Koll-Stobbe

** Di. 07.06.–Do. 09.06. & Mo. 13.06.–Do. 16.06.: jeweils 18-22

8. *LINGUISTICS III*

This module is recommended to be taken in the sixth and seventh semesters.

Contact Linguistics (Vorlesung/Hauptseminar) 4002041
2 SWS Mo 14-16 R 23 Sebastian Knospe

Second Language Acquisition (Hauptseminar) 4002045
2 SWS Di 08-10 R 23 Sebastian Knospe

Anthropological Linguistics (Hauptseminar) 4002050
2 SWS Do 12-14 R 34 Marie-Elaine van Egmond

ENGLISCHE UND NORDAMERIKANISCHE LITERATURWISSENSCHAFT

9. *LITERATURE I*

This module is recommended to be taken in the second semester. Accordingly, the lectures 'History of British Literature' and 'Introduction to Literary Studies' are offered each Summer Semester

Introduction to Literary Studies (Vorlesung) 4002006
2 SWS Mo 10-12 HS 1 Martin Holtz

History of British Literature (Vorlesung) 4002007
2 SWS Di 18-20 HS 1 Sebastian Domsch

10. *LITERATURE II*

This module is recommended to be taken in the third and fourth semesters. Before taking it, students must pass the module exam 'Literature I'.

The lecture 'History of American Literature' is offered each Winter Semester.

You are recommended to take the other part of the module, a 'Proseminar', in the Summer Semester:

Victorian Gothic (Seminar) 4002061
2 SWS Mo 12-14 R 34 Mascha Hansen

British and American Short Stories, 1900 – 1950 (Seminar) 4002062
2 SWS Mo 14-16 R 8 Jörg Weber

Studying Poetry (Proseminar) 4002063
2 SWS Mo 16-18 R 23 James Fanning

Women's Poetry Through the Ages (Seminar) 4002060
2 SWS Di 10-12 R 21 Mascha Hansen

Virginia Woolf (Seminar) 4002066
2 SWS Di 14-16 R 23 Mascha Hansen

'Wit as the social ideal': Restoration Comedy (Seminar) 4002067
2 SWS Di 16-18 R 23 James Fanning

The American Civil War in Literature (Seminar) 4002076
2 SWS Do 14-16 R 23 Martin Holtz

John Fowles: *The French Lieutenant's Woman* (Seminar) 4002077
2 SWS Do 16-18 R 23 James Fanning

London in Literature (Seminar) 4002079
2 SWS Do 16-18 R 34 Jörg Weber

The Devil and his Disciples: Evil in Scottish Novels (Seminar) 4002080
2 SWS Fr 10-12 R 23 James Fanning

11. *LITERATURE III*

This module is recommended to be taken in the eighth and ninth semesters (LAG) or seventh and eighth semesters (LAR).

Victorian Gothic (Seminar) 4002061
2 SWS Mo 12-14 R 34 Mascha Hansen

British and American Short Stories, 1900 – 1950 (Seminar) 4002062
2 SWS Mo 14-16 R 8 Jörg Weber

Women's Poetry Through the Ages (Seminar) 4002060
2 SWS Di 10-12 R 21 Mascha Hansen

Virginia Woolf (Seminar) 4002066
2 SWS Di 14-16 R 23 Mascha Hansen

'Wit as the social ideal': Restoration Comedy (Seminar) 4002067
2 SWS Di 16-18 R 23 James Fanning

Women and Early English Fiction (Hauptseminar) 4002069
2 SWS Mi 10-12 R 23 Sebastian Domsch

The Beautiful and the Sublime (Hauptseminar) 4002070
2 SWS Mi 12-14 R 23 Sebastian Domsch

Samuel Beckett (Hauptseminar) 4002073
2 SWS Do 08-10 R 23 Sebastian Domsch

The American Civil War in Literature (Seminar) 4002076
2 SWS Do 14-16 R 23 Martin Holtz

John Fowles: *The French Lieutenant's Woman* (Seminar) 4002077
2 SWS Do 16-18 R 23 James Fanning

London in Literature (Seminar) 4002079
2 SWS Do 16-18 R 34 Jörg Weber

The Devil and his Disciples: Evil in Scottish Novels (Seminar) 4002080
2 SWS Fr 10-12 R 23 James Fanning

E.M.Forster: *Howards End* and *A Passage to India* (Hauptseminar) 4002081
2 SWS Block* R 21 Andrea Beck
* 17.-20.05., 09-14 Uhr

Roman Shakespeare II (Seminar) 4002082
2 SWS Block* R 21 Michael Szczekalla
* 11.07.-14.07., 16-21 Uhr

12. *CULTURAL STUDIES I*

Introduction to the USA (Vorlesung) 4002010
2 SWS Mo 12-14 HS Rubenowstr. 3 Anette Brauer

13. *CULTURAL STUDIES II*

'Give me liberty or give me….' Death in Contemporary American Culture (Seminar) 4002065
2 SWS Di 14-16 R 34 Anette Brauer

Cities in the British Empire (Seminar) 4002022
2 SWS Di 16-18 R 34 Jörg Weber

'Take me out to the ball game…': Sports in American Culture, History, and Selected Films (Seminar) 4002068
2 SWS Do12-14 R 23 Anette Brauer

America: 18th Century Ideals, 21st-Century Reality (Seminar) 4002072
2 SWS Mi 14-16* R 8 John Serembus
& Do 12-14* R 24
* May & June (beginning 11th May)

Electric Warriors: An Introduction to Native American Music (Seminar) 4002075
2 SWS Do 14-16 R 34 Anette Brauer

Documentary Film (Seminar) 4002078
2 SWS Do 16-18 R 8 Martin Holtz
+ film sessions: Mi 18-21 R 8

14. (NUR LAG) ADVANCED SPECIALIZATION (ONLY LA GYMNASIUM)

This module is recommended to be taken in the eighth and ninth semesters.

SPRACHWISSENSCHAFT

Contact Linguistics (Vorlesung/Hauptseminar) 4002041
2 SWS Mo 14-16 R 23 Sebastian Knospe

Second Language Acquisition (Hauptseminar) 4002045
2 SWS Di 08-10 R 23 Sebastian Knospe

Anthropological Linguistics (Hauptseminar) 4002050
2 SWS Do 12-14 R 34 Marie-Elaine van Egmond

LITERATURWISSENSCHAFT / CULTURAL STUDIES

Victorian Gothic (Seminar) 4002061
2 SWS Mo 12-14 R 34 Mascha Hansen

British and American Short Stories, 1900 – 1950 (Seminar) 4002062
2 SWS Mo 14-16 R 8 Jörg Weber

Women's Poetry Through the Ages (Seminar) 4002060
2 SWS Di 10-12 R 21 Mascha Hansen

'Give me liberty or give me….' Death in Contemporary American Culture (Seminar) 4002065
2 SWS Di 14-16 R 34 Anette Brauer

Virginia Woolf (Seminar) 4002066
2 SWS Di 14-16 R 23 Mascha Hansen

'Wit as the social ideal': Restoration Comedy (Seminar) 4002067
2 SWS Di 16-18 R 23 James Fanning

Cities in the British Empire (Seminar) 4002022
2 SWS Di 16-18 R 34 Jörg Weber

'Take me out to the ball game…': Sports in American Culture, History, and Selected Films (Seminar) 4002068
2 SWS Do12-14 R 23 Anette Brauer

Women and Early English Fiction (Hauptseminar) 4002069
2 SWS Mi 10-12 R 23 Sebastian Domsch

The Beautiful and the Sublime (Hauptseminar) 4002070
2 SWS Mi 12-14 R 23 Sebastian Domsch

America: 18th Century Ideals, 21st-Century Reality (Seminar) 4002072
2 SWS Mi 14-16* R 8 John Serembus
& Do 12-14* R 24
* May & June (beginning 11th May)

Samuel Beckett (Hauptseminar) 4002073
2 SWS Do 08-10 R 23 Sebastian Domsch

Electric Warriors: An Introduction to Native American Music (Seminar) 4002075
2 SWS Do 14-16 R 34 Anette Brauer

The American Civil War in Literature (Seminar) 4002076
2 SWS Do 14-16 R 23 Martin Holtz

John Fowles: *The French Lieutenant's Woman* (Seminar) 4002077
2 SWS Do 16-18 R 23 James Fanning

Documentary Film (Seminar) 4002078
2 SWS Do 16-18 R 8 Martin Holtz
+ film sessions: Mi 18-21 R 8

London in Literature (Seminar) 4002079
2 SWS Do 16-18 R 34 Jörg Weber

The Devil and his Disciples: Evil in Scottish Novels (Seminar) 4002080
2 SWS Fr 10-12 R 23 James Fanning

E.M.Forster: *Howards End* and *A Passage to India* (Hauptseminar) 4002081
2 SWS Block* R 21 Andrea Beck
* 17.-20.05., 09-14 Uhr

Roman Shakespeare II (Seminar) 4002082
2 SWS Block* R 21 Michael Szczekalla
* 11.07.-14.07., 16-21 Uhr

FACHDIDAKTIK

14. (LAR) / 15. (LAG) *TEACHING ENGLISH I*

This module is recommended to be taken in the third semester. Courses are accordingly offered every Winter Semester.

