

FILOLOGIA ANGIELSKA

Fakultety 2021/22 semestr zimowy

O przydziale do grupy decyduje KOLEJNOŚĆ ZGŁOSZEŃ

III BAN wybiera **DWA** fakultety

NIE MOŻNA POWTARZAĆ FAKULTETU Z ZESZŁEGO ROKU

dr hab. Mirosława Modrzewska, prof. UG

INTERTEXTUALITY AND CULTURAL COMMUNICATION

The aim of the course is to acquaint the students with different levels of literary and cultural communication and the interpenetration of various types of discourses. Accordingly, during the course students will learn the concepts and terminology necessary to describe literary and cultural communication, intertextuality and narratology, and they will take part in discussions of literary texts, drama and film and their cultural determinants. They will explore the cultural sources of narration and various literary myths and characters, such as Don Quixote, Don Juan, Hamlet, Faust. They will also learn about the dialogical coexistence of texts of literature and culture of different epochs (e.g. James Joyce's Ulysses and Homer's Odyssey; George Gordon Byron's Don Juan; Tirso de Molina's The Trickster of Seville and the Stone Guest). The phenomenon of the interpenetration of different texts and styles of expression is studied on the basis of theoretical works and practical analysis of selected source texts. Students carry out an independent research project on the contemporary dialogue with earlier texts of culture.

prof. UG dr. hab Jadwiga Węgrodzka

CRIME FICTION IN LITERARY AND CULTURAL CONTEXTS

The elective course on CRIME FICTION focuses on the type of popular narrative that has recently reached unprecedented popularity and penetrated other genres of popular and mainstream fiction. The classes will examine origins, development, varieties and genre mixtures of crime fiction (both in literature and film). We will also consider typical narrative conventions, characteristic motifs and their potential symbolic uses, as well as a variety of cultural contexts, such as anthropology (fascination with violence and death), philosophy (notions of good and evil, justice, rationality and irrationality), or feminism (female detectives and victims). **Students are welcome to propose their own topics for discussion.**

The classes will include short lectures, discussions of theoretical readings, analyses of examples of crime fiction (literary texts or films), and short presentations by students' teams.

Our reading list, **to be changed and/or supplemented in accordance with the participants' interests**, may include:

Edgar Allan Poe – The Murders at the Rue Morgue;
Arthur Conan Doyle – a selected Sherlock Holmes story;
Agatha Christie – a Miss Marple short story, a Hercule Poirot novel;
Raymond Chandler – a selected novel;
Dashiell Hammett – The Maltese Falcon;
Benjamin Black – Christine Falls;
Peter Ackroyd – Hawksmoor; a thematic variant of crime fiction (a cat mystery, a historical mystery, a supernatural mystery...).

dr Joanna Redzimska

METAPHOR AS AN INTERDISCIPLINARY PHENOMENON

Following Lakoff and Johnson (1980, 2003), metaphors are omnipresent in our language and thought. This course aims at presenting key themes and strategies that prove the above statement. During the semester the focus will be on theoretical/ linguistic basis for this phenomenon as well as it will cover the use of metaphors in various kinds of discourse: literary, political, commercial and educational. The course is organized, in part, to present and analyse how cultural context or social aspects both influence and are realized by means of metaphors. Students, thus, will have an opportunity to study examples from everyday language as well as literary language or films to learn about multimodality of metaphors, discover the beauty and practicality of this fascinating tool.

Selected reading:

- Charteris-Black, Jonathan. 2004. *Corpus Approaches to Critical Metaphor Analysis*. Basingstoke, Hampshire, UK: Macmillan-Palgrave.
- Forceville, C. (2006). Non-verbal and multimodal metaphor in a cognitivist framework: Agendas for research. *Applications of Cognitive Linguistics* 1, 379-402.

- Gibbs, Raymond. 1999. "Taking metaphor out of our heads and putting it into the cultural world", in R.Gibbs and G.Steen (Eds.), *Metaphor in cognitive linguistics* . Amsterdam:John Benjamins. p:146-166.
- Kövecses, Zoltán. 2002. *Metaphor: A practical introduction*. New York: Oxford University Press.
- Kövecses, Zoltán. 2005. *Metaphor in Culture. Universality and Variation*. Cambridge:CUP.
- Lakoff, George & Mark Johnson. 2003. *Metaphors We Live By*. Chicago: Chicago University Press.
- Schmidt & Ungerer. 2006. *Introduction to Cognitive Linguistics*. Pearson education limited.

dr Magdalena Wawrzyniak-Śliwska

TEACHING ENGLISH TO YOUNG LEARNERS

The aim of the elective course *Teaching English to Young Learners* is to familiarize students with the specificity of working with early primary school children and to prepare them to conduct English lessons in the lower grades of primary school. During the course, students will learn the methodology and techniques of teaching English to young learners that will allow them to teach effectively not only vocabulary and basic reading and writing skills but also communication skills in a foreign language. In addition, the aim of the course is to deepen the understanding of the implemented methodology of work and to develop students' reflection over their own school practice, their critical thinking skills and their willingness to be innovative in teaching English.

The course comprises a selection of the following topics:

- Early school child as a foreign language student.
- Language acquisition and language learning.
- Organization of early school English classes: space, discipline, voice and body language, language of instruction.
- Teaching vocabulary, grammar and language skills.
- English as a tool for acquiring knowledge: integrated teaching and cross-curricular teaching.
- Lesson planning: planning a lesson and building a sequence of lessons around a topic.
- Project work with early school students: school, national and international projects, e.g. eTwinning.
- Storytelling: designing lessons based on authentic materials.
- Teaching materials: evaluation and selection of English language textbooks, creating English language teaching materials.