



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Análise do Discurso	PGI-3207	Mestrado	4

Ementa:

Estudos de textos (escritos ou orais) em uso no mundo contemporâneo e sua interação com práticas discursivas e sociais baseado em fundamentos teóricos e práticos de análise do discurso de origem anglo-americana.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Análise do Discurso Escrito	PGI-3203	Mestrado	4

Ementa:

Estudo das estruturas de discurso escrito e interpretação de textos em nível de macro e micro estrutura.

Bibliografia:

Fairclough, Norman. 1989. Language and power. London: Longman.
 Fairclough, Norman. 1992a. Discourse and social change. Cambridge: Polity Press
 Fairclough, N. 1995a. Critical discourse analysis: The critical study of language. London: Longman.
 Fairclough, Norman. 1995b. Media discourse. London: Longman.
 Fairclough, Norman e Wodak, Ruth. 1997. 1997. Critical discourse analysis. In Discourse and social interaction, ed. by T. A. van Dijk, pp. 258-284. London: Sage.
 Flowerdew, J. 1993. An educational, or process, approach to the teaching of professional genres. ELT Journal, 47/4, pp. 305-316.
 Francis, Gill. 1994. Labelling discourse: an aspect of nominal group lexical cohesion. Advances in Written Text Analysis, ed. by M. Coulthard. pp. 83-101. London/New York: Routledge.
 Giddens, Anthony. 1984. The constitution of society. Chap. 1. Cambridge: Polity Press.
 Halliday, M.A.K. 1978. Language as social semiotic. Chap 1. London: Edward Arnolds.
 Heberle, Viviane M. 1997. Substantivos anafóricos. In Parâmetros de textualização, ed. by J.L. Meurer and D. Motta-Roth, pp. 149-166. Santa Maria: Editora UFSM.
 Hoey, Michael. 1983. On the surface of discourse. London: George Allen & Unwin.
 Hoey, Michael and Winter, Eugene O. 1986. Clause relations and the writer's communicative task. In Functional approaches to writing: research perspectives, ed. by B. Couture. Norwood, NJ.: Ablex.
 Kress, Gunther. 1996. Representational resources and the production of subjectivity: Questions for the theoretical development of critical discourse analysis in a multicultural society. In Texts and practices: Readings in critical discourse analysis, ed. by C. R. Caldas-Coulthard e M. Coulthard, pp. 15-31. London/New York: Routledge.
 Hasan, Ruqaiya. 1996. The nursery tale as a genre. In: C. Cloran, D. Butt and G. Williams (eds) Ways of Saying: Ways of Meaning. New York: Cassell, pp 51-72. (originally published in 1984, in Nottingham Linguistic Circular 13:71-102 (Special issue on systemic linguistics, org. por M. Berry, M Stubbs, e R. Carter).
 Hasan, Ruqaiya, e Williams, Geoff (eds). 1996. Literacy in society. London: Longman.
 Heberle, Viviane M. 1997. An investigation of textual and contextual parameters in editorials of women's magazines. Tese de Doutorado. Florianópolis: Pós-Graduação em Inglês, UFSC.
 Heberle, Viviane M. 1999. Estratégias discursivas de informalidade e envolvimento em gêneros escritos. Intercâmbio, VOL VIII, pp135-142. LAEL PUC SP.
 Meurer, José Luiz. 1996. Aspects of a model of writing: Translation as text production. In The knowledges of the translator, ed. by M. Coulthard and P. O. de Baubeta. Wales, UK: The Edwin Mellen Press.
 Meurer, José Luiz. 1997. Roles of prediction as a parameter of text organization. The ESPecialist 18(2):185-209.
 Meurer, José Luiz. 1998. Aspects of language in self-help counselling. Florianópolis: PGI Inglês/UFSC. (Chapter 3).
 Meurer, José Luiz. 1999. Aspectos do componente sociológico do ensino da linguagem. In Intercâmbio, Vol. VIII, pp. 129-134. 1999.
 Motta-Roth, Désirée. 1996. Same genre, different disciplines: A genre-based study of book review in academe. The ESPecialist 17(2):99-131.
 Tadros, Angela. 1994. Predictive categories in expository texts. In Advances in Written Text Analysis, ed. by M. Coulthard, pp. 69-82. London/New York: Routledge.
 Vasconcellos, Maria Lúcia. 1997. Estrutura textual básica: hipotético-real. In Parâmetros de textualização, ed. by J.L. Meurer and D. Motta-Roth, pp. 81-93. Santa Maria: Editora UFSM.
 Vande Kopple, William J. 1985. Some exploratory discourse on metadiscourse. College Composition and Communication 36(1):82-93.
 Winter, Eugene. 1986/[1994]. Clause relations as information structure: Two basic text structures in English. In Talking about text, ed. by M. Coulthard. Birmingham: The University of Birmingham ELR. (Also in Advances in Written Text Analysis, (1994) ed. by M. Coulthard. London: Routledge).

DISCIPLINA	Sigla-Número	Nível	Créditos
Análise do Discurso Oral	PGI-3202	Mestrado	4

Ementa:

Estudo da fala em interação social, em situações cotidianas e institucionais na educação e no trabalho.

Bibliografia:



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Aprendizagem de Língua Estrangeira	PGI-3208	Mestrado	4

Ementa:

Estudo das principais teorias de aquisição/apren-dizagem de língua estrangeira e suas implicações para o ensino e/ou pesquisa.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Aquisição de Língua Estrangeira	PGI-3204	Mestrado	4

Ementa:

Estudo das principais teorias de aquisição de língua estrangeira e suas implicações para o ensino e/ou pesquisa.

Bibliografia:

Estudo das principais teorias de aquisição de língua estrangeira e suas implicações para ao ensino e/ou pesquisa.

DISCIPLINA	Sigla-Número	Nível	Créditos
Atividades Acadêmicas Extra-Curriculares	PGI-4001	Doutorado	4

Turma: 1

Período: Segundo

Carga-Horária: 60

Créditos: 4

Sub-Título:**Docentes**

José Roberto Basto O'Shea

Categoria

Docente

Carga Horária%

60 100,00

Nº de Docentes: 1

60 100,00

Ementa:

Créditos atribuídos a publicações, apresentações em congresso e participações em banca de mestrado.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Descrição Lingüística da Língua Inglesa	PGI-3201	Mestrado	4

Ementa:

Fundamentos teóricos e práticos da fonética, fonologia, sintaxe e semântica da língua inglesa e as implicações na aquisição do inglês como língua estrangeira.

2001/2

Fornecer um embasamento na teoria e a prática da descrição lingüística que capacite os alunos para entender e produzir pesquisa na área da aprendizagem e ensino das estruturas do inglês como língua estrangeira. Os tópicos incluem (a) língua e lingüística, (b) métodos de pesquisa, (c) fonética e fonologia, (d) categorias gramaticais, (e) sintaxe, (f) semântica, (g) a lingüística no ensino de língua estrangeira, (h) o estudo da aprendizagem de língua estrangeira.

Bibliografia:

Baptista, B. (in press) Adult phonetic learning of a second language vowel system. In Leather, J. & James, A. (Eds.) New sounds 2000: Proceedings of the fourth international symposium on the acquisition of second-language speech. Amsterdam: University of Amsterdam.

Baptista, B. & Silva Filho, J. L. A. da. (1997) The influence of markedness and syllable contact on the production of English final consonants by EFL learners. In Leather, J. & James, A. (Eds.) New sounds 97: Proceedings of the third international symposium on the acquisition of second-language speech (pp. 26-34). Klagenfurt: University of Klagenfurt.

Brinton, L. J. (2000) The structure of modern English: A linguistic introduction. Amsterdam/ Philadelphia: John Benjamins.

Eckman, F. R. (1996) A functional-typological approach to second language acquisition theory. In Ritchie, W. C. & Bhatia, T. K. (Eds.) Handbook of second language acquisition (pp. 195-211). San Diego: Academic Press.

Gass, S., Sorace, A. & Selinker, L. (1999) Second language learning: Data analysis, 2nd ed. Mahwah, NJ: Erlbaum.

Gass, S. M. & Selinker, L. (1994) Second language acquisition: An introductory course. Hillsdale, NY: Erlbaum. [Chapter 2: pp. 16-52]

Inagaki, S. (2001) Motion verbs with goal PPs in the L2 acquisition of English and Japanese. Studies in Second Language Acquisition, 23, 153-170.

Katamba, F. (1989) An introduction to phonology. London/New York: Longman. [Chapter 6: pp. 98-116]

Leather, J. & James, A. (1996) Second language speech. In Ritchie, W. C. & Bhatia, T. K. (Eds.) Handbook of second language acquisition (pp. 269-316). San Diego: Academic Press.

Rebello, J. T. (1997) The acquisition of English initial /s/ clusters by Brazilian EFL learners. In Leather, J. & James, A. (Eds.) New sounds 97: Proceedings of the third international symposium on the acquisition of second-language speech (pp. 336-350). Klagenfurt: University of Klagenfurt.

Roebuck, R. F., Martínez-Arbelaz, M. A. & Pérez-Silva, J. I. (1999) Null subjects, filled CPs and L2 acquisition. Second Language Research, 15, 251-282.

White, L. (1996) Universal grammar and second language acquisition: Current trends and new directions. In Ritchie, W. C. & Bhatia, T. K. (Eds.) Handbook of second language acquisition (pp. 85-120). San Diego: Academic Press.



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Memória da Pós-Graduação
Sistema de Avaliação

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Estágio Docência	EST-3333	Doutorado	4

Ementa:

Bibliografia:



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Estudos de Gêneros Literários e de Cinema	PGI-3102	Mestrado	4

Obrigatória nas Áreas de Concentração

INGLÊS E LITERATURA CORRESPONDENTE

Turma: 1

Período: Primeiro

Carga-Horária: 60

Créditos: 4

Sub-Título: Poetry and Drama

Docentes

Categoria

Carga Horária%

Anelise Reich Corseuil

Docente

30 50,00

Maria Lúcia Milléo Martins

Docente

30 50,00

Nº de Docentes: 2

60 100,00



Ementa:

Leitura e análise dos principais gêneros discursivos: romance, poesia, teatro, ensaio e cinema.
Estudo introdutório de três gêneros literários básicos (poesia, narrativa, drama) e da narrativa fílmica.

2002-1 Profa Maria Lúcia

The course starts with theoretical notions about the main elements of each genre to then proceed with critical readings of texts, which include a selection of poems, two plays, critical essays, and comments on poetry and drama. Among other issues, we will be discussing literary conventions, notions of tradition, and the legacy of modernism for contemporary literature.