15. (LAR) / 16. (LAG) *TEACHING ENGLISH II*

This module is recommended to be taken in the fourth and fifth semesters. It consists of 'Theorie und Praxis...II' and a 'Proseminar', which may be taken in different semesters.

Theorie und Praxis des Englischunterrichts II (inkl. SPÜ)
(acht Gruppen) (Seminar/Übung) 4002090
3 SWS n.V. 6 Gruppen: Margitta Kuty
& 2 Gruppen: Christian Sinast

Beyond Stereotypes: Intercultural Competence in the English Classroom
(Proseminar) 4002087
1 SWS Mi 10-12 R 8 Christian Sinast

Competence, Literacy, Skills – What's What and How Do You Teach It?
(Proseminar) 4002088
1 SWS Do 10-12 R 23 Christian Sinast

16. (LAR) / 17. (LAG) *TEACHING ENGLISH III*

This module is recommended to be taken in the sixth and and seventh semesters. It consists of two 'Hauptseminare', which may be taken in different semesters.

Task-based language learning in ELT (Hauptseminar) 4002085
2 SWS Mo 14-16 R 34 Margitta Kuty

From picture book to Shakespeare's drama (Vorlesung/Hauptseminar) 4002086
2 SWS Di 12-14 HS 1 Margitta Kuty

MASTER-STUDIENGÄNGE

The Institut für Anglistik/Amerikanistik offers modules within the M.A. courses in **'Intercultural Linguistics: Germanische Gegenwartssprachen'**, **'Vergleichende Literaturwissenschaft'**, **'Kultur-Interkulturalität-Literatur'** and **'Sprachliche Vielfalt'** For each of these you should also consult the curriculum as given in the relevant '*Studienordnung*' and '*Modulhandbuch*':

http://www.phil.uni-greifswald.de/philologien/anglistik/studium/studienangebot.html

http://www.phil.uni-greifswald.de/philologien/ifp/anglistik/studium/studiengaenge/ma-il.html

http://www.phil.uni-greifswald.de/philologien/anglistik/studium/studienangebot/master-lady.html

http://www.phil.uni-greifswald.de/philologien/anglistik/studium/studienangebot/master-kil.html

http://www.uni-greifswald.de/fileadmin/mp/e_dez4/zpa/PO/Master_of_Arts/Vergleichende_Literaturwissenschaft/Lesefassung_1.AEnd.satzung_2011_.pdf

Infoblock zu den integrierten Masterstudiengängen bei HIS/LSF:
https://his.uni-greifswald.de/qisserver/rds?state=verpublish&status=init&vmfile=no&publishid=33073&moduleCall=webInfo&publishConfFile=webInfo&publishSubDir=veranstaltung

Öffnung von Sprachpraxis-Kursen für das Masterprogramm Sprachliche Vielfalt / Language Diversity

Modul Angl-1 ‚English linguistics. Fundamental Concepts and Theoretical Frameworks': identisch mit M2/1 (Master Intercultural Linguistics). Kein Sprachpraxiskurs zu belegen.

Modul Angl-2 ‚English World-Wide: Local and Global Identities': besteht wie M2/3 (Master Intercultural Linguistics) aus der EWL-Vorlesung und dem dazugehörigen Tutorial. Zusätzlich sollen die Studierenden dieses Master-Programms eine sprachpraktische Übung nach Wahl belegen.

Modul Angl-3 ‚Discursive Linguistics': identisch mit M2/4 (Master Intercultural Linguistics). Kein Sprachpraxiskurs zu belegen.

Das **Modul Angl-5** ‚Anglophone Literatures: Textuality and Mediality as Representations of Cultural Semantics (**Schwerpunktphilologie**)' speist sich aus zwei literaturwissenschaftlichen Seminaren/Vorlesungen und einem Sprachpraxis-Kurs aus dem Bereich ‚Written Skills'.

Wird Anglistik im Rahmen des Masters Sprachliche Vielfalt dagegen als **Vertiefungsphilologie** studiert, so ist statt Angl-5 das Modul **Angl-4** zu belegen. Dieses unterscheidet sich von Modul Angl-5 (Schwerpunktphilologie) dadurch, dass kein Sprachpraxis-Kurs besucht werden muss.

If you have any questions, consult the teaching staff, and contact the chairs in Anglophone Literature or English Linguistics, or the secretaries' offices.

Course descriptions for all classes are given below in the main part of this booklet , beginning on the next page.

KOMMENTIERTE GESAMTLISTE DER LEHRVERANSTALTUNGEN

Die Modulzuordnungen der einzelnen Lehrveranstaltungen sowie das/die Semester, in dem/denen die Module laut Musterstudienplan belegt werden sollen, stehen oben (ab S. 9). Die Musterstudienpläne für die modularisierten Studiengänge stehen am Ende dieses Verzeichnisses.

SPRACHPRAXIS

Translation German–English (Übung) 4002015
2 SWS Mo 10-12 R 23 James Fanning
or: Fr 12-14 R 23

Besides providing a pragmatically based revision of main points of Grammar, this course aims above all to increase your awareness of the similarities and differences between the two languages and practice techniques for getting around problems of translation. We shall mainly work orally, but a written test will be offered in the final week of the semester. Students are advised to take this course early enough to be able to take the 'Translation Workshop' (cf. below) afterwards, before their final exam. It is essential to be present in the first session of the semester.

maximum participants: 30 *each goup*

Reading Literary texts (Übung) 4002016
2 SWS Mo 12-14 R 23 James Fanning

In this language class we shall read and analyse a variety of short literary texts of different kinds from different periods and different English-speaking countries. However, interpreting them will not be a major aim. Rather, we shall pay particular attention to vocabulary, grammar and style, to see how the texts work on the primary level of language.
The class is primarily intended for teacher-training students under the old curriculum (i.e. those who began before October 2012) and for MA students of 'Kultur – Interkulturalität – Literatur'. Texts for analysis will be provided in a reader.
Recommended background reading:
G.N. Leech & M.H. Short: *Style in Fiction: a linguistic guide to fictional prose* (1981/83)
G.N. Leech: *A Linguistic Guide to English Poetry* (1969)

maximum participants: 20

Speaking (Übung) 4002013
2 SWS Mo 12-14 R 8 Heike Gericke

Constructing arguments, orally and in writing, is a core skill at university. In this course we will practise how to make personal opinion and fact based arguments. We will practise language typical of group discussions, learn how to give global and selective summaries in English and give short presentations.

maximum participants: 20

Writing (In the News) (Übung) 4002014
2 SWS Mo 14-16 R 24 Anette Brauer

The news offers facts, analyses and opinions on a huge amount of events that more or less shape our daily lives or our experience of the world. They reflect or challenge our own views. We will choose such hot-button issues for planning, structuring and writing academic essays

in preparation of longer argumentative texts that you will be required to write as part of your term papers or final exams.

maximum participants: 12

Presentations (Übung) 4002017
2 SWS Mo 16-18 R 34 Jörg Weber

Holding presentations is an essential academic skill—both here at university and in your later careers. We will study presentation theory, e.g. verbal and non-verbal aspects such as structuring techniques, style/register, vocabulary, body language, using visual aids, and effective time management. There will be a number of exercises to expand your vocabulary and several practice sessions to put the theoretical concepts into action. Students will hold a final presentation towards the end of the semester. Lastly, we will learn how to formulate a hypothesis and how the university's library catalogues and databases can be used to find appropriate academic literature.

maximum participants: 20

Listening (Übung) 4002064
2 SWS Di 08-10 R 34 Anette Brauer

We will practice the various forms of listening (listening for general understanding, listening for specific information and for specific words) in order to advance your understanding of spoken and predominantly formal English. America will be our focus, content and pronunciation-wise. However other national varieties will be included.

maximum participants: 25

Translation Workshop (Übung) 4002023
2 SWS Di 10-12 R 23 James Fanning

This course is for those students who intend to take their final exam (*Staatsexamen* or MA) in Translation immediately following this semester. It will build on the normal Translation course (cf. above), which participants must have already taken.
Note that this course will not be offered in the same form in future semesters. Instead the exam preparation course will be integrated with the 'normal' course, which will be offered for three groups.

maximum participants: 30

Reading (Übung) 4002018
2 SWS Di 10-12 R 8 Heike Gericke

In this course we will read texts of various styles, forms and topics to be then analysed and discussed in class. This course will provide practice in specific skills, e.g. dealing with unknown vocabulary and complex structures, paraphrasing words and phrases, reading techniques, and lots of opportunities to enhance your range of vocabulary, your fluency and communicative confidence.

maximum participants: 20

Error Correction (Übung) 4002019
2 SWS Di 12-14 R 8 Heike Gericke

This course for prospective teachers aims to improve your ability to spot and correct mistakes (spelling, lexical, grammatical, idiomatic) in your pupils' written papers. At the same time the

course provides a general revision of English grammar for everyone.