Bibliografia:

Profa. Maria Lúcia

Scholes, Robert, et al. eds. Elements of Literature: Fiction, Poetry, Drama. New York, Oxford: Oxford University Press, 1982.

Yeats, William Butler. The Collected Poems of W. B. Yeats. Ed. Richard J. Finneran. New York: Macmillan Publishing Company, 1989.

Eliot, T. S. The Complete Poems and Plays, 1909-1950. New York: Harcourt Brace Jovanovich, Publishers, 1980.

Williams, William Carlos. The Collected Poems of William Carlos Williams, 1909-1939. New York: New Directions Publishing Corporation, 1986.

Bishop, Elizabeth. The Complete Poems, 1927-1979. New York: Farrar, Straus and Giroux, 1983.

Rich, Adrienne. Adrienne Rich's Poetry and Prose. Eds. Barbara C. Gelpi and Albert Gelpi. New York: W. W. Norton & Company, Inc., 1993.

____. An Atlas of the Difficult World: poems 1988-1991. New York: W. W. Norton & Company, 1991.

____. Dark Fields of the Republic: poems 1991-1995. New York: W. W. Norton and Company, 1995.

____. Midnight Salvage: Poems 1995-1998. New York: W. W. Norton & Company, 1999.

Simic, Charles. The Book of Gods and Devils. New York: Harcourt Brace Jovanovich, Publishers, 1990.

____. The World Doesn't End. New York: Harcourt Brace Jovanovich, Publishers, 1989.

____. Walking the Black Cat. New York: Harcourt Brace and Company, 1996.

____. Jackstraws. New York: Harcourt Brace & Company, 1999.

Albee, Edward. Who's Afraid of Virginia Wolf? Harmondsworth: Penguin Books Ltd., 1979.

Beckett, Samuel. Waiting for Godot. New York: Grove Press, 1982.

Profa. Anelise

Bordwell, David and Kristin Thompson. Film Art: an Introduction. New York: The McGraw-Hill Companies, Inc. (5th ed), 1997.

Mast, Gerald et al., eds. Film Theory and Criticism: Introductory Readings. New York and Oxford: oxford Univ. Press, 1992 (4th edition), 1992.

Scholes, Robert, et al., eds. Elements of Literature: Essay, Fiction, Poetry, Drama and Film. New York and Oxford: Oxford University Press (4th ed.), 1991.

Filmography:

Orson Welles. Citizen Kane.

John Huston. The Dead.
Hills Like White Elephants.

Martin Scorsese. The Age of Innocence.

Hector Babenco. Kiss of the Spider Woman.

Short-stories and novel

Hemingway, Ernest. "Hills Like White Elephants". Elements of Literature. Ed. Robert Scholes et al., Oxford University Press, 1991.



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

1991.

Joyce, James. "The Dead". The Penguin Book of English Short Stories. Ed. Christopher Dolley. London, 1984.

Poe, Edgar Allan. "The Purloined Letter". In Elements of Literature. Eds. Robert Scholes et al., Oxford University Press, 1991.

Wharton, Edith. The Age of Innocence. New York: Macmillan Books, 1986.

DISCIPLINA	Sigla-Número	Nível	Créditos
Estudos Dirigidos em Língua Inglesa e Lingüística Aplicada	PGI-3209	Mestrado	2

Turma: 1

Período: Segundo

Carga-Horária: 30

Créditos: 2

Sub-Título:

Docentes

Categoria

Carga Horária%

José Luiz Meurer

Docente

30 100,00

Nº de Docentes: 1

30 100,00

Ementa:

O curso denominado Estudos Dirigidos terá tópico e programa especificado a cada semestre, a critério do Orientador. Esse curso será ministrado uma única vez e somente para o caso de necessidade de integralização do currículo.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Estudos Dirigidos em Literaturas de Língua Inglesa	PGI-3314	Mestrado	2

Ementa:

O curso denominado Estudos Dirigidos terá tópico e programa especificado a cada semestre, a critério do Orientador. Esse curso será ministrado uma única vez e somente para o caso de necessidade de integralização do currículo.

Bibliografia:



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Fonética e Fonologia da Língua Inglesa	PGI-3210	Mestrado	4

Turma: 1	Período: Segundo	Carga-Horária: 60	Créditos: 4
Sub-Título:			
Docentes		Categoria	Carga Horária %
Barbara Oughton Baptista		Docente	60 100,00
Nº de Docentes: 1			60 100,00

Ementa:

Fundamentos teóricos e práticos da fonética e fonologia da língua inglesa e as implicações na aprendizagem e ensino do inglês como língua estrangeira.

Bibliografia:

- Baptista, Barbara O. (1989). Strategies for the prediction of English word stress. *International Review of Applied Linguistics (IRAL)*, 27, 1-14.
- Baptista, B. O. (2002a) Adult phonetic learning of a second language vowel system. In J. Leather & A. James (Eds.), *New Sounds 2000: Proceedings of the Fourth International Symposium on the Acquisition of Second-language Speech* (University of Amsterdam, September 2000) (pp. 32-41). Klagenfurt: University of Klagenfurt.
- Baptista, B. O. (2002b) Languages in contact: Brazilian English interlanguage phonology. Paper presented at the I Congresso Internacional das Linguagens. Erechim: URI: Campus de Erechim, June 30 - August 02, 2002.
- Baptista, B. O. & Silva Filho, J. L. A. da (1997) The influence of markedness and syllable contact on the production of English final consonants by EFL learners. In J. Leather & A. James (Eds.), *New Sounds 97: Proceedings of the Third International Symposium on the Acquisition of Second-language Speech* (pp. 26-34). Klagenfurt, AUS: University of Klagenfurt.
- Carlisle, R. S. (1994) Markedness and environment as internal constraints on the variability of interlanguage phonology. In Yavas, M. (Ed.), *First and second language phonology* (pp. 223-249). San Diego: Singular.
- Garcia, I. W. (1991) English as spoken by Brazilians. In *Anais do XI ENPULI* (pp. 427-431). São Paulo: UNIMARCO.
- Gass, S., Sorace, A. & Selinker, L. (1999) *Second language learning data analysis*, 2nd ed. Mahwah, NJ: Lawrence Erlbaum.
- Giegerich, H. J. (1992) *English phonology: An introduction*. Cambridge: Cambridge University Press.
- Katamba, F. (1989) *An introduction to phonology*. London/New York: Longman.
- Ladefoged, P. (2001) *A course in phonetics*, 4th ed. Boston: Heinle & Heinle.
- Leather, J. & James, A. (1996) Second language speech. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 269-316).
- Rauber, A. S. (2002) The production of English initial /s/ clusters by Portuguese and Spanish EFL Speakers. Unpublished master's thesis. Florianópolis: Universidade Federal de Santa Catarina.
- Rebello, J. T. (1997) The acquisition of English initial /s/ clusters by Brazilian EFL learners. In J. Leather & A. James (Eds.), *New Sounds 97: Proceedings of the Third International Symposium on the Acquisition of Second-language Speech*, pp. 336-342. Klagenfurt, AUS: University of Klagenfurt.
- Roach, P. (1991) *English phonetics and phonology*, 2nd ed. Cambridge: Cambridge University Press.
- Wolfgram, W. & Johnson, R. (1982) *Phonological analysis: Focus on American English*. Washington, D.C.: The Center for Applied Linguistics/Harcourt Brace Jovanovich.
- http://cslu.cse.ogi.edu/tutordemos/SpectrogramReading/spectrogram_reading.html
- <http://home.cc.umanitoba.ca/~robh/>



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Leituras Orientadas em Língua e Linguística Aplicada	PGI-4101	Doutorado	4

Obrigatória nas Áreas de Concentração

LINGUA INGLESA E LINGUISTICA APLICADA

Turma: 1 **Período:** Primeiro **Carga-Horária:** 60 **Créditos:** 4

Sub-Título:**Docentes****Categoria****Carga Horária%**

Leda Maria Braga Tomitch

Docente

60 100,00

Nº de Docentes: 1

60 100,00

Turma: 2**Período:** Primeiro**Carga-Horária:** 60**Créditos:** 4**Sub-Título:****Docentes****Categoria****Carga Horária%**

Viviane Maria Heberle

Docente

60 100,00

Nº de Docentes: 1

60 100,00

Turma: 3**Período:** Primeiro**Carga-Horária:** 60**Créditos:** 4**Sub-Título:****Docentes****Categoria****Carga Horária%**

José Luiz Meurer

Docente

60 100,00

Nº de Docentes: 1

60 100,00

**Ementa:**

Estudos independentes visando aprofundar conhecimentos na área da tese. Os resultados deverão ser apresentados em forma de palestra para alunos e professores do Curso.

Profa. Viviane

The purpose of this course is to prepare the students for their dissertation. Students will be exposed to relevant theoretical perspectives and will be required to review pertinent literature within their area of investigation, as well as discuss and subsequently analyze specific data to be presented in the Open Seminar. This semester the relevant literature concerns media studies, political discourse, critical discourse analysis and systemic-functional grammar.

Bibliografia:

Profa. Viviane 2002.1

- Almaraz, Gloria Gutiérrez. (1996). Student foreign language teacher's knowledge growth. In: Freeman, Donald & Richards, Jack. (Eds.) (1996). *Teacher learning in language teaching*. Cambridge: Cambridge University Press. (50-78).
- Almeida Filho, José Carlos Paes de. (1999). Análise de abordagem como procedimento fundador de auto-conhecimento e mudança para o professor de língua estrangeira. In: Almeida Filho, José Carlos Paes de. (Org.) *O Professor de Língua Estrangeira em Formação*. Campinas, SP: Pontes (11-27).
- Burns, Anne. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Celani, Maria Antonieta Alba. (2000). A Relevância da Lingüística Aplicada na Formulação de uma Política Educacional Brasileira. In: Fortkamp, Mailce Borges Mota & Tomitch, Lêda Maria Braga. (Org.) (2000). *Aspectos da Lingüística Aplicada: Estudos em homenagem ao Professor Hilário Inácio Bohn*. Florianópolis: Insular. (17-32).
- Celani, Maria Antonieta Alba. (2001). Ensino de línguas estrangeiras: ocupação ou profissão? In: Leffa, Vilson. (Org.) 2001. *O Professor de Línguas Estrangeiras: construindo a profissão*. Pelotas: EDUCAT. (21-40).
- Consolo, Douglas. (1997). Crenças de alunos e professores (inter)agindo na aprendizagem de uma LE. *Trabalhos em Lingüística Aplicada* (29) Jan./Jun. Unicamp/IEL: 21-36.
- Cox, Maria Inês Pagliarini & Assis-Peterson, Ana Antônia de. (1999). Critical pedagogy in ELT: Images of Brazilian teachers of English. *TESOL Quarterly*. Vol. 33, Nº 3, Autumn: 433-452.
- 2002 .Cristóvão, Vera Lúcia L. Modelo didático de gênero como instrumento para formação de professores. In: Meurer, J. L. & Motta-Roth, D. *Gêneros Textuais e práticas discursivas: Subsídios para o ensino da linguagem*. São Paulo: EDUSC. (37-77).
- Demo, Pedro. (2002). Professor e seu direito de estudar. In: Shigunov Neto, Alexandre & Maciel, Lizete Shizue Bomura (Orgs.). (2002). *Reflexões sobre a formação de professores*. Campinas, SP: Papyrus. (71-88).
- Dewey, J. (1933). *How we think*. Lexington: D. C. Heath.
- Freeman, D. (1991) To make the tacit explicit: teacher education, emerging discourse and conceptions of teaching. *Teaching and Teacher Education* 7 (5/6): 439-454.
- Freeman, Donald (1996a). Redefining the relationship between research and what teachers know. In: K. Bailey and D. Nunan (eds). *Voices from the language classroom. Qualitative research in second language education*. Cambridge: Cambridge University Press, 88-115.
- _____. (1996b). Renaming experience/reconstructing practice: developing new understandings of teaching. In: Freeman, Donald & Richards, Jack. (Eds.) (1996). *Teacher learning in language teaching*. Cambridge: Cambridge University Press. (221-241).
- _____. (1996c). The "unstudied problem": research on teacher learning in language teaching. In: Freeman, Donald & Richards, Jack. (Eds.) (1996). *Teacher learning in language teaching*. Cambridge: Cambridge University Press. (351-378).
- Freeman, D. & Johnson, K. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly* 32, (3), 397-417.
- Freire, Paulo & Guimarães, Sérgio. (1997). *Aprendendo com a própria história*. Rio de Janeiro: Paz e Terra.
- Freire, Paulo. (1987). *Pedagogia do Oprimido*. 17a ed. Rio de Janeiro: Paz e Terra. (1a ed. - 1970).
- Freire, P. (1996). *Pedagogia da Autonomia. Saberes necessários à prática educativa*. São Paulo: Paz e Terra.
- Geraldi, C. M. G, Fiorentini, D. & Pereira, E. M. de A. (1998) (Orgs.). *Cartografias do Trabalho Docente: professor(a)-pesquisador(a)*. Campinas, SP: Mercado de Letras.
- Gimenez, Telma. (1998). Caminhos e descaminhos: a pesquisa na formação de professores de Língua Estrangeira. *The ESPecialist*, São Paulo, vol. 19 nº 2 (233- 244).
- _____. (2002) (Org.). *Trajatórias na formação de professores de língua*. Londrina: Ed. UEL.
- Giroux, H. (1997). *Os professores como intelectuais: Rumo a uma pedagogia crítica*. Porto Alegre: Artes Médicas.
- Hammes, Wallney J. & Vetromille-Castro, Rafael (Orgs.). (2001). *Transformando a sala de aula, transformando o mundo: ensino e pesquisa em língua estrangeira*. Pelotas: Educat.
- Leffa, Vilson. (Org.) 2001. *O Professor de Línguas Estrangeiras: construindo a profissão*. Pelotas: Educat.
- Libâneo, José Carlos. (2001). Adeus professor, adeus professora?: novas exigências educacionais e profissão docente. 5. ed. São Paulo: Cortez. *Coleção Questões da Nossa Época*; v. 67.
- Lortie, D. (1975). *Schoolteacher: a sociological study*. Chicago: University of Chicago Press.
- Lüdke, Menga et al. (2001). *O Professor e a Pesquisa*. Campinas, São Paulo: Papyrus.
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- Moita Lopes, Luiz Paulo. (2002). *Identidades Fragmentadas. A construção discursiva de raça, gênero e sexualidade em sala de aula*. Campinas, SP: Mercado de Letras.
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Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

_____. 2000. *vidas de Professores*. Ed. Porto.

Pajares, M. Frank. (1992). Teachers' beliefs and educational research: cleaning up a messy construct. *Review of Educational Research* 62/3: 307-332.

Pimenta, S. G. & Ghedin, E. (2002) (Orgs.). *Professor Reflexivo no Brasil: gênese e crítica de um conceito*. São Paulo: Cortez.

Pimentel, Maria da Glória. (1993). *O Professor em Construção*. Campinas, SP: Papyrus.

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Schön, Donald A. (1983). *The Reflective Practitioner. How Professionals Think in Action*. Basic books.

Telles, João & Osorio, Ester Myriam Rojas. (1999). O professor de línguas estrangeiras e o seu conhecimento pessoal da prática, princípios e metáforas. *Linguagem & Ensino*. Vol 2, Nº 2, 1999 (29-60).

Vieira-Abrahão, Maria Helena. (1999). Tentativas de construção de uma prática renovada: a formação em serviço em questão. In: Almeida Filho, José Carlos Paes de. (Org.) (1999) *O Professor de Língua Estrangeira em Formação*. Campinas, SP: Pontes (29-50).

Wittrock, M. (ed.) (1986) *Handbook of Research on Teaching*, 3rd ed. New York: Macmillan.

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Zeichner, Kenneth M. (in press). *Educating Reflective Teachers for Learner-Centered Education: Possibilities and Contradictions*. Revised version of addresses presented at the Sixteenth Encontro Nacional de Professores Universitários de Língua Inglesa, University of Londrina, Brazil (September, 2001).

Profa Leda 2002

Aebersold, J. & Field, M. (1997). *From reader to reading teacher*. New York: CUP.

Allison, D. (1999) *Language testing and evaluation*. Singapore University Press: Singapore

Anderson, R. & Pearson, P. D. (1988) A schema-theoretic view of basic processes in reading comprehension. In P. Carrel, J. Devine & D. Eskey (eds.) *Interactive approaches to second language reading*. Cambridge: CUP.

Baker, L. (1985) How do we know when we don't understand? Standards for evaluating text comprehension. *Metacognition, Cognition, and Human Performance*. Vol. 1.

Bernhardt, E. (1991) *Reading development in a second language*. Ablex Publishing Corporation Norwood: NJ.

Carrell, P. (1994) Awareness of text structure: Effects on recall. In A. Cumming (ed.) *Bilingual performance in reading and writing*. Ann Arbor, MI: John Benjamins.

Carrell, P. & Eisterhold (1988) Schema theory and ESL reading pedagogy. In P. Carrel, J. Devine & D. Eskey (eds.) *Interactive approaches to second language reading*. Cambridge: CUP.

Clapham, C. (1996) *The development of IELTS: A study of the effect of background knowledge on reading comprehension*. UK: CUP

Davies, F. (1995) *Introducing reading*. London: Penguin Books.

Day, R. & Bamford, J. (1998) *Extensive reading in the second language classroom*.

Dole, J., Duffy, G., Roehler, L. & Pearson, P. D. (1991) Moving from the old to the new: Research on reading comprehension instruction. *Review of Educational Research*. 61 (2), 239-264

Donin, J. & Silvia, M. (1994) The relationship between first- and second-language reading comprehension of occupation-specific texts. In A. Cumming (ed.) *Bilingual performance in reading and writing*. Ann Arbor, MI: John Benjamins.

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Gagné, E., Yekovich, C. & Yekovich, F. (1993) *Reading*. In *The cognitive psychology of school learning*. New York: Harper Collins College Publishers.

Goodman, K (1988) The reading process. In P. Carrel, J. Devine & D. Eskey (eds.) *Interactive approaches to second language reading*. CUP: Cambridge.

Hughes, A. (1989) *Testing for language teachers*. CUP: Cambridge

Jordan, R. (1997) *Academic reading*. In *English for academic purposes*. UK: CUP

Just, M. & Carpenter, P. (1987) Learning from text. In *The psychology of reading and language comprehension*. Massachusetts: Allyn and Bacon.

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Miyake, A. & Friedman, N. (1998) Individual differences in second language proficiency: Working memory as language aptitude. In A. Healy & Bourne Jr., L. (eds.) *Foreign language learning*. Lawrence Erlbaum Associates: London

Ommagio Hadley, A. (1993) *Teaching language in context*. Heinle & Heinle Publishers, Boston: Massachusetts

Samuels, J. & Kamil, M. (1988) Models of the reading process. In P. Carrel, J. Devine & D. Eskey (eds.) *Interactive approaches to second language reading*. Cambridge: CUP.

Smith, F. (1981) Reading and learning to read. In *Reading*. Australia: CUP.

Tomitch, L. (1991). Schema activation and text comprehension. *Fragmentos*, 3 (2), 9-43.

Urquhart, S. & Weir, C. (1998) *Reading in a second language: Process, product and practice*. Longman.



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Leituras Orientadas em Literatura de Língua Inglesa	PGI-4201	Doutorado	4

Obrigatória nas Áreas de Concentração

LITERATURAS DE LÍNGUA INGLESA

Turma: 1	Período: Primeiro	Carga-Horária: 60	Créditos: 4
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Sub-Título:

Docentes

Sergio Luiz Prado Bellei

Categoria

Docente

Carga Horária%

60 100,00

Nº de Docentes: 1

60 100,00

Turma: 2	Período: Primeiro	Carga-Horária: 60	Créditos: 4
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Sub-Título:

Docentes

José Roberto Basto O'Shea

Categoria

Docente

Carga Horária%

60 100,00

Nº de Docentes: 1

60 100,00

Turma: 3	Período: Segundo	Carga-Horária: 60	Créditos: 4
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Sub-Título:

Docentes

Sergio Luiz Prado Bellei

Categoria

Docente

Carga Horária%

60 100,00

Nº de Docentes: 1

60 100,00

**Ementa:**

Estudos independentes visando aprofundar conhecimentos na área da tese. Os resultados deverão ser apresentados em forma de palestra para alunos e professores do Curso.

Bibliografia:

Banham, Martin. The Cambridge Guide to the Theatre, New Edition. Cambridge: Cambridge UP, 1995.

Beadle, Richard, ed. The Cambridge Companion to Medieval English Theatre Cambridge: Cambridge UP, 1994.

Dollimore, J. Radical Tragedy: Religion, Ideology, and Power in the Drama of Shakespeare and His Contemporaries. Second Edition. New York: Harvester Wheatsheaf, 1989.