maximum participants: 20

Writing (Blockveranstaltung auf der Insel Hiddensee 29.04.-01.05.2016 und anschließend 14-täglich Essays) (Übung) 4002020
2 SWS Di 12-14 R 34 Jörg Weber

In this course students will study the basic principles of text production and work on improving grammar, syntax, style, structure and vocabulary. On Hiddensee we will study the theoretical aspects of writing and go through various exercises together. Back in Greifswald, students will hand in short essays every two weeks and follow an individual learning plan including additional exercises in order to bring their writing skills to perfection.
Literature: *Harbrace Essentials* (2nd edition, 2014), Cengage Learning, ISBN 978-1285446998
See: http://www.phil.uni-greifswald.de/philologien/anglistik/studium/exkursionen/hiddensee.html

maximum participants: 12

Speaking (Übung) 4002021
2 SWS Di 14-16 R 8 Jörg Weber

In this course, students will improve their fluency and accuracy in dialogic speaking and expand their active vocabulary. We will practice fact-based pro/con discussions in advanced, spoken English on various topics. Students will also be asked to paraphrase, summarise, analyse, interpret and evaluate arguments and texts—both orally and in writing.

maximum participants: 20

Listening (Übung) 4002024
2 SWS Mi 08-10 R 8 N.N.

maximum participants: 25

Presentations (Übung) 4002025
2 SWS Mi 10-12 R 34 Heike Gericke

This course is designed to equip students with the essential communication and language skills needed for giving a presentation. We will analyse examples shown on video and practise skills such as structuring information, using an appropriate style of language, using visual aids and adopting the right body language. This course will culminate with each student giving a presentation in class.

maximum participants: 20

Writing (Übung) 4002026
2 SWS Mi 10-12 R 21 N.N.

maximum participants: 12

Speaking (Science and Technology) (Übung) 4002027
2 SWS Mi 12-14 R 8 Anette Brauer

Rather than dealing with abstract scientific processes, participants of this course will examine (popular-) scientific texts for the positions they take on questions of everyday relevance. Students will learn to present their opinions in well-structured and convincing presentations and to hold their ground in discussions about scientific phenomena and related issues. This

course will help you extend your vocabulary in fields otherwise rarely addressed in the Humanities.

maximum participants: 20

Writing (Übung) 4002028
2 SWS Mi 12-14 R 21 Heike Gericke

In regular meetings as a class we will discuss basic principles of text production and features of academic texts. In individual tutorials we will talk about your texts/assignments and work on better text organisation, style, and grammar and lexis.
OBLIGATORY BOOK: Hodges, John C., et.al., *Harbrace College Handbook*. Harcourt Brace College Publishers, 1994 (Twelfth edition) or 1998 (Thirteenth edition).

maximum participants: 12

Reading (Übung) 4002071
2 SWS Mi 12-14 R 34 Jörg Weber

The goal of this course is to further improve your language skills and to expand your vocabulary by reading authentic British and American journalistic, academic, and literary texts. Students will practice reading for specific information (phrases, words, facts), paraphrasing and interpreting different aspects, and writing global and selective summaries. Furthermore, students will gain a deeper understanding of regional, historical and cultural contexts in English-speaking countries.

maximum participants: 30

Writing for Master's students (Übung) 4002029
2 SWS Mi 12-14 R 24 Marie-Elaine van Egmond

This course will equip students with the skills they need to produce elegant, polished and well-structured academic texts. Students will write approximately one essay per week through the semester with topics ranging from argumentation to cover letters. The course will consist of group meetings, in which the class will discuss and review crucial grammar points and analyze good writing together, and individual meetings, in which students will meet with the instructor to review assignments and discuss overall progress.

maximum participants:

Reading (In the News) (Übung) 4002030
2 SWS Do 10-12 R 24 Anette Brauer

If you seriously want to study the language, literatures and cultures of the United Kingdom and North America, you must follow those countries' most recent developments, discussion, and news stories. We will practice your reading abilities by using news reports from predominantly British and American newspapers and magazines like *The Guardian* and *The New York Times*.

maximum participants: 20

Advanced Grammar: The Grammar of Written English (Übung) 4002031
2 SWS Do 10-12 R 8 Heike Gericke
or: Do 12-14 R 8

In this course we shall deal with features of discourse and grammar typical of written English by analysing complex sentence structures in texts and practising advanced sentence patterns in class, at home and online.

OBLIGATORY TEXTBOOK: Mark Foley & Diane Hall. *MyGrammarLab. Advanced C1/C2.* (Pearson Education Limited 2012) ISBN: 9781408299111

maximum participants: 20 *each goup*

Listening (Übung) 4002032
2 SWS Do 14-16 R 8 Jörg Weber

The goal of this course is to further improve your language skills and to expand your vocabulary by listening to authentic speakers of British and American English. Occasionally, speakers from other countries (e.g. Australia, New Zealand, Canada) will also be included. Students will practice listening for specific information (phrases, words, facts), paraphrasing and interpreting different aspects, and writing global and selective summaries. Furthermore, students will gain a deeper understanding of regional, historical and cultural contexts in English-speaking countries.

maximum participants: 20

Speaking (Übung) 4002033
2 SWS Fr 10-12 R 8 N.N.

maximum participants: 20

Reading (Übung) 4002034
2 SWS Fr 12-14 R 8 N.N.

maximum participants:

Übersetzen Englisch -Deutsch (Übung) 4002035
2 SWS n.V. Heike Gericke

In diesem Kurs wird ein im Wintersemester 2015/16 begonnenes Projekt fortgesetzt. Wir übersetzen Interviews, die mit in Pommern geborenen Überlebenden der Shoah durchgeführt wurden. Die in diesem Projekt entstehenden Übersetzungen werden Bestandteil einer Ausstellung im Vorpommerschen Landesmuseums Greifswald sein.
Es sind keine weiteren Einschreibungen möglich.

maximum participants: 10

ENGLISCHE SPRACHWISSENSCHAFT

Bilingualism (Proseminar) 4002040
2 SWS Mo 10-12 R 8 Melanie Burmeister

This seminar will give students a general overview on aspects connected to the concept of bilingualism, i.e. having more than one language available. As a basis we will start out by discussing general theories on language acquisition and by looking at the various stages of the language acquisition process in general. We will then use this knowledge to analyze bilingual language development and to distinguish between (real) bilingual individuals and learners of a second language. After discussing factors that influence the acquisition of a L2 we will consider code-switching and code-mixing strategies. Finally we will have a look on possible

implications of bi-/multilingualism for multilingual societies.

maximum participants: 30

Contact Linguistics (Vorlesung/Hauptseminar) 4002041
2 SWS Mo 14-16 R 23 Sebastian Knospe

Due to the multilingual reality found in most societies of today's world, language contact is an omnipresent phenomenon. It occurs under different sociolinguistic conditions and may lead to various structural outcomes which depend on factors such as intensity and duration as well as on the typological relatedness of the languages concerned. Following Winford (2003), language contact may involve (a) different types of language mixing, (b) situations where speakers of one language gradually shift to another, more powerful language, and (c) constellations in which contact languages like Pidgins and Creoles arise. Evidence of this can be found in different settings around the globe. The aim of this class is to equip students with essential knowledge from international contact linguistic research and to apply the theoretical frameworks introduced to authentic linguistic data, focussing on examples from the English-speaking world.

maximum participants: 30

Pragmatics (Proseminar) 4002042
2 SWS Mo 16-18 R 8 Sebastian Knospe

Following John Austin, pragmatics is concerned with one basic question: "how people do things with words". Although this may appear a rather simple and straightforward approach, the task of getting across a particular message is rather complex. Indeed, speakers may have a hard time in accomplishing their intentions or even end up being totally misunderstood. This underlines the fact that communication is a multidimensional process in which speakers and hearers are actively involved, while both of them bring in different experiences and background knowledge that shape their interpretations and actions. Thus, this seminar aims to address the social, cultural and cognitive factors that are involved in the construction of linguistic meaning to show how they shape the communication process and what may go wrong here. Aspects covered will include not only 'hidden' meaning and speech act theory, but also conversational implicatures as well as politeness and cross-cultural communication. These topic areas may be the basis for exam-relevant student projects.

maximum participants: 30

Second Language Acquisition (Hauptseminar) 4002045
2 SWS Di 08-10 R 23 Sebastian Knospe

Second Language Acquisition (SLA) is an increasingly important field within applied linguistics which systematically studies the ways in which speakers learn at least one language other than their native tongue, either in family socialization or institutionalized contexts. This seminar will acquaint students with important theories and models of SLA by outlining major stages and strategies of learners and changing views on their performance (e.g. the shift away from idealized views of the competence accomplishable in the target language). Also, we will explain the cognitive and social factors underlying the processes of learning along with the impact of parameters such as age, aptitude and learner motivation. All participants must be willing to engage in group projects centered on the collection and critical discussion of authentic language data, e.g. from language classrooms.