Happé, P. ed. English Mystery Plays: A Selection. London: Penguin, 1985

Hartnoll, P. The Theatre: A Concise History. Revised Edition. New York: Thames & Hudson, 1991.

Kasten, D.S. and Stallybrass, P. Staging the Renaissance: Reinterpretations of Elizabethan and Jacobean Drama. London: Routledge, 1991.

Shepherd, S. and Womack, P. English Drama: A Cultural History. Oxford: Blackwell, 1996.

Wells, S. ed. Shakespeare: A Bibliographical Guide. New Edition. Oxford: Clarendon P, rpt. 1992.

Carson, Marvin. Theories of the Theatre. Expanded Edition. Ithaca and London: Cornell UP, 1993; rpt. 1996.

Clifford, James. The Predicament of Culture. Twentieth-Century Ethnography, Literature, and Art. Cambridge, Mass. Harvard UP, 1988; rpt. 1999.

Fischer-Lichte, Erika. The Show and the Gaze of Theatre: A European Perspective. Iowa City: U of Iowa P, 1997.

---., ed. The Dramatic Touch of Difference: Theatre: Own and Foreign. Tübingen: Narr, 1990.

Fortier, Mark. Theory/Theatre. London: Routledge, 1997.

Pavis, Patrice. Theatre at the Crossroads of Culture. Trans. Loren Kruger. London: Routledge, 1992; rpt. 1995.

---., ed. The Intercultural Performance Reader. London: Routledge, 1996.

Schechner, Richard. Performance Theory. London: Routledge, 1988, rpt. 1994.

George Monteiro, ed. Conversations with Elizabeth Bishop. Jackson: UP of Mississippi, 1996.

Candace W. MacMahon. Elizabeth Bishop: A Bibliography 1927-1979. Charlottesville: University Press of Virginia, 1980

Lorrie Goldensohn. Elizabeth Bishop: The Biography of a Poetry. N. Y.: Columbia U. Press, 1994

Bonnie Costello. Elizabeth Bishop: Questions of Mastery N. Y. Harvard University Press, 1995.

Carole kiler Doeski. Elizabeth Bishop: The Restraints of Language Oxford: Oxford University Press, 1991.

Susan McCabe . Elizabeth Bishop: Her Poetics of Loss Pennsylvania: Pennsylvania State University Press, 1994

Susan McCabe Inscrutable Houses: Metaphors of the Body in the Poems of Elizabeth Bishop. University of Alabama Press, 1997

Susan McCabe. Elizabeth Bishop: Her Artistic Development University Press of Virginia 1990

Susan McCabe. The Body and the Song: Elizabeth Bishop's Poetics. Southern Illinois University Press, 1995

John Updike. The Coup. New York: Alfred Knopf, 1978

---. Memories of The Ford Administration. New York: Knopf, 1992.

---. In the Beauty of the Lilies. New York: Knopf, 1996.

Toni Morrison. Jazz.

---. Song of Solomon.

---. Tar Baby.

---. Lecture and Speech of Acceptance Upon the Award of the Nobel Prize for Literature, Delivered in Stockholm on the Seventh of December Nineteen Hundred and Ninety Three. London: Chatto & Windus, 1993



Seventh of December Nineteen Hundred and Ninety-three. London: Chatto & Windus, 1993.

Detweiler, Robert. John Updike. Boston: Twayne Publishers. 1984

Burchard, Rachel C. John Updike: Yea Sayings. Carbondale: Southern Illinois University Press, 1971.

Greiner, Donald. John Updike's Novels. Athens, Ohio: Ohio University Press, 1984.

---. The Other John Updike. Athens, Ohio. Ohio University Press, 1981.

---.Markle, Joyce. Fighters and Lovers. New York: New York University Press, 1973.

---.Plath, James. Conversations with John Updike. Jackson: University of Mississippi Press, 1994.

---.Berthoff, Warner. A Literature Without Qualities. Berkeley: University of California Press, 1979.

---. Zinn, Howard. A People's History of the United States. New York: Harper, 1980.

---. Chafe, William and Sitkoff, Harvard. A History of Our Time. New York: Oxford University Press, 1983.

---.Versluys, Kristiaan. Neo-Realism in Contemporary American Fiction. AmsterdamRodopi B.V., 1992.

---.Kubitscheck, Missy Dehn. Toni Morrison: A Critical Companion. Westport, Connecticut: Greenwood, 1998.

---.Furman, Jan. Toni Morrison's Fiction. University of South Carolina press, 1996.

---.Peach, Linden. Toni Morrison. Macmillan, 1995.



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Língua Inglesa e Linguística Aplicada	PGI-3101	Mestrado	4

Obrigatória nas Áreas de Concentração

INGLÊS E LITERATURA CORRESPONDENTE

Turma: 1**Período:** Primeiro**Carga-Horária:** 60**Créditos:** 4**Sub-Título:****Docentes****Categoria****Carga Horária%**

Barbara Oughton Baptista	Docente	12	20,00
Leda Maria Braga Tomitch	Docente	12	20,00
Mailce Borges Mota Fortkamp	Docente	12	20,00
Maria Lúcia Barbosa de Vasconcellos	Docente	12	20,00
Viviane Maria Heberle	Docente	12	20,00

Nº de Docentes: 5

60 100,00

**Ementa:**

Noções de lingüística aplicada, com ênfase em conceitos e questões aplicadas à pesquisa dentro das linhas de programa.

Bibliografia:

- Bloor, T. and Bloor, M. (1995). *The functional analysis of English: A Hallidayan approach*. London: Arnold.
- Fairclough, N. (1989). *Language and power*. London: Longman.
- Fairclough, N. (1995) *Critical discourse analysis: The critical study of language*. London: Longman.
- Halliday, M. A. K. (1994). *An introduction to functional grammar*, 2nd. ed. London: Edward Arnold.
- Heberle, V. M. (1997). *An investigation of textual and contextual parametres in editorials of women's magazines*. Florianópolis: UFSC. Unpublished doctoral thesis.
- Hoey, M. (1983). *On the surface of discourse*. London: George Allen & Unwin.
- Meurer, J. L. (1996). Aspects of a model of writing: Translation as text production. In P. Odber & M. Coulthard (Eds), *The knowledges of the translator: From literary interpretation to machine classification*, pp. 67-90. Lewiston/Queenston/Lampeter: Edwin Mellen.
- Meurer, J. L. (1998). *Aspects of language in self-help counselling*. Advanced Research in English Series. Florianópolis: Pós-graduação em Letras/Inglês e Literatura Correspondente.
- Meurer, J. L. & Motta-Roth, D. (1997). *Parâmetros de textualização*. Santa Maria: UFSM.
- Tadros, A. (1994). Predictive categories in expository text. In M. Coulthard (Ed.), *Advances in written text analysis*, pp. 69-82. London: Routledge.
- Winter, E. (1994). Clause relations as information structure: Two basic text structures in English. In M. Coulthard (Ed), *Advances in written text analysis*, pp 46-68. London: Routledge.

Foreign Language Learning/Teaching

- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press (Chapter 6: pp.230-242; Chapter 11: pp. 484-517).
- Fortkamp, M. B. M. (2000). *Working memory capacity and L2 speech production: An exploratory study*. Unpublished doctoral dissertation. Florianópolis: UFSC Chapter 2 (10-41).
- Gass, S. M. & Selinker, L. (2001). *Second language acquisition: An introductory course*. Mahwah, NJ: Lawrence Erlbaum.
- Gregg, K. (1984). Krashen's monitor and Occam's razor. *Applied Linguistics*, 5, 79-100.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. London: Pergamon (Chapter 2: pp. 9-32).
- McLaughlin, B. (1987). *Theories of second-language learning*. London: Edward Arnold (Chapter 6).
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press (Chapter 10: pp. 211-228).
- Pica, T. (1997). Second language acquisition research methods. In N. H. Hornberger & D. Corson (Eds.), *Encyclopedia of language and education*, Vol. 8: Research methods in language and education, pp. 89-99. Amsterdam: Kluwer.
- Skehan, P. (1991). Individual differences in second language learning. *Studies in Second Language Acquisition*, 13, 275-298.
- Towell, R., & Hawkins, R. (1994). *Approaches to second language acquisition*. Clevedon, UK: Multilingual Matters (Chapter 5).

Reading

- Aebbersold, J.A. & Field, M.L. (1997). *From reader to reading teacher* (Chapter 1: What is reading?; Chapter 2: Factors that influence reading in an L2/FL). New York: Cambridge University Press.
- Anderson, R. C. & Pearson, P. D. (1988). A schema-theoretic view of basic processes in reading comprehension. In P. L. Carrell, J. Devine & D. E. Eskey (Eds.), *Interactive approaches to second language reading*. New York: Cambridge University Press.
- Carrell, P. L. & Eisterhold, J. C. (1988). Schema theory and ESL reading pedagogy. In P. L. Carrell, J. Devine & D. E. Eskey (Eds.), *Interactive approaches to second language reading*. New York: Cambridge University Press.
- Davies, F. (1995). *Introducing reading* (Chapter 2: Studying the reading process: Models of reading). London: Penguin Books.
- Donin, J. & Silva, M. (1994). The relationship between first- and second-language reading comprehension of occupation-specific texts. In Alister Cumming (Ed.), *Bilingual performance in Reading and writing*. Ann Arbor, MI: John Benjamins.
- Jordan, R. R. (1997). *English for academic purposes* (Chapter 9: Academic reading). U.K.: Cambridge University Press.
- Just, M. A. & Carpenter, P. A. (1987). *The psychology of reading and language comprehension* (Chapter 13: Learning from text). Newton, MA: Allyn & Bacon.
- Tomitch, L.M.B. (1991). Schema activation and text comprehension. *Fragmentos*, 3(2), 9-43.

Translation Studies

- Álvarez, R. & Carmen-África Vidal, M., Eds. (1996). *Translation, power, subversion*. Clevedon/Phila.: Multilingual Matters.
- Baker, M., Ed. *Routledge encyclopedia of translation studies*. London/NY: Routledge.
[<http://www.routledge.com/routledge.html>]
- Bassnett, S. & Lefevere, A., Eds. (1990). *Translation, history & culture*. New York/London: Cassell.
- Hatim, B. (1997). *Communication across cultures: Translation theory and contrastive text linguistics*. Cornwall, UK: University of Exeter Press.
- Holmes, J. (1972/1988). The name and nature of Translation Studies. In *Translated papers on literary translation and translation studies*. Amsterdam: Rodopi.
- Lörscher, W., Ed. (1997). *Ilha do Desterro 33 - Translation Studies in Germany*.
- Malmkjær, K. (1998). *Translation and language teaching: Language teaching and translation*. Manchester, UK: St. Jerome.
- Mossop, B (1994). Goals and methods for a course in translation theory. In Snell-Hornby, M. PöchHacker, F. & Kaindl, K. (Eds.), *Translation studies: An Interdiscipline*. Amsterdam/Phila: John Benjamins.
- Neubert, A (1994) Competence in Translation: A complex skill, how to study and to teach it. In Snell-Hornby, M. PöchHacker, F. & Kaindl, K. (Eds.), *Translation studies: An Interdiscipline*. Amsterdam/Phila: John Benjamins.
- Venuti, L., Ed. (2000). *The Translation Studies Reader*. London / New York: Routledge.
- Séguinot, C. (1996). Some thoughts about think-aloud protocols. *Target* 8:1, 75-95.
- Shuttleworth, M. & Cowie, M. (1997). *Dictionary of translation studies*. Manchester, UK: St. Jerome.
- Wilss, W. (1999). Interdisciplinarity in translation studies. *Target* 11:1, 131-144.

English Linguistics

- Baptista, B. O. (2001) Frequent pronunciation errors of Brazilian learners of English. In M. B. M. Fortkamp & R. P. Xavier (Eds.), *Current issues in teaching and learning EFL in Brazil* (pp. 223-230). Florianópolis: Insular.



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

(Eds.), Current issues in teaching and learning EFL in Brazil (pp. 223-230) Florianópolis: Insular.
 Akmajian, A., Demers, R. A., Farmer, A. K., & Harnish, R. M. (1995) Linguistics: An introduction to language and communication, 4th ed. Cambridge, MA: The MIT Press (Chapters 3, 4, 5).

DISCIPLINA	Sigla-Número	Nível	Créditos
Literatura Anglo-Americana em Prosa	PGI-3309	Mestrado	4

Ementa:

Estudo de um/a ou mais autores/as, ou de um período, gênero ou tema em literaturas de língua inglesa.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Literatura e Cinema	PGI-3315	Mestrado	4

Turma: 1

Período: Segundo

Carga-Horária: 60

Créditos: 4

Sub-Título:

Docentes

Anelise Reich Corseuil

Categoria

Docente

Carga Horária%

45 75,00

José Soares Gatti Júnior

Docente

15 25,00

Nº de Docentes: 2

60 100,00

Ementa:

Estudos teórico-críticos de cinema e de literatura: narrativa, adaptação e/ou crítica de cinema.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Literatura Inglesa em Prosa I	PGI-3303	Mestrado	4

Ementa:

A prática literária na Inglaterra do século XVIII.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Literatura Inglesa em Prosa II	PGI-3304	Mestrado	4

Ementa:

A prática literária na Inglaterra do século XIX.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Literatura Norte-Americana em Prosa	PGI-3307	Mestrado	4

Ementa:

A prática literária nos Estados Unidos dos séculos XVIII e XIX.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Literatura Norte-Americana em Prosa I	PGI-3311	Mestrado	4

Ementa:

A prosa literária nos Estados Unidos dos séculos XVIII a XIX.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Literatura Norte-Americana em Prosa II	PGI-3313	Mestrado	4

Ementa:

A prosa literária nos Estados Unidos do século XX à contemporaneidade.

Bibliografia:



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
O Texto Acadêmico em Estudos Lingüísticos	PGI-3106	Mestrado	4

Obrigatória nas Áreas de Concentração

INGLÊS E LITERATURA CORRESPONDENTE

Turma: 2**Período:** Primeiro**Carga-Horária:** 60**Créditos:** 4**Sub-Título:****Docentes****Categoria****Carga Horária %**

Gloria Gil

Docente

30 50,00

Viviane Maria Heberle

Docente

30 50,00

Nº de Docentes: 2

60 100,00

Ementa:

Teoria e prática intensiva da compreensão e produção da escrita acadêmica em língua inglesa, voltadas para as especificidades do texto em estudos lingüísticos.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
O Texto Acadêmico em Estudos Literários	PGI-3105	Mestrado	4

Obrigatória nas Áreas de Concentração

INGLÊS E LITERATURA CORRESPONDENTE

Turma: 1**Período:** Primeiro**Carga-Horária:** 60**Créditos:** 4**Sub-Título:****Docentes****Categoria****Carga Horária %**

Dilvo Ilvo Ristoff

Docente

60 100,00

Nº de Docentes: 1

60 100,00

Ementa:

Teoria e prática intensiva da compreensão e produção da escrita acadêmica em língua inglesa, voltadas para as especificidades do texto em estudos literários.

Foregrounding literary studies, the course is divided into two parts, the first covering instruction on the main conventions of academic writing in English, the second encompassing the dissertation project. Through a rhetorical approach, in the first segment, students will be reading and discussing notions such as note-taking, focus, thesis, structure, organisation, argumentation, drafting, writing, documentation, revision etc., as assistance for papers which they are writing for other courses. In the second segment, the emphasis is on research techniques and on organisational and structural aspects of the dissertation project, as assistance for the writing of a version of the dissertation project.

Bibliografia:

Chicago Manual of Style. Thirteenth Edition. Chicago Editorial Staff. U of Chicago P, 1982.

Eco, Umberto. Como se faz uma tese. Trans. G. C. C. de Souza. São Paulo: Perspectiva, 1977.

Fabb, Nigel and Alan Durant. How to Write Essays, Dissertations & Theses in Literary Studies. London and New York: Longman, 1995.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. Fourth Edition. New York: MLA, 1995.

Grabe, William and Robert B. Kaplan. Theory & Practice of Writing. Applied Linguistics and Language Study Series. London and New York: Longman, 1996.

A Guide to the Preparation of Dissertations and Theses. Pós-Graduação em Inglês. Universidade Federal de Santa Catarina, 1994.

Hacker, Diana. The Bedford Handbook. Fifth Edition. New York: St. Martin's P, 2000.

Hedge, Tricia. Writing. Resource Books for Teachers Series. Oxford: Oxford UP, 1997.

Johnson, Jean. The Bedford Guide to the Research Process. New York: St. Martin's P, 1987.

Leki, Ilona. Academic Writing: Exploring Processes and Strategies. Second Edition. New York: St. Martin's Press, 1995.

Lester, James D. Writing Research Papers: A Complete Guide. Fourth Edition. Glenview, IL: Scott, Foresman and Co., 1984.

Levy, Michael C. and Sarah Ransdell, eds. The Science of Writing: Theories, Methods, Individual Differences and Applications. New Jersey: Lawrence Erlbaum Associates, 1996.

MacDonald, Susan Peck. Professional Academic Writing in the Humanities and Social Sciences. Carbondale: Southern Illinois UP, 1994.

Pirie, David B. How to Write Critical Essays: A Guide for Students of Literature. London and New York: Routledge, 1992.

Swales, John M. and Christine B. Feak. Academic Writing for Graduate Students: A Course for Non-native Speakers of English. Ann Arbor: U of Michigan P, 1994.

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Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
O Texto Acadêmico em Língua Inglesa	PGI-3103	Mestrado	4

Obrigatória nas Áreas de Concentração

INGLÊS E LITERATURA CORRESPONDENTE

Ementa:

Teoria e prática intensiva da compreensão e produção de textos acadêmicos. O processo da escrita. O desenvolvimento da escrita acadêmica. O ensaio acadêmico. Tipos de ensaios. O desenvolvimento e redação do trabalho de pesquisa.

Bibliografia:

.Swales, John M. & Christine B. Feak. Academic Writing for Graduate Students - Essential Tasks and Skills A Course for Nonnative Speakers of English. The University of Michigan Press, 1994.

Nadell, Judith & John Langan. The Macmillan Reader. New York: Macmillan Publ. Co., 1987.

Schenck, Mary Jane. Read, Write, Revise: A Guide to Academic Writing. New York: St. Martin's Press, 1988.

Gibaldi, Joseph and Walter S. Achtert. MLA HANDBOOK FOR WRITERS OF RESEARCH PAPERS. Second Edition. New York: MLA, 1995.

Grellet, Françoise. WRITING FOR ADVANCED LEARNERS OF ENGLISH.

Cambridge: CUP 1996.

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Lawrence, Mary S. WRITING AS A THINKING PROCESS. Second Edition.. Ann Arbor, Michigan: Michigan University Press, 1996.

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McCrea, Brian & Tony Lopez Kemmerle, COLLEGE WRITING.. Indianapolis Bobs - Merrill, 1985..

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Spencer, Carolyn M.. & Beverly Arbon . FOUNDATIONS OF WRITING: DEVELOPING RESEARCH AND ACADEMIC

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SKILLS: A Course for Nonnative speakers of English. Ann Arbor, Michigan: The University of Michigan, 1995.

White, Fred D. THE WRITER'S ART: A PRACTICAL RETHORIC AND HANDBOOK. Belmont, California: Wadworth Pub. Co., 1986.

DISCIPLINA	Sigla-Número	Nível	Créditos
Poesia Anglo-Americana	PGI-3308	Mestrado	4

Ementa:

A prática literária nos Estados Unidos do século XX.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Poesia em Língua Inglesa	PGI-3312	Mestrado	4

Ementa:

A prática poética em língua inglesa do século XIX à contemporaneidade.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Poesia Inglesa I	PGI-3301	Mestrado	4

Ementa:

A prática poética na literatura inglesa medieval e renascentista.

Bibliografia:



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Poesia Inglesa II	PGI-3302	Mestrado	4

Ementa:

A prática poética na Inglaterra dos séculos XVII e XVIII.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Sem. Avançado em Ling. Inglesa e Lingüística Aplicada II	PGI-4104	Doutorado	4

Ementa:

Os seminários avançados são disciplinas ministradas a grupos de alunos/as com interesses comuns. Programa específico a uma das linhas de pesquisa do Curso.