maximum participants: 30

American English: Language Variation and Change Through Time (Proseminar) 4002046
2 SWS Di 10-12 R 34 Sebastian Knospe

Since the colonial period, the United States and Canada have been immigration countries attracting settlers from different linguo-cultural backgrounds. This has resulted in complex situations of language contact that have shaped and keep on shaping both varieties of English up to the present day. It will thus be the aim of this seminar to study the traces that other languages, including the indigenous tongues and newer immigrant languages, have left in both US and Canadian English. Moreover, we will look at the present language policies pursued in the two countries. In our comparison, we will focus on the integration of other languages in school education and present efforts to preserve minority languages. This way, the class will offer room for various student projects focused on language contact in North America (past and present) and on multilingualism as a socio-political phenomenon.

maximum participants: 30

The Linguistic Tool-Kit: Descriptive and Analytical Frameworks for the Study of English (Vorlesung/Grundlagenseminar) 4002001
2 SWS Di 16-18 HS 1 Ann-Kathrin Mehrens

This series of lectures will introduce the scientific study of the English language from the perspective of language use. The aim of the course is to provide students with a methodological tool-kit that will enable them to critically analyse the English language and its uses in real communicative settings.
A reader will be provided to assist first-year students in organising and mastering the course contents. Since we constantly update our reader and course material, the lecture series may also be of interest to students preparing for the final exam.

maximum participants: 100

Toolkit-Tutorial (Tutorium) 4002048
2 SWS Do 08-10 R 8 Ann-Kathrin Mehrens

This tutorial is for all students participating in the ‘Linguistic Tool-Kit’ series of lectures. It is designed to help students to find an easier way to master the introduction to English linguistics.
The tutorial will be a forum for discussion of the exercises which are provided in the lectures, for revision and the exchange of ideas. Students will learn more about the central topics, questions and methods of the scientific study of the English language already introduced in the lecture.

maximum participants: 30

Introduction to Sociolinguistics (Proseminar) 4002049
2 SWS Do 10-12 R 34 Melanie Burmeister

Sociolinguistics is concerned with language in social and cultural context. This has implications for the individual speaker level, but also for the societal level. Sociolinguistics draws from a great variety of linguistic disciplines and we will try to get a solid overview of the basic concepts and terms. On the individual speaker level we will look at concepts such as language variation and code-choice and try to work out, how people with different social identities (e.g. gender, age, race, ethnicity, class) speak and how their speech changes in different situations. On a broader level, we will deal with concepts such as multilingualism, language policies and language contact but also with questions of language and power. The seminar's focus on the theoretical framework is supplemented by data from sociolinguistic

case studies and a basic introduction to research methodology in order to enable students to do their own little research projects.

maximum participants: 30

Anthropological Linguistics (Hauptseminar) 4002050
2 SWS Do 12-14 R 34 Marie-Elaine van Egmond

Anthropological Linguistics is the study of the relations between language and culture. Currently, there are about 6,000 languages spoken in the world, which have very different structures and patterns of organisation. In this class, we will explore these various patterns, look at the principal language families of the world, and discuss the (controversial) principle of linguistic relativity, which holds that the structure of a language affects its speakers' world view or cognition. Apart from the rich variation found in the world's languages (*language typology*), we will also investigate their underlying unity (*language universals*), in terms of their syntax, phonology and semantics. Becoming aware of the differences and similarities in the ways in which human language can be organised, students will gain insight into how language works. Throughout the course, we will reflect on the position of English in the context of the world's languages, which will help students deepen their understanding of the organisation of English.

maximum participants: 30

EWL-Kompaktveranstaltung (Vorlesung/Seminar) 4002004
2 SWS Block ** R23 Amei Koll-Stobbe

** Di. 07.06.–Do. 09.06. & Mo. 13.06.–Do. 16.06.: jeweils 18-22

This lecture will provide students with a detailed overview of linguistic aspects relating to English as the major areal and functional language of our time. To begin with, we will look at the current use of English as a world language including more traditional topic areas like regional varieties, national standard vs. vernacular Englishes as well as post-colonial and New Englishes. Apart from that, we will examine processes and consequences of language contact and the internationalisation of communication practices and technologies.

maximum participants: 30

LITERATURWISSENSCHAFT UND CULTURAL STUDIES

Introduction to Literary Studies (Vorlesung) 4002006
2 SWS Mo 10-12 HS 1 Martin Holtz

This course is designed to give students some basic practical as well as theoretical knowledge of the art of literary analysis. It will cover (or rather, touch upon) the fields of drama, poetry, and narrative, discuss literary criticism, editorial policies, and canon formation, besides introducing the key terminology that forms the basis of any kind of literary studies. All literature seminars build on this introductory class. Together, it and the lecture “The History of British Literature” form the module “Literature I”, which is recommended to be taken in the second semester. You should also purchase, and eventually read:
Michael Meyer. *English and American Literatures.* 4th ed. Tübingen, Basel: UTB, 2011.

maximum participants: 25

Introduction to the USA (Vorlesung) 4002010
2 SWS Mo 12-14 HS Rubenowstr. 3 Anette Brauer

This basic course will first present a general outline of American history with the focus on key historical events that led to the formation of the U.S.A., its rise to world power and the effects those political events had on the development of American culture. In the second half of the semester, the lecture will then offer a concise look at selected aspects of contemporary American society such as the institutions of politics, media, education, and religion, their functioning and the resulting social challenges and conflicts. Finally, examining issues in immigration and a short glimpse into Native American Studies will complete the introduction to the U.S.A. in past and present.

maximum participants: 150

Victorian Gothic (Seminar) 4002061
2 SWS Mo 12-14 R 34 Mascha Hansen

The tradition of Gothic stories was well established by the time the Victorians added their own embellishments: Vampire myths and ghost legends, scientific innovations and psychological thrills. We will read some short stories (LeFanu, Gaskell, and others) before going on to late Victorian masterpieces: Bram Stoker's *Dracula* (1897) hardly needs an introduction, so quickly and completely has this "[absurd and powerful] story of a bloodsucking vampire who preys on the living and can be repelled by garlic and crucifixes" (Ousby) taken hold of our (Western) imagination. Even though the novel was published very late in the 19th century, many of its central aspects firmly settle this text in its Victorian period: the protagonists' social aspirations, their struggles with sexuality and morality, the New Woman – and the fallen woman – to name but a few. Other options include: Wilde's *The Picture of Dorian Gray* and Henry James's *The Turn of the Screw* (to be settled in class).

maximum participants: 35

British and American Short Stories, 1900 – 1950 (Seminar) 4002062
2 SWS Mo 14-16 R 8 Jörg Weber

By studying exemplary American and British short stories from the 20th century, this course will provide students with a broad and detailed overview of this textual genre. We will practice embedding a text in its cultural and historical context, evaluating its cultural and literary significance, and applying literary concepts and theory to understand and describe structural and stylistic features of short narratives. The texts we discuss will vary greatly in terms of content, style, and structure. This kaleidoscopic survey of texts will enable us to approach this genre from multiple angles in order to identify similarities and differences within the genre. Most texts are on the reading list.

maximum participants: 25

Studying Poetry (Proseminar) 4002063
2 SWS Mo 16-18 R 23 James Fanning

Robert Frost famously said: "Poetry is what gets lost in translation." He might have added: "... or in a paraphrase". In fact he did add, more controversially: "It is also what is lost in interpretation"! In this seminar, building on the 'Introduction to Literary Studies', we shall consider just what 'poetry' might actually be, and practise analysing poems, mainly lyrical, paying attention to the interplay of content and form in order to see how they may be interpreted, *pace* Frost.
Poems for discussion in class will be provided as a reader, which will also contain a bibliography of secondary literature, but all participants should (preferably before the

beginning of the semester) buy and read the following useful introductory overview by a prominent contemporary poet:
Wainwright, Jeffrey. *The Basics: Poetry*. NY & London: Routledge 2004

maximum participants: 30

Women's Poetry Through the Ages (Seminar) 4002060
2 SWS Di 10-12 R 21 Mascha Hansen

Many early modern women poets were keenly aware that they were writing for future generations since, in their own day, women's poetry was not rated highly. Indeed, few women writers have ever tried to emulate male traditions of canonical poetry; instead, they have created their own, less well-known traditions with aspects as varied as friendship, children, women's learning, household affairs and the female life cycle. However, women poets have always been interested in religious, social and political topics as well, and we will certainly deal with these topics, too. In this seminar, you will thus get to know some less well known poets (Anne Finch, Mary Leapor), as well as more famous ones (Elizabeth Barrett Browning, Emily Dickinson), and gain an overview of women's poetry in English spanning the centuries between 1550 and 2000. A reader will be made available.

maximum participants: 20

'Give me liberty or give me….' Death in Contemporary American Culture (Seminar) 4002065
2 SWS Di 14-16 R 34 Anette Brauer

In 2015 California passed a law that would allow Patrick Henry – if he were still alive – to have both: liberty and death. As the *Death with Dignity* movement is growing stronger across the USA, so is the desire to prolong life through sports and healthy lifestyles. Thanks to medical and technological advances, surviving death is no longer the prerogative of superheroes. Cryonics may enable the second coming of ordinary humans while cloning evokes the horror of real-life zombies.
The death of c. 3000 people on 9/11 was experienced as a national trauma and changed politics. The death of millions of people in earlier centuries appeared to have been accepted as a prerequisite for progress – until Native American ghosts rose from their burial grounds and entered suburban homes through TV sets.
Murders are committed, fictionalized and visualized on a daily basis and – as with the death penalty – authorized. Assassins turn presidents into mythical figures; drug overdoses immortalize artists as stars. The *Grim Reaper*, sometimes feared, sometimes thought of as the great equalizer, has become a pop-cultural icon.
This discussion-based seminar will explore how American culture deals with one of life's two indispensable parts, death, in its complexity, for "to deny one (*death*) is to deny the other (*life*)". (American author Henry Miller).

maximum participants: 25

Virginia Woolf (Seminar) 4002066
2 SWS Di 14-16 R 23 Mascha Hansen

Woolf's technical mastery swept from novels to essays, from letters to diaries, and she is now recognized as a major modernist writer. The seminar will deal with Woolf's conception and rediscovery of femininity, androgyny, and the woman writer as outlined in her long essay *A Room of One's Own*, and go on to explore Woolf's time and oeuvre, including *Orlando* (1928) and *Between the Acts* (1941). The light and sparkling *Orlando: A Biography* traces the adventures of an androgynous hero/ine from the Elizabethan to the Edwardian age, including

a sex change along the way. (The novel's hero/ine is based on Woolf's friend Vita Sackville-West, another early twentieth-century writer whose life and works are worth discovering.) *Between the Acts*, published after Woolf's suicide, is a novel dealing with the dawn of World War II in many veiled allusions, and thus offers a very different aspect of Woolf's oeuvre we will also deal with: her anti-war stance.

maximum participants: 35

'Wit as the social ideal': Restoration Comedy (Seminar) 4002067
2 SWS Di 16-18 R 23 James Fanning

Although recent scholarship has correctly stressed that the drama of the Restoration period (1660–c. 1710) was far more varied than is commonly believed, the fact remains that it is one kind, the comedy of manners, that survived in theatrical practice well into the 18th century. It also greatly influenced later dramatists such as Oscar Wilde, and was revived as popular drama in the 20th century. We shall read a selection of these plays, considering them in the light of the theatrical practice and dramatic theory of the time. Since the plots largely turn on the relations between the sexes, we shall also have to look very closely at gender roles and morality.
We shall use the anthology *Restoration and Eighteenth-Century Comedy* ed. by S. McMillin (Norton Critical Edition, 1997 [not earlier versions!]): please order this in good time.
A supplementary reader will also be made available.
Recommended background reading:
D.P. Fisk (ed.): *The Cambridge Companion to English Restoration Theatre*, CUP 2000
M. Waller: *1700: Scenes from London Life*, London: Hodder & Stoughton 2000

maximum participants: 25

Cities in the British Empire (Seminar) 4002022
2 SWS Di 16-18 R 34 Jörg Weber

Cities in the various parts of the British Empire will help us understand the United Kingdom's complex imperial past and legacy. We will study various aspects of architecture and style, social and political life, culture and literature, and commerce and exchange in the cities of the old empire. Cities discussed will be (in alphabetical order): Bombay, Boston, Bridgetown (Barbados), Calcutta, Cape Town, Dublin, Hong Kong, Liverpool, Melbourne, and New Delhi. We will also study the wider picture, e.g. the shift from the Atlantic to Asia, material culture in the 18th and 19th century, worldwide trade routes and culture contact in various parts of the world.

maximum participants: 20

History of British Literature (Vorlesung) 4002007
2 SWS Di 18-20 HS 1 Sebastian Domsch

This lecture will provide a survey of the development of British literature from the early modern period until today. We will put a critical focus on the helpfulness and the problems of periodizations (what 'is' Romanticism? Is there 'the' Victorian novel?) and concentrate on the major historical, social, economic and aesthetic shifts that have shaped British literature throughout its history. The aim is to help students put individual texts into a larger context.

Recommended reading:
Greenblatt, Stephen et al. (eds.). *The Norton Anthology of English Literature*.

maximum participants: 150

‘Take me out to the ball game…’: Sports in American Culture, History, and Selected Films (Seminar) 4002068
2 SWS Do12-14 R 23 Anette Brauer

Aerobic chic, baseball – the practice of using a bludgeon, the *Cablinasian* golf (fallen) hero Tiger Woods, cheerleading, extreme sports and risk (or drug) taking, football – NOT soccer, games vs. sports, health, hunting, Hulk Hogan and the magic of wrestling, Super Bowl madness, the religions of Muhammad Ali, good vs. evil on the battlefield of corporate sponsorship, and why sportsmen fear women’s teams…
America is obsessed with sports. In sports, or so it is said, young people build their characters and learn about the metaphysics of life. We will use the panoply of sports topics to learn about America’s culture and its defining moments of individual success and national pride in history, and thus gain a deeper understanding of why and how sports is way more than physical exercise or entertainment.
Note: A selection of short texts will be provided by the beginning of the semester. The course will be accompanied by the screening of three American sports movies, TBA.
And now the ball is in your court.

maximum participants: 25

Women and Early English Fiction (Hauptseminar) 4002069
2 SWS Mi 10-12 R 23 Sebastian Domsch

The customary story in literary history is that three men “invented” the realist novel in the early 18th century, but this is an account that not only reduces fiction’s generic boundaries to those texts that fit into the (male-authored) notion of the novel, but that also ignores the long-standing, rich and fascinating tradition of female fiction writing that coexists with – and even precedes – the writing careers of Defoe, Richardson or Fielding. In this course, we will look at a number of women writers and their work, from Aphra Behn and Delariviere Manley to Eliza Haywood, Penelope Aubin and Mary Davys. We will see what was at stake for women writers who wanted to establish themselves in the newly emerging literary market, and we will come to appreciate their wide-ranging contributions to the development of fiction writing.
Texts:
Aphra Behn: *Oroonoko, the Rover, and Other Works* (Penguin Classics). A generous selection of further texts will be provided in a reader.

maximum participants: 25

The Beautiful and the Sublime (Hauptseminar) 4002070
2 SWS Mi 12-14 R 23 Sebastian Domsch

While the term ‘beauty’ seems to be self-explanatory, the sublime is by definition that which defies definition. It is an attempt to describe the undescribable, and though this attempt is as old as human philosophy, it is the 18th century’s systematic investigation into the concept that prompts the most fundamental revolution in literature and the arts, and that among other things makes romanticism and post-modernism possible. In this course we will use a number of landmark theoretical texts to work out an understanding of the concepts, and we will look at some of the most famous exemplifications of the beautiful and the sublime.
Texts:
All course material will be provided in a reader.
Recommended reading: Philip Shaw: *The Sublime*. Routledge, 2006.

maximum participants: 25

America: 18th Century Ideals, 21st-Century Reality (Seminar) 4002072
2 SWS Mi 14-16* R 8 John Serembus
& Do 12-14* R 24
* May & June (beginning 11th May)

The course will examine the underlying ideals that went into the founding of the United States and look at how they have come to be implemented. We will look at some of the literary, philosophical, and cultural movements of this time span with the hope of coming to understand the U.S.'s current perspective. We will then address the question of whether the United States has abandoned those ideals in light of current realities.

maximum participants: 25

Samuel Beckett (Hauptseminar) 4002073
2 SWS Do 08-10 R 23 Sebastian Domsch

"In a career that has now spanned over fifty years and produced twenty-seven works of fiction, thirty-three plays, poetry, criticism, and translations Beckett has consistently focused on a central battle of modern existence: the battle of people against the awareness of their own meaninglessness." Most students are (or should be) familiar with Beckett's most famous play, *Waiting for Godot*, but in this course we will not only go beyond that knowledge to look at further plays and screenplays, as well as the prose and the poetry, but we will (hopefully, hopelessly) develop an understanding of the full development of one of the most extreme writing projects ever undertaken by man, in the spirit of Beckett's own words: "Ever tried. Ever failed. No matter. Try again. Fail again. Fail better."
Texts:
Beckett, Samuel: *I Can't Go On, I'll Go On: A Samuel Beckett Reader*. Grove 1994.

maximum participants: 25

Electric Warriors: An Introduction to Native American Music (Seminar) 4002075
2 SWS Do 14-16 R 34 Anette Brauer

If you think contemporary Native American music is all about powwows and chill-out music à la Charlos Nakai, think again. From the 1960's rockers of 'Redbone' and 'XIT' or the 1970's protest singer Floyd Red Crow Westermann to the incredibly talented Buffy Sainte-Marie, from the disco pop of Tiger Tiger to the political Hip Hop/Rap of Litefoot, Native American musicians have ventured into all styles of contemporary music. Perhaps not as commercially successful (or noticeable) as other so-called 'Ethnic Music', their creativity and professionalism is worth listening to and an interpretive look at the texts will tell oral histories in a way that is both engaging and meaningful.
Note: Only a VERY limited number of term paper topics will be available.

maximum participants: 25

The American Civil War in Literature (Seminar) 4002076
2 SWS Do 14-16 R 23 Martin Holtz

More than any other historical episode, the American Civil War on the one hand laid bare the tensions and rifts of the country and on the other hand uneasily cemented its national course, character, and unity. It is therefore not surprising that it has spawned an enormous amount of literary treatments which continue to hold interest. In this seminar we will have a look at some of the most significant texts related to the war throughout the 19th and 20th centuries and analyze how the war has been evoked for a variety of different effects and purposes. To this end we will read and discuss propaganda writings prior to and during the conflict, the

sobering poetic reflections of Walt Whitman and Herman Melville right after the war, perspectives of female civilians, nurses, and soldiers, romances of reconciliation during the Reconstruction, the naturalistic masterworks of Stephen Crane and Ambrose Bierce in the late 19th century, the defiant works of the Southern Agrarians in the early 20th century, and late 20th century historical fiction.

Recommended introductory reading:

Aaron, Daniel. *The Unwritten War: American Writers and the Civil War*. New York: Knopf, 1973.

Wilson, Edmund. *Patriotic Gore: Studies in the Literature of the Civil War*. Boston: Northeastern UP, 1984.

maximum participants: 25

John Fowles: *The French Lieutenant's Woman* (Seminar) 4002077

2 SWS Do 16-18 R 23 James Fanning

John Fowles's *The French Lieutenant's Woman* (1969) is a novel which can be read in several ways and on different levels, serious or trivial. In the seminar we shall consider it from various perspectives: e.g. plot structure, narrative technique, gender aspects, historical portrayal of the Victorian period, references to Victorian literature, philosophical content, the question of Postmodernism. As an important part of the seminar, we shall also compare the novel with the film version written by Harold Pinter in cooperation with Fowles and directed by Karel Reisz (1981): particularly the metafictional aspect requires very different treatment in the new medium.

Recommended Background Reading:

A.N. Wilson: *The Victorians* (London: Hutchinson 2002; pbk. Arrow 2003)

A reader containing relevant short Victorian and 20th-century texts and extracts of longer ones as background will also be made available.

maximum participants: 30

Documentary Film (Seminar) 4002078

2 SWS Do 16-18 R 8 (+ film sessions: Mi 18-21 R 8) Martin Holtz

Documentary films broach fundamental questions about the relation between reality and representation. John Grierson famously and enduringly defined documentaries as "creative treatment of actuality". In this seminar we will appreciate and analyze the ways in which documentaries creatively engage with the world by looking at their use of storytelling techniques in relation to their claim to factual accuracy, their rhetorical strategies of persuasion, their constructions of authenticity, and their self-reflexivity. Rather than consolidating a strict definition of documentary film, this seminar aims to demolish preconceived notions about the boundary between fiction and non-fiction. To this end we will chart the historical development of documentaries in Anglophone cinema from the early efforts of Robert Flaherty and John Grierson in the 1920s and 30s, war propaganda films, the observational Direct Cinema in America and the socially conscious Free Cinema in Britain of the 1950s and 60s, to the Golden Age from the 1980s onwards with its plurality of approaches including the personality-centered subjectivity of Michael Moore, the free form poetry of Godfrey Reggio, and the subject-centered confrontationality of Errol Morris.

Recommended introductory reading:

Barnouw, Eric. *Documentary: A History of the Non-Fiction Film*. 2nd rev. ed. OUP, 1993.

Nichols, Bill. *Introduction to Documentary*. 2nd ed. Bloomington, Indianapolis: Indiana UP, 2010.

maximum participants: 25

London in Literature (Seminar) 4002079
2 SWS Do 16-18 R 34 Jörg Weber

The city of London has inspired many authors and its rich cultural heritage is well-preserved in literature. We will discuss typical topics and themes of urban literature and the structures and frameworks in which the texts were written, using these texts as a starting point to better understand cultural life in London from the Elizabethan Age to the present. With London as the focal point, the aim of the course is to provide students with a broad and detailed picture of the literary landscape of the city. Through literature, we will reflect on the construction of literary, societal and cultural frameworks and understand how literature shapes our idea of an era or location. The primary texts will be short narratives, excerpts from novels and poems.
Primary literature:
Adolf Barth, ed. *London Stories*. Stuttgart: Reclam, 2003
Adolf Barth, ed. *London Poems*. Stuttgart: Reclam, 1988
Jerry White, ed. *London Stories*. (Everyman's Pocket Classics) New York: Knopf, 2014
Background reading:
Peter Ackroyd. *London. The Biography*. London: Vintage, 2012 (=reprint; or buy other print version)

maximum participants: 30

The Devil and his Disciples: Evil in Scottish Novels (Seminar) 4002080
2 SWS Fr 10-12 R 23 James Fanning

"[...] the line dividing good and evil cuts through the heart of every human being. And who is willing to destroy a piece of his own heart?" (Alexander Solzhenitsyn)
At least since the *Epic of Gilgamesh*, the clash of good and evil has been an ever-present topic in literature. Beginning with the Renaissance (Shakespeare, Milton), and then especially since the Romantic age, evil characters and evil in itself have frequently been presented as fascinating albeit dangerous. In this seminar we shall examine three Scottish novels from 1824, 1886 and 2006, and discuss this very problematic phenomenon in the light of philosophical, psychological, theological and aesthetic concepts.
Primary texts (please order these in good time):
James Hogg: *The Private Memoirs and Confessions of a Justified Sinner* (Please buy the 2010 Oxford World Classics edition)
Robert Louis Stevenson: *The Strange Case of Dr Jekyll and Mr Hyde* (It is important to buy the 2003 Norton Critical Edition: In one session we shall discuss some of the secondary texts included in it.)
James Robertson: *The Testament of Gideon Mack* (Penguin)
Recommended Background Reading:
Terry Eagleton: *On Evil* (Yale UP 2010)
Colin McGinn: *Ethics, Evil and Fiction* (OUP 1996, 2003)
Darren Oldridge: *The Devil: A Very Short Introduction* (OUP 2012)

maximum participants: 30

E.M.Forster: *Howards End* and *A Passage to India* (Hauptseminar) 4002081
2 SWS Block* R 21 Andrea Beck
* 17.-20.05., 09-14 Uhr

At the joint of late Victorianism, Modernism and Postcolonialism, E. M. Forster's novels *Howards End* and *A Passage to India* present a kaleidoscope of intriguing themes and perspectives. After movie adaptations of some of his novels (e.g. *A Room with a View* or *A*

Passage to India) turned him into an at least temporary celebrity, it is worthwhile to have a closer look at two of his most influential literary works.
Alistair M. Duckworth's edition of *Howards End* offers readings from five contemporary critical perspectives from Psychoanalysis to Gender Studies and Deconstruction which will be discussed in the first part of the seminar. Therefore this edition is required for the first meeting on May, 17th.
The second part consists of a sort of workshop focusing on *A Passage to India* in the context of similar critical approaches, including a postcolonial viewpoint. Presentations of the various readings will be given and a concluding interpretation of both novels will round off the seminar.
Required reading: Alistair M. Duckworth (ed.), *E. M. Forster, "Howards End". Case Studies in Contemporary Criticism*, Boston/New York: Bedford/St.Martin's, 1997; E. M. Forster, *A Passage to India* (any edition).
Recommended further reading: David Bradshaw (ed.), *The Cambridge Companion to E. M. Forster*, Cambridge: UP, 2007; Wendy Moffat, *A Great Unrecorded History. A New Life of E.* M. *Forster*, New York: Picador, 2010; Edward W. Said, *Orientalism*, London: Penguin, 2003.

maximum participants: 15

Roman Shakespeare II (Seminar) 4002082
2 SWS Block* R 21 Michael Szczekalla
* 11.07.-14.07., 16-21 Uhr

The death throes of the late republic and the rise of the empire from the ashes of a civil war have captivated the imagination of writers and readers through the centuries. By focussing on two Renaissance dramas as well as two twentieth-century epistolary novels, the seminar tries to achieve a balance between the contemporary and the perennial. Both novelists reveal a sure grasp of the historical situation, but so does Shakespeare, who, arguably, possessed a much greater affinity to the rhetorical culture that provided the matrix for almost everything Caesar said and did. Wilder and Williams are interested in the 'cosmic' dimension of human experience, but so again is Shakespeare, and it may be asked whether their existentialism has not aged worse than the scepticism of the Renaissance dramatist. Students ought to have read the two plays and at least one of the novels by the beginning of the first meeting.
Set texts: William Shakespeare, *Julius Caesar* and *Antony and Cleopatra* (Arden/Oxford/ Cambridge editions), Thornton Wilder, *The Ides of March* (Perennial), John Williams, *Augustus* (Vintage).

maximum participants: 25

FACHDIDAKTIK

Task-based language learning in ELT (Hauptseminar) 4002085
2 SWS Mo 14-16 R 34 Margitta Kuty

Different tasks are used to understand language learning and to motivate learners to do meaningful things with language. A task is generally described as an activity which involves the meaningful use of language (in contrast to exercises). In this seminar we will find out what a complex task is, what its learning potential in the English classroom might be and how we can relate real-life tasks to classroom learning. Using the TSLL framework (task cycle),

we will discover not only tasks' levels of complexity but the teacher's and the learner's roles. Most importantly, discussions about concrete suggested tasks and their implications in the classroom will be an essential part of this seminar.

maximum participants: 30

From picture book to Shakespeare's drama (Vorlesung/Hauptseminar) 4002086
2 SWS Di 12-14 HS 1 Margitta Kuty

Only very few pupils will ever answer in the affirmative if asked whether they like reading. But reading English literature of any kind can indeed be fun and interesting. 'Intensive' and 'extensive' reading are concepts which follow different objectives and require different skills and competences. One aim of reading in the classroom is to learn language 'by the way', but more than this, reading should be experienced as an enjoyable pastime that motivates students to use language as an everyday tool of communication.
Based on some theoretical background concerning the use of literature in the classroom, we will examine how we can make reading literary texts in school more appealing for pupils. In this interactive lecture combined with senior seminar elements (you can get a *Schein* here, too!) we will look at different ways of reading stories and books for children and young adult readers and use theoretical approaches to discuss how these could be used to develop language skills and competences. Subsequently, we will talk about school-relevant literature (of different genres) and gauge the diverse opportunities that the texts offer for their use in the classroom.

maximum participants: 80

Beyond Stereotypes: Intercultural Competence in the English Classroom
(Proseminar) 4002087
1 SWS Mi 10-12 R 8 Christian Sinast

The British don't know how to cook, Americans are bad at geography and all Australians do is fight off dingoes?! Not really. While stereotypes can represent a way of conveying intercultural awareness in the English classroom, they cannot possibly be the only way of teaching intercultural communicative competence (the holy grail of contemporary foreign language teaching). In this seminar, our first objective will be to define concepts of culture and interculturality. Once we have a clear understanding of what exactly it means to have intercultural competence, our mission will be to find ways of inviting the cultural into our English classrooms. In order to do so, feel free to bring your own examples of successful and cringeworthy '*Landeskunde*' lessons you may have experienced in school!

maximum participants: 30

Competence, Literacy, Skills – What's What and How Do You Teach It?
(Proseminar) 4002088
1 SWS Do 10-12 R 23 Christian Sinast

Among other aspects, the *Common European Framework of Reference for Languages* attempts to describe "what knowledge and skills [students] have to develop so as to be able to act effectively". Similarly, our very own *Bildungsstandards* speak of "sprachlich-kommunikative Fähigkeiten" and multiple "Kompetenzbereiche" which you as future teachers of English will have to consider when planning your lessons. But what exactly does 'skills and competence' mean? How can we make sure our students are actually *able* to accomplish the challenges a foreign language and culture pose? In this seminar, you will learn not only how to distinguish between the concepts of competence, literacy and skills, but also how to effectively use activities that develop our students' communicative skills. By the end of the

semester, you will know how to get your students to speak, how to make them write creatively and how to get them to read Shakespeare (or maybe ‘just’ *The Hunger Games*…)!

maximum participants: 30

Begleitseminar Schulpraktikum II Englisch (Koll) 4002089
1 SWS Fr Block R 21 Margitta Kuty

Im ersten Teil des Begleitseminars klären wir alle organisatorischen Aspekte des Schulpraktikums II und beschäftigen uns mit Fragen der kontinuierlichen und prozessorientierten Fremd- und Selbstreflexion mittels Portfolio. Jede/r Studierende hat je Unterrichtfach eine Aufgabe zu erfüllen: eine Beobachtungsaufgabe in der einen Fachdidaktik und eine Forschungsaufgabe in der anderen Fachdidaktik. Bei der Forschungsaufgabe Englisch geht es um eine theoriegeleitete Fragestellung, die sich auf einen Aspekt des Englischunterrichts bezieht und sich im Rahmen einer kleinen Untersuchung beantworten bzw. überprüfen lässt. Wir erkunden u. A. Gütekriterien und Prozessstrukturen forschenden Lernens (*plan – act – observe – reflect*), den Weg zur geeigneten Forschungsaufgabe und die Rolle von Forschern und ‚Beforschten‘. Anschließend gehen wir gemeinsam auf die Suche nach geeigneten Forschungsmethoden und Möglichkeiten der Datenauswertung/-interpretation für Ihre Aufgabe. Im zweiten Teil des Seminars werden Sie in Gruppen während ihres Praktikums begleitet. Im letzten Teil des Seminars diskutieren und reflektieren wir die Ergebnisse Ihres Schulpraktikums.

maximum participants: 30

Theorie und Praxis des Englischunterrichts II (inkl. SPÜ)
(acht Gruppen) (Seminar/Übung) 4002090
3 SWS n.V. 6 Gruppen: Margitta Kuty
& 2 Gruppen: Christian Sinast

Zugangsvoraussetzung zu dieser Lehrveranstaltung ist die erfolgreiche Teilnahme am Grundkurs Theorie und Praxis des Fremdsprachenunterrichts (Modul I abgeschlossen bzw. Klausur bestanden). Die konkreten Klassen und Zeiten (Unterrichtsstunden) können aus schulorganisatorischen Gründen erst zu Beginn des neuen Semesters bekannt gegeben werden. In der ersten Semesterwoche findet eine detaillierte Einschreibung/Einweisung in die einzelnen Gruppen statt, an der alle Studierenden, die sich vorher bereits online generell für die Veranstaltung einschreiben, teilnehmen müssen. Bitte auf entsprechende Aushänge zu Beginn des neuen Semesters achten.
Nun wird es ernst: Die im Grundkurs theoretisch erworbenen Kenntnisse gilt es, in der Praxis anzuwenden und zu reflektieren. Gruppen von max. fünf Studierenden unterrichten in einer Klasse Englisch. Jeder/jede Studierende wird die Möglichkeit erhalten, zwei Unterrichtsstunden eigenverantwortlich zu planen, durchzuführen und zu evaluieren. Dabei wird er/sie sie durch die entsprechende Lehrkraft und die gesamte Gruppe intensiv betreut.

maximum participants: 5 *pro Gruppe*

ECTS POINTS AND REQUIREMENTS FOR EXCHANGE STUDENTS STUDYING AT THE INSTITUTE OF BRITISH AND NORTH AMERICAN STUDIES AT THE UNIVERSITY OF GREIFSWALD AND FOR OUR STUDENTS STUDYING ABROAD

B.A.- und M.A.-Studierende können die Richtlinien der Punktvergabe für die Module den jeweiligen Prüfungs- bzw. Studienordnungen entnehmen.

Basic Principles:

1. Each semester, 30 ECTS points must be collected for the subject chosen within the ERASMUS exchange.
2. ECTS points and marks (grades) are separate entities.
4. No ECTS points are given for mere attendance (i.e. passive presence); points can be given for lectures only if there is some form of test or examination (which the lecturer has to guarantee).

ECTS Point System (for courses of 2 periods per week):

Type of course	ECTS Points (for courses of 2 periods/week)
Senior Seminar *(Hauptseminar)* with oral and written performance (term paper 15-25 pages or equivalent):	10
Senior Seminar *(Hauptseminar)* with oral performance (presentation in class, oral exam etc.):	5
Junior Seminar *(Proseminar)* with oral and written performance (term paper 10-15 pages or written exam):	8
Junior Seminar *(Proseminar)* with oral performance (presentation in class, oral exam etc.):	4
Lecture (with test or examination): Basic Seminar *(Grundlagenseminar)* with assessment: Practical Class *(Übung)* with assessment:	3
Special practical class: Successful participation in a German Language course (maximum 2 courses per semester to be counted):	2

N.B.: For any other forms of class or assessment not mentioned: ECTS points should be allocated by analogy with this system.
The category '*Seminar*' corresponds to either *Hauptseminar* or *Proseminar*, depending on the length and level of the term paper.

MUSTERSTUDIENPLAN B.A. STUDIENORDNUNG 2012

BA (neu)	**70 LP**	**Sprachpraxis**	**Linguistik**	**Literaturwissenschaft**	**Cultural Studies**
1. Sem	**10 LP** 300 Std.	**1. Understanding Texts** Ü (30/45) Ü (30/45) **PL:** Klausur 120 Min. **5 LP/150 Std.**	**4. Practical Linguistics** Ü Grammar (30/45) Ü Phonetics&Phonology (30/45) **PL:** Klausur 120 Min. **5 LP/150 Std.**		
2. Sem	**10 LP** 300 Std.		**5. Linguistics I** V Toolkit (30/45) Ü/Tut (30/45) **PL:** Klausur 120 Min. **5 LP/150 Std.**	**7. Literature I** GK Lit wiss (30/45) V Hist Lit UK (30/45) **PL:** mdl. Prüfg. 20 Min. **5 LP/150 Std.**	
3. Sem	**15 LP** 450 Std.	**2. Oral Skills** Ü (30/45) Ü (30/45) **PL:** mdl. Gruppenprüfg., 15 Min. **5 LP/150 Std.**	**6. Linguistics II** V/PS Ling (30/120)	**8. Literature II** V Hist Lit USA (30/45)	**9. Cultural Studies UK/USA** GK Intro UK (30/45)
4. Sem	**15 LP** 450 Std.		PS Ling (30/120) **PL:** Projektpräsentation mit mdl. Prüfungsteil, 20 Min. **10 LP/300 Std.**	PS Lit Angloph. Lit (30/195) **PL:** Hausarbeit 12-16 Seiten **10 LP/300 Std.**	GK Introd USA (30/45) **PL:** Klausur 120 Min. **5LP/150 Std.**
5. Sem	**10 LP** 300 Std.	**3. Writing Texts** Ü (30/45) Ü (30/45) **PL**: Klausur 120 Min. **5 LP/150 Std.**	**10. Specialization** Je nach Spezialisierungsausrichtung 2 LV aus den Fachbereichen Ling, Lit, Cult Stud *oder* Didaktik 1 S (30/120)		
6. Sem	**10 LP** 300 Std.	**Modulübergreifende Prüfung** (0/150) = **5 LP**	1 S (30/120) **PL:** Hausarbeit 12-16 Seiten **10 LP/300 Std.**		

MUSTERSTUDIENPLAN LA GYMNASIEN STUDIENORDNUNG 2012

LA Gym	**105 LP**	Sprachpraxis	Linguistik	Literaturwissenschaft	Cultural Studies	Fachdidaktik	**15 LP**
1. Sem	**10 LP** 300 Std.	**1. Understanding Texts** Ü (30/45) Ü (30/45) **PL:** Klausur 120 Min. **5 LP**	**5. Practical Ling.** Ü Grammar (30/45) Ü Ph/Ph (30/45) **PL:** Klausur 120 Min. **5 LP**				
2. Sem	**10 LP** 300 Std.		**6. Ling I** V Toolkit (30/45) Ü/Tut (30/45) **PL:** Klausur 120 Min. **5 LP**	**9. Lit I** GK Lit wiss (30/45) V Hist Lit GB (30/45) **PL:** mdl. Prüfg., 20 Min. **5 LP**			
3. Sem	**10 LP** 300 Std.	**2. Oral Skills** Ü (30/45) Ü (30/45) **PL:** mdl. Gruppenprüfg., 15 Min. **5 LP**		**10. Lit II** V Hist Lit US (30/45)	**12. Cultural Studies I** GK Introd UK (30/45)	**15. Teach Eng I** GK Introduction (30/60) PS Teach Eng (15/45) **PL:** Klausur 120 Min. **5 LP**	**5 LP**
4. Sem	**15 LP** 450 Std.		**7. Ling II Gym** 1 PS Ling (30/120)	PS Angloph. Lit. (30/195) **PL:** HA 12-16 Seiten **10 LP**	GK Introd USA (30/45) **PL:** Klausur 120 Min. **5 LP**	**16. Teach Eng II** PS Teach Eng (15/45)	
5. Sem	**5 LP** 150 Std.		1 V/PS Ling (30/120) **PL:** Projektpräsentation mit mdl. Prüfungsteil, 20 Min. **10 LP**			SPÜ/S (45/45) **PL**: Vorbereitung, Durchführung und Reflexion von zwei Unterrichtsstunden. **5 LP**	**5 LP**
6. Sem	**10 LP** 300 Std.	**3. Writing Texts** Ü (30/45)	**8. Ling III** 1 HS (30/120)		**13. Cultural Studies II** 1 PS Cult Stud (30/45)	**17. Teach Eng III** HS Teach Eng (30/60)	
7. Sem	**10 LP** 300 Std.	Ü (30/45) **PL**: Klausur 120 Min. **5 LP**	1 HS (30/120) **PL:** HA 20-25 Seiten *oder* mdl. Prüfung, 20 Min. **10 LP**		1 PS Cult Stud (30/45) **PL:** HA 12-16 Seiten **5 LP**	HS Teach Eng (30/30) **PL:** HA 16-20 Seiten **5 LP**	**5 LP**

8. Sem	**10 LP** 300 Std.			**11. Lit III** 1 HS Angloph. Lit. (30/120)	**14. Adv. Specialisation** Je nach Ausrichtg. 2 LV (V/HS) aus Ling, Lit oder Cult Stud 1 HS (30/120)		
9. Sem	**15 LP** 450 Std.	**4. Adv Language Competence** Ü Trans/Error (30/45) Ü Trans/Error (30/45)		1 HS Angloph. Lit. (30/120)	1 HS (30/120)		
		PL: Klausur 180 Min. **5 LP**		**PL:** HA 20-25 Seiten *oder* mdl. Prüfg. 20 Min. **10 LP**	**PL:** HA 20-25 Seiten *oder* mdl. Prüfg. 20 Min. **10 LP**		
10. Sem	**10 LP** 300 Std.	**Prüfungen 10 LP** (0/300)					

↑ Musterstudienplan LA Gymnasien Studienordnung 2012 (S. 2) ↑

Abkürzungen:
LP = Leistungspunkte; S = Seminar; SPÜ = Schulpraktische Übungen; V = Vorlesung; Ü = Übung; (x/x) = (Kontaktzeit/Selbststudienzeit)

MUSTERSTUDIENPLAN LA REGIONALE SCHULEN STUDIENORDNUNG 2012

LA Reg	**90 LP**	Sprachpraxis	Linguistik	Literaturwissenschaft	Cultural Studies	Fachdidaktik	**15 LP**
1. Sem	**10 LP** 300 Std.	**1. Understanding Texts** Ü (30/45) Ü (30/45) **PL:** Klausur 120 Min. **5 LP**	**5. Practical Ling.** Ü Grammar (30/45) Ü Ph/Ph (30/45) **PL:** Klausur 120 Min. **5 LP**				
2. Sem	**10 LP** 300 Std.		**6. Ling I** V Toolkit (30/45) Ü/Tut (30/45) **PL:** Klausur 120 Min. **5 LP**	**9. Lit I** GK Lit wiss (30/45) V Hist Lit GB (30/45) **PL:** mdl. Prüfg., 20 Min. **5 LP**			
3. Sem	**10 LP** 300 Std.	**2. Oral Skills** Ü (30/45) Ü (30/45) **PL:** mdl. Gruppenprüfg. 15 Min. **5 LP**		**10. Lit II** V Hist Lit US (30/45)	**12. Cultural Studies I** GK Introd UK (30/45)	**14. Teach Eng I** GK Introduction (30/60) PS Teach Eng (15/45) **PL:** Klausur 120 Min. **5 LP**	**5 LP**
4. Sem	**15 LP** 450 Std.	**3. Writing Texts** Ü (30/45)	**7. Ling II Reg** 1 PS Ling (30/45)	PS Angloph. Lit. (30/195) **PL:** HA 12-16 Seiten **10 LP**	GK Introd USA (30/45) **PL:** Klausur 120 Min. **5 LP**	**15. Teach Eng II** PS Teach Eng (15/45)	
5. Sem	**5 LP** 150 Std	Ü (30/45) **PL**: Klausur 120 Min. **5 LP**	1 V Ling (30/45) **PL:** mdl. Gruppenprüfg., 15 Min. je Studierendem **5 LP**			SPÜ/S (45/45) **PL**: Vorbereitung, Durchführung und Reflexion von zwei Unterrichtsstunden **5 LP**	**5 LP**
6. Sem	**10 LP** 300 Std.		**8. Ling III** 1 HS (30/120)		**13. Cultural Studies II** 1 PS Cult Stud (30/45) 1 PS Cult Stud (30/45) **PL:** HA 12-16 Seiten **5 LP**	**16. Teach Eng III** HS Teach Eng (30/60)	
7. Sem	**10 LP** 300 Std.		1 HS (30/120) **PL:** HA 20-25 Seiten *oder* mdl. Prüfung 20 Min. **10 LP**	**11. Lit III** 1 HS Angloph. Lit. (30/120)		HS Teach Eng (30/30) **PL:** HA 16-20 Seiten **5 LP**	**5 LP**
8. Sem	**5 LP** 150			1 HS Angloph. Lit. (30/120)			

	Std.			**PL:** HA 20-25 Seiten *oder* mdl. Prüfg. 20 Min. **10 LP**			
9. Sem	**15 LP** 450 Std.	**4. Adv Language Competence** Ü Trans/Error (30/45) Ü Trans/Error (30/45)					
		PL: Klausur 180 Min. **5 LP**					
10. Sem	**10 LP** 300 Std.	**Prüfungen 10 LP** (0/300)					

↑ Musterstudienplan LA Regionale Schulen Studienordnung 2012 (S. 2) ↑

Abkürzungen:
LP = Leistungspunkte; S = Seminar; SPÜ = Schulpraktische Übungen; V = Vorlesung; Ü = Übung; (x/x) = (Kontaktzeit/Selbststudienzeit)