Bibliografia:

- Banks, David (1991). 'Some Observations Concerning, Transitivity and Modelity in Scientific Writing. Language Sciences, Vol. 13, No. 1, 59-78.
- Benson, James D. and William S. Greaves (eds) (1985). Systemic Perspectives on Discourse. Volumes 1 and 2. New Jersey: Ablex.
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- Carter, Ronald (ed.) (1982). Language and Literature - An Introductory Reader in Stylistics. London: Allen and Unwin.
- Coulthard, Malcolm (ed) (1992). Advances in Spoken Discourse Analysis London: Routledge.
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- Egins, Suzanne (1994). An Introduction to Systemic Functional Linguistics London: Pinter.
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- Gomez, Maria A. (1994). 'The relevance of theme in the textual organization of BBC news reports. WORD, Vol. 45, No. 3, 293-304.
- Halliday, M. A. K. (1973). Explorations in the Functions of Language . London: Arnold.
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- McCarthy, Michael (1991). Discourse Analysis for Language Teachers Cambridge: Cambridge University Press.
- Montgomery, Martin (1986). An Introduction to Language and Society . London: Methuen; Chapter 6: Language and Situation: Register (101 - 115).
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- Sinclair, John M. et al. (eds) (1993). Techniques of Description: Spoken and Written Discourse. London: Routledge.
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Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Semântica da Língua Inglesa	PGI-3211	Mestrado	4
Turma: 1	Período: Segundo	Carga-Horária: 60	Créditos: 4
Sub-Título:			
Docentes	Categoria	Carga Horária %	
Apóstolo Theodoro Nicolacópulos	Docente	60	100,00
Nº de Docentes: 1		60	100,00

**Ementa:**

Fundamentos teóricos e práticos da semântica da língua inglesa, como aplicação a textos e tradução, e implicações na aprendizagem e ensino do inglês como língua estrangeira.

2002.2

Course Syllabus

Synopsis: The purpose of this course is to explore polysemy and the intended sense: the semantic and pragmatic dimensions of the notions of space, time, accompaniment, benefit, power, cognition, sensation, agentivity, etc..., and their traffic in utterances of journalistic texts, together with their displacements (semantic movements) with the intention of causing new sense effects.

Topics:

1 Case grammar theory -introduction

1.1 Syntactic and semantic functions

1.2 Transitivity and agentivity

1.3 Modality and proposition

1.4 Verb classification: states, processes, actions

1.4.1 Stativity

1.4.2 Processes

1.4.3 Agentivity

2 Syntactic and semantic valences

2.1.1 One-place predicates

2.1.2 Two-place predicates

2.1.3 Three-place predicates

2.1.4 Four-place predicates

2.2 Semantic valence

2.2.1 P(t) One-place predicates

2.2.2 P(t1, t2) Two-place predicates

2.2.3 P(t1, t2, t3) Three-place predicates

2.2.4 P(t1, (t2, t3, t4) Four-place predicates

2.3 Semantic valence and case theory

2.3.1 Semantic roles > agent > experiencer > benefactive > locative > time > comitative, etc

2.3.2 Covert case roles

2.3.2.1 Theory of coreferential roles

2.3.2.2 Theory of lexicalized roles

3 Case grammar models

3.1 Fillmore 1968 model

3.2 Fillmore 1971, 1977 model

3.3 Chafe 1970 model

3.4 Anderson 1971 model

3.5 Cook 1979, 1989 matrix model

3.6 Nicolacópulos et al. 1992, 1999 semantic-pragmatic model

4 The clause level/beyond the clause level

4.1 Polysemy

4.1.1 Local context/topical context/predicate-argument structures

4.1.1.1 Local context

4.1.1.2 Topical context

4.1.1.3 Predicate-argument structures (semantic valence and the context)

4.1.2 Semantic movements: meaning extensions/projections, causativization

4.1.3 Frame semantics

4.1.4 Applications

4.1.4.1 Polysemy and lexicography

4.1.4.2 Polysemy and foreign language teaching/learning

4.1.4.3 Polysemy and (machine) translation

4.1.4.4 Application to extensive corpora (informative texts, the Bank of English, etc)

5 Teaching method

Discussion of topics with emphasis on argumentation

6 Evaluation

.class participation (300/0)

.one research paper (15 to 20 double-spaced pages; 700/0)

Bibliografia:

ALLWOOD, J.; ANDERSSON, L.; DAM, O. Logic in linguistics. Cambridge: Cambridge University, 1977. ANDERSON, J. M. The grammar of case: towards a localistic theory. London: Cambridge University, 1971. BRINTON, L. J. The structure of modern English: a linguistic introduction. Amsterdam: John Benjamins, 2000. CHAFE, W. L. Meaning and the structure of language. Chicago: University of Chicago, 1970.

CHOMSKY, N. Aspects of the theory of syntax. Cambridge (Mass.): MIT, 1965.

COOK, W. A Case grammar: development of the matrix model (1970-1978). Washington DC.: Georgetown University, 1979.

CRUSE, D. A. Some thoughts on agentivity. Journal of Linguistics, vol.9, 1973. p.1-23.

X. Case grammar theory. Washington DC. Georgetown University, 1989.

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FILLMORE, C. J.; ATKINS, B. T. S. Describing polysemy: the case of 'crawl'. In: Levin, Y.; Loscoff, C. Polysemy. Oxford:



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

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HALLIDA Y, M. A K An introduction to funcional grammar. London: Edward Arnold, 1985.

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MILLER G. A; LEACOCK, C. Lexical representations for sentence processing. In: Ravin, Y.; Leacock, c.: Polysemy. Oxford: OxfordUniversity, 2000.

NICOLACÓPULOS, A T. The holistic case: an introduction to case grammar. Florianópolis: UFSC, 1992.

OLIVEIRA. A. Cenias benefactivas e movimentos semânticos no contexto da linguagem jornalística. Florianópolis: UFSC, 1999. [Unpublished PhD. dissertation]

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DISCIPLINA	Sigla-Número	Nível	Créditos
Seminário Avançado em Ling. Inglesa e Lingüística Aplicada I	PGI-4103	Doutorado	4

Obrigatória nas Áreas de Concentração

LINGUA INGLESA E LINGUISTICA APLICADA

Ementa:

Os seminários avançados são disciplinas ministradas a grupos de alunos com interesses comuns. Programa específico a uma das linhas de pesquisa do Curso.

Bibliografia:

Adams, C. (1979) English speech rhythm and the foreign learner. The Hague: Mouton.

Archibald, J. (1993) The learnability of English metrical parameters by Spanish speakers. International Review of Applied Linguistics 21(2), 129-142.

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Dziubalska-Kolaczyk, K. (1994) Acquisitional evidence against the phonological syllable. Wiener Linguistische Gazette 48-50, 145-160.

Dziubalska-Kolaczyk, K. (1997) Syllabification in first and second language. In Leather, J. & James, A. (eds.), New Sounds 97. University of Klagenfurt.

Flege, J.E. & Bohn, O-S. (1989) An instrumental study of vowel reduction and stress placement in Spanish-accented English. Studies in Second Language Acquisition 11, 35-62.

Fudge, E. (1984) English word stress. London: George Allen & Unwin.

Gimson, A. (1989) An introduction to the pronunciation of English (3rd? ed.). London: Edward Arnold.

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Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Seminário Avançado em Literatura de Língua Inglesa I	PGI-4203	Doutorado	4

Obrigatória nas Áreas de Concentração

LITERATURAS DE LÍNGUA INGLESA

Turma: 1 **Período:** Primeiro **Carga-Horária:** 60 **Créditos:** 4

Sub-Título: Shakespeare and Performance Criticism**Docentes**

José Roberto Basto O'Shea

Categoria

Docente

Carga Horária %

60 100,00

Nº de Docentes: 1

60 100,00

Turma: 2 **Período:** Primeiro **Carga-Horária:** 60 **Créditos:** 4

Sub-Título: Teoria Pós-Colonial**Docentes**

Sergio Luiz Prado Bellei

Categoria

Docente

Carga Horária %

60 100,00

Nº de Docentes: 1

60 100,00

Turma: 3 **Período:** Segundo **Carga-Horária:** 60 **Créditos:** 4

Sub-Título:**Docentes**

Sergio Luiz Prado Bellei

Categoria

Docente

Carga Horária %

60 100,00

Nº de Docentes: 1

60 100,00

Ementa:

Disciplina ministrada a grupos de alunos/as com interesses comuns. Programa específico a uma das linhas de pesquisa do Curso.

Bibliografia:

Brown, John Russell. William Shakespeare: Writing For Performance. London: Macmillan, 1996.

---"Writing About Shakespeare in Performance". Shakespeare Performed: Essays in Honor of R. A. Foakes. Ed. Grace Ioppolo. Newark: U of Delaware P, 2000. 151-163.

Coursen, H. R. "Introduction". Reading Shakespeare on Stage. Newark: U of Delaware P, 1995. 17-28.

---"Preliminaries". Shakespeare Performance as Interpretation. Newark: U of Delaware P, 1992. 23 -48.

Holland, Peter. English Shakespeares: Shakespeare on the English Stage in the 1990s. Cambridge: CUP, 1997.

Jamieson, Michael. "Shakespeare in Performance". Shakespeare: A Bibliographical Guide. New Edition. Ed. Stanley Wells. Oxford: Clarendon P, 1992. 37-78.

Kennedy, Dennis. "Imaging Shakespeare". Looking at Shakespeare: A Visual History of Twentieth-Century Performance. Cambridge: CUP, 1996. 266-302.

Parsons, Keith and Pamela Mason, eds. Shakespeare in Performance. London: Salamander, 2000.

Potter, Lois and Arthur F. Kinney, eds. Shakespeare: Text and Theater, Essays in Honor of Jay L. Halio. Newark: U of Delaware P, 1999.

1 Supplementary to the bibliography attached to PGI 3305 - 'Shakespeare: Text and Performance'.

Rocklin, Edward L. "Performance Is More than an 'Approach' to Shakespeare". Teaching Shakespeare Through Performance. Ed. Milla Cozart Riggio. New York: ML~ 1999. 48-62.

Sauer, David Kennedy and Evelyn Tribble. "Shakespeare in Performance: Theory in Practice and Practice in Theory!". Teaching Shakespeare Through Performance.

Ed. Milla Cozart Riggio. New York: ML~ 1999. 33-47.

Styan, J. L. "Stage Space and the Shakespeare Experience". Shakespeare in Performance: Contemporary Critical Essays.

Ed. Robert Shaughnessy. New York: Si. Martin's Press, 2000. 24-41.

Thompson, Marvin and Ruth. "Performance Criticism: From Granville-Barker to Beckerman and Beyond". Shakespeare and the Sense of Performance: Essays in the Tradition of Performance Criticism in Honor of Bernard Beckerman. Eds.

Marvin and Ruth Thompson. Newark: U of Delaware P, 1989. 13-23.

Worthen, W. B. "Shakespeare's Page, Shakespeare's Stage: Performance Criticism".

Shakespeare and the Authority of Performance. Cambridge: CUP, 1997. 151-91.

DISCIPLINA	Sigla-Número	Nível	Créditos
SEMINÁRIO AVANÇADO EM LITERATURAS DE LÍNGUA INGLESA II	PGI-4204	Doutorado	4

Ementa:

Disciplina ministrada a grupos de alunos/as com interesses comuns. Programa específico a uma das linhas de pesquisa do Curso.

Bibliografia:



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Teatro Inglês I	PGI-3305	Mestrado	4

**Ementa:**

A dramaturgia na Inglaterra medieval e renascentista.

The study of Shakespeare's plays as scripts for performance has grown in recent years to become a major interest. Basically, the aim of such an approach is to describe and analyse how Shakespeare's playtexts have been realised in production. The critical methodology entails selecting different productions of a given playtext and raising questions in regard to text, set design, lighting, stage business, music, character presentation, acting style, subtext delivery etc. By analysing dramatic literature in actual performance, students will hopefully enlarge their understanding of the playtexts themselves and of ways in which practical considerations influence the meanings a given production incorporates.

Bibliografia:

- Barish, Jonas. *The Antitheatrical Prejudice*. Berkeley: U of California P, 1981.
- Barton, John. *Playing Shakespeare*. London: Methuen, 1984.
- Bate, Jonathan and Russell Jackson, eds. *Shakespeare: An Illustrated Stage History*. Oxford: Oxford UP, 1996.
- Beckerman, Bernard. *Dynamics of Drama: Theory and Method of Analysis*. New York: Drama Book Specialists, 1979.
- Bennett, Susan. *Performing Nostalgia: Shifting Shakespeare and the Contemporary Past*. London and New York: Routledge, 1996.
- Theatre Audiences: A Theory of Production and Reception*. London: Routledge, 1995.
- Berger, Jr., Harry. *Making Trifles out of Terrors: Redistributing Complicities in Shakespeare*. Stanford: Stanford UP, 1977.
- Bergeron, David M. *Shakespeare: A Study & Research Guide*. Third Edition, Revised. Lawrence, Kansas: UP of Kansas, 1995.
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- Blau, Herbert. *To All Appearances: Ideology and Performance*. London and New York: Routledge, 1992.
- Brown, John Russell. *Shakespeare's Plays in Performance*. London: Penguin, 1969.
- William Shakespeare: Writing for Performance*. London: Macmillan, 1996.
- Bulman, James C., ed. *Shakespeare, Theory, and Performance*. London and New York: Routledge, 1996.
- Carlson, Marvin. *Performance: A Critical Introduction*. London: Routledge, 1996.
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- Coursen, H. R. *Reading Shakespeare on Stage*. Newark: U of Delaware P, 1995.
- Shakespeare in Production: Whose History?* Athens: Ohio UP, 1996.
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- Hirst, David L. *The Tempest. Text & Performance*. London: Macmillan, 1992.
- Holding, Peter. *Romeo and Juliet. Text & Performance*. London: Macmillan, 1992.
- Holland, Peter. *English Shakespeares: Shakespeare on the English Stage in the 1990s*. Cambridge: Cambridge UP, 1997.
- Hulme, Peter and William H. Sherman, eds. *"The Tempest" and Its Travels*. Philadelphia: U of Pennsylvania P, 2000.
- Ioppolo, Grace, ed. *Shakespeare Perfbrmed*. London: Associated University Presses, 2000.
- Jackson, Russell and Robert Smallwood. *Players of Shakespeare I: Essays in Shakespearean Performance by Players with the RSC*. Cambridge: Cambridge UP, 1986.
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- Looking at Shakespeare: A Visual History of Twentieth-Century Performance*. Cambridge: Cambridge UP, 1996.
- Marinis, Marco de. *The Semiotics of Performance*. Trans. Aine O'Healy. Bloomington: Indiana UP, 1993.
- Ogden, James and Arthur H. Scouten. *Lear from Study to Stage*. London: Associated University Presses, 1997.
- Parsons, Keith and Pamela Mason, eds. *Shakespeare in Performance*. London: Salamander, 2000.
- Pavis, Patrice. *Languages of the Stage*. New York: PAJ Publications, 1982.
- Theatre at the Crossroads of Culture*. Trans. Loren Kruger. London: Routledge, 1995.
- Potter, Lois and Arthur F. Kinney, eds. *Shakespeare: Text and Theatre*. London: Associated University Presses, 1999.
- Remelt, Janelle G. and Joseph R. Roach. *Critical Theory and Performance*. Ann Arbor: U of Michigan P, 1992.
- Riggio, Milla Cozart, ed. *Teaching Shakespeare Through Performance*. New York: MLA, 1999.
- Salgado, Gamini. *King Lear. Text & Performance*. London: Macmillan, 1984.
- Serddio, Maria Helena. *William Shakespeare: A Sedu-ao dos Sentidos*. Lisboa: Cosmos, 1996.
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- Shaughnessy, Robert, ed. *Shakespeare in Performance*. New Casebooks. London: Macmillan, 2000.
- Slater, Ann Pasternak. *Shakespeare The Director*. New York: Barnes and Noble, 1982.
- Styan, John L. *The Shakespeare Revolution: Criticism and Performance in the Twentieth Century*. Cambridge: Cambridge UP, 1977.
- Thompson, Marvin and Ruth, eds. *Shakespeare and the Sense of Performance*. Newark: U of Delaware P, 1989.
- Trewin, J. C. and A. C. Sprague. *Shakespeare's Plays Today: Some Customs and Conventions on the Stage*. London: Sidgwick & Jackson, 1970.
- Wells, Stanley, ed. *The Cambridge Companion to Shakespeare Studies*. Cambridge: Cambridge UP, 1994.

**Disciplinas - Oferta no Ano Base****LETRAS / LINGUÍSTICA****Relações Nominais**

wrens, Stanley, ed. The Cambridge Companion to Shakespeare Studies. Cambridge: Cambridge UP, 1994.

Shakespeare: A Life in Drama. New York and London: Norton, 1995.

Shakespeare in the Theatre, ed. Oxford Shakespeare Topics. Oxford: Oxford UP, 2000.

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0011, 1997.

DISCIPLINA	Sigla-Número	Nível	Créditos
Teatro Inglês II	PGI-3306	Mestrado	4

Ementa:

A dramaturgia na Inglaterra da restauração até o século XX.

Bibliografia:



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Teoria e Prática da Leitura	PGI-3205	Mestrado	4

**Ementa:**

Modelos do processo da leitura; ênfase no aspecto psicolinguístico de processo de leitura; implicação para o ensino da leitura; metacognição do processo de leitura; aplicações práticas da leitura no ensino do inglês como língua estrangeira. Principais teorias sobre os processos da leitura. Leitura em L1 e L2. Vocabulário e Leitura. Técnicas de leitura e estudo.

Bibliografia:

Aebershold, Jo Ann and Mary Lee Field. (1997). From reader to reading teacher - Issues and strategies for second language classrooms. Chapters 1 - What is reading?; 2 - Factors that influence reading in an L2 / FL; 3 - Designing the reading course; 7 - Vocabulary issues in teaching reading.

Anderson, R.C. and Pearson, P.D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P.D. Pearson Handbook of Reading Research. New York, NY: Longman, pp.255-291.

Flahive, Douglas E. and Nathalie H. Baily. (1993). Exploring reading/writing relationships in adult second language learners. In Carson, Joan J. and Ilona Leki (Editors). Reading in the composition classroom: Second language perspectives. Boston, Massachusetts: Heinle & Heinle. Chapter 6- Exploring reading/writing relationships in adult second language learners pp. 128-140.

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Garner, Ruth. (1992) Metacognition and self-monitoring strategies. In S.J. Samuels and Alan E. Farstrup (Editors). What research has to say about reading instruction. 2nd edition. Newark, Del.: IRA.

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Goodman, Kenneth S. (1970). Behind the eye: What happens in reading. In Harry Singer and R.B. Rudell (Editors). Theoretical models and processes of reading. Newark, Del.: International Reading Association.

Gough, Philip P. (1976). One second of reading. In Harry Singer and Robert B. Rudell (Editors). Newark, Del.: International Reading Association.

Gaskins, Robert W. and Irene Gaskins (1997) Creating readers who read for meaning and love to read: Benchmark School reading program. In Steven A. Stahl and David A. Hayes (Editors) Instructional Models in Reading. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Hatch, E. and Cheryl Brown. (1995) Vocabulary, Semantics, and Language Education. Cambridge, Cambridge University Press. Chapter 15 - Vocabulary learning and vocabulary teaching.

Irwin, J.W. and Mary Ann Doyle. (1992) Reading /Writing Connections Newark, Del.: IRA.

Joe, Angela. (1998). What effects do text-based tasks promoting generation have on incidental vocabulary acquisition? Applied Linguistics Vol. 19 (3) September, pp. 357-377.

Just, A. Just and Patricia A. Carpenter. (1995). The psychology of reading and language comprehension Chapter 4 Vocabulary Acquisition and Chapter 13 -Learning from text. Boston, Massachusetts: Allyn and Bacon, Inc.

Lei, E. & O. Stewart. (1985). Effective studying from text. Forum for reading Vol. 16, pp. 46-55.

Pearson, P. D. Roehler, L. R., Dole, Janice A. , and Duffy, G. (1992). Developing Expertise in Reading Comprehension. In S. Jay Smuels and Alan E. Farstrup (Editors). What research has to say about reading instruction. Newark, Del.: IRA.

Pauk, Walter. (1984) How to study in college. Chapters 3 - Controlling your time; 4 - Concentrating to learn; 5 - Forgetting and remembering; and chapter 8 - Learning from your textbook. Boston, Massachusetts: Houghton Mifflin Co.

Petrosky, Anthony R. (1982) From story to essay. College composition and communication. Vol. 33, (1) February.

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Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

May.

Spire, Hiller A., Josie B. Williams, Alecia Jackson, and Lois E. Huffman (1998/1999). Leveling the academic playing field through autobiographical reading and writing. *Journal of Adolescent and Adult Literacy* Vol. 42, (4) December/January, pp. 296-304.

Tierney, Robert J. and P. David Pearson. (1994). Learning to learn from text: A framework for improving classroom practice. In Robert B. Rudell, Martha Rapp Rudell, and Harry Singer *Theoretical Models and Processes of Reading*. Newark, Del.: IRA.

Wilson, C.R. (1983). Teaching reading comprehension by connecting the known to the new. *Journal of reading* Vol. 36, (4), pp. 108-122.

DISCIPLINA	Sigla-Número	Nível	Créditos
Teoria e Prática da Tradução	PGI-3206	Mestrado	4

Ementa:

Problemas gerais e específicos da tradução para os diversos fins. Exercícios de tradução de textos instrumentais e literários.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Teoria Literária e Cultural	PGI-3310	Mestrado	4

Turma: 1**Período:** Segundo**Carga-Horária:** 60**Créditos:** 4**Sub-Título:****Docentes****Categoria****Carga Horária%**

Sergio Luiz Prado Bellei

Docente

60 100,00

Nº de Docentes: 1

60 100,00

Ementa:

Principais tendências da crítica contemporânea. Leitura de textos teóricos e análises textuais.

This course is an introduction to the practice of literary theory and criticism as evinced in critical responses to James Joyce's "The Dead". Particular emphasis will be given to recent theoretical trends such as reader-response criticism, feminism, deconstruction, and psychoanalytic criticism

Bibliografia:

Torchiana, D. T. (1986). *Backgrounds for Joyce's Dubliners*. Boston, Allen & Unwin.

Joyce, J. (1926). *Dubliners*. London., Jonathan Cape.

Joyce, J. (1916). *Dubliners*. New York., B.W. Huebsch.

Joyce, J. (1914). *Dubliners*. London, G. Richards Ltd.

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Moloney, C. and J. Griffin (1994). *Joyceana*. Ft. Lauderdale, FL, Dept. of Liberal Arts Nova University.

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Beck, W. (1969). *Joyce's Dubliners; substance, vision, and art*. Durham, N.C., Duke University Press.

Bidwell, B. and L. Heffer (1982). *The Joycean way : a topographic guide to "Dubliners" & "A portrait of the artist as a young man" with maps & photographs*. Baltimore, Md., Johns Hopkins University Press.

Benstock, B. (1994). *Narrative contexts in Dubliners*. Urbana, University of Illinois Press.

Humphreys, A. J. (1966). *New Dubliners; urbanization and the Irish family*. New York., Fordham University Press.

Power, M. and U. Schneider (1997). *New perspectives on Dubliners*. Amsterdam ; Atlanta GA : Rodopi.

Leonard, G. M. (1993). *Reading Dubliners again : a Lacanian perspective*. Syracuse, Syracuse University Press.

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Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Análise do Discurso	PGI-3403	Mestrado	4
Turma: 1	Período: Segundo	Carga-Horária: 60	Créditos: 4
Sub-Título: Interfaces between critical discourse analysis and systemic-			
Docentes	Categoria	Carga Horária%	
Viviane Maria Heberle	Docente	60	100,00
Nº de Docentes: 1		60	100,00
Turma: 2	Período: Segundo	Carga-Horária: 60	Créditos: 4
Sub-Título: Rhetorical Organization and Function of Texts and Social Pra			
Docentes	Categoria	Carga Horária%	
José Luiz Meurer	Docente	60	100,00
Nº de Docentes: 1		60	100,00

**Ementa:**

The purpose of this course is to explore contextual and lexicogrammatical features of texts based on Halliday's systemic-functional grammar and on principles of critical discourse analysis. We will look at the contextual configuration of field, tenor and mode to enable us to understand how texts are produced and made sense of within specific social circumstances. For the lexicogrammatical analysis of text, we will discuss the categories of transitivity, modality and theme and rheme, as evidence of the kind of experience encoded, the degree of commitment/involvement that text producers establish with their readers and the forms of organizing their messages. We will also briefly look at cohesive ties to see the relations within the text and how the text is organized.

Bibliografia:

- Banks, D. (1991) Some observations concerning transitivity and modality in scientific writing. *Language Sciences* vol 13, n. 1, pp59-78.
- Bloor, T and Bloor, M (1995) *The Functional Analysis of English - A Hallidayan Approach*. London: Arnold.
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- Downing, A. and Locke, P. (1992) *A University Course in English Grammar*. New York: Prentice Hall.
- Egins, S (1994) *An Introduction to Systemic Functional Linguistics*. London: Pinter.
- Grimm, E. L. (1999) A visual and lexicogrammatical analysis of advertisements in Nova and Cosmopolitan. Pós-graduação em Letras/Inglês. Dissert. de mestrado. Universidade Federal de Santa Catarina, Brasil.
- Halliday, M A K and Hasan, R (1976) *Cohesion in English*. London: Longman
- _____ (1989) *Language, Context And Text: Aspects Of Language In A Social-Semiotic Perspective*. Oxford: OUP.
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- Heberle, V M (1994) Editoriais de revistas femininas sob a perspectiva da análise crítica do discurso" *THESpecialist* vol 15 nº 1 e 2, 137-150.
- _____ (1997) An investigation of textual and contextual parameters in editorials of women's magazines. Pós-Graduação em Letras/Inglês e Literatura Correspondente. Universidade Federal de Santa Catarina. Tese de doutorado.
- _____ (1999) A representação das experiências femininas em editoriais de revistas para mulheres. *Revista Iberoamericana de Discurso & Sociedad*, Barcelona: Editorial Gedisa, set 1999, vol1 (3): 73-86.
- Hodge, R and Kress, G (1988) *Social Semiotics*. Cambridge: Polity Press.
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- Joia, A. e Stenton, A. (1980) *Terms in Systemic Linguistics*. London: Batsford Academic and Educational Ltd.
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- Lazar, M M (1993) "Equalizing gender relations: a case of double-talk". *Discourse & Society*. vol 4 (4):443-465.
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- Love, A (1993) *Lexico-grammatical features of geology textbooks: process and product revisited*. *English for specific purposes* 12.197-218.
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- Ventolla, E. (1988) "Text analysis in operation: a multilevel approach" In: R.P. Fawcett & D.J. Young (eds) *New Developments in Systemic Linguistics. Theory and Application*. vol 2.
- _____ (1987) *The Structure of Social Interaction: A Systemic Approach to the Semiotics of Service encounters*. London: Frances Pinter.

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Aprendizagem e Ensino	PGI-3408	Mestrado	4

Ementa:

Os cursos denominados Tópicos Especiais terão tópico e programa especificados a cada semestre, a critério do Colegiado. Esses cursos podem ser repetidos quando os tópicos forem diferentes.

Bibliografia:



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Aquisição de Língua Estrangeira	PGI-3404	Mestrado	4

**Ementa:**

Os Cursos denominados Tópico Especial terão tópico e programa especificados a cada semestre, a critério do Colegiado. Esses cursos poderão ser repetidos quando os tópicos forem diferentes.

This course is intended to provide students with an understanding of the research pointing to the cortical brain regions involved in language comprehension and production. The class will examine what scientific approaches such as neuropsychology and neuroimaging can tell us about how the brain executes these higher level cognitive processes. Some of the specific topics to be discussed include: the set of brain areas underlying the processing of narrative discourse, the pragmatic interpretation of conversational remarks, the comprehension of directly and indirectly stated main ideas, and the representation of first and second language. As much as possible an attempt will be made to present research involving the four language skills: speaking, listening, reading and writing.

Bibliografia:

Beeman, M. & Chiarello, C. (1998). Getting the right meaning from discourse. In M. Beeman & C. Chiarello (Eds.), *Right hemisphere language comprehension: Perspectives from cognitive science*. New Jersey: LEA (pp. 373-389).

Binder, J.R. (1997). Neuroanatomy of language processing studied with functional MRI. *Neuroscience*, 4, 87-94.

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Kaplan, J.A., Brownell, H.H., Jacobs, J.R. & Gardner, H. (1990). The effects of right hemisphere damage on the pragmatic interpretation of conversational remarks. *Brain and Language*, 38, 315-333.

Mazoyer, B.M., Tzourio, N., Frak, V. & Syrota, A. (1993). The cortical representation of speech. *Journal of Cognitive Neuroscience*, 5(4), 467-479.

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Nichelli, P., Grafman, G., Pietrini, P., Clark, K., Lee, K.Y. & Miletich, R. (1995). Where the brain appreciates the moral of a story. *NeuroReport*, 6, 2309-2313.

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Pheips, E.A. (1999). Brain versus behavioral studies of cognition. In R.J. Sternberg (Ed.), *The nature of cognition*. Cambridge, MA: The MIT Press.

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Sirigu, A., Cohen, I., Zalla, T., Pradat-Diehl, P., Van Eeckhout, P., Grafman, J. & Agid, V. (1998). Distinct frontal regions for processing sentence syntax and story grammar. *Cortex*, 14, 771-778.

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Tomitch, L.M.B., Just, M.A. & Carpenter, P. (Forthcoming). Main idea identification: A functional imaging study of a complex cognitive process.



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Leitura	PGI-3405	Mestrado	4
Turma: 1	Período: Segundo	Carga-Horária: 60	Créditos: 4
Sub-Título: Understanding and Teaching Methaphors in Poetry			
Docentes	Categoria	Carga Horária%	
Josalba Ramalho Vieira	Docente	60	100,00
Nº de Docentes: 1		60	100,00
Turma: 2	Período: Segundo	Carga-Horária: 60	Créditos: 4
Sub-Título: Individual differences in reading comprehension			
Docentes	Categoria	Carga Horária%	
Leda Maria Braga Tomitch	Docente	60	100,00
Nº de Docentes: 1		60	100,00

**Ementa:**

Os Cursos denominados Tópico Especial terão tópico e programa especificados a cada semestre, a critério do Colegiado. Esses cursos poderão ser repetidos quando os tópicos forem diferentes.

2002/2

As a teacher, as a researcher, or even as a reader, you have probably stopped to think about the differences between individuals in terms of their comprehension and retention of the information in texts. The literature in the area of individual differences in reading comprehension indicates that better and weaker readers differ in terms of a range of reading processes such as ability to differentiate important from nonimportant information, use of prior knowledge, awareness of text structure, use of strategies and more recently research has found that better and weaker readers also differ in terms of their working memory capacity.

This course is intended to provide students with an overview of the research related to the nature of the individual differences in reading comprehension, especially those related to the higher level processes involved. The emphasis will be on the cognitive processes involved in understanding written text.

Bibliografia:

2002/2

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- Block, E. (1986). The comprehension strategies of second language readers. *Tesol Quarterly*, 20(3), 463-494.
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- Connor, U. (1984). Recall of text: Differences between first and second language readers. *Tesol Quarterly*, 18(2), 239-255.
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**Disciplinas - Oferta no Ano Base****LETRAS / LINGUÍSTICA****Relações Nominais****ANO BASE: 2002****PROGRAMA:** 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Língua	PGI-3401	Mestrado	4

Ementa:

Os Cursos denominados Tópico Especial terão tópico e programa especificados a cada semestre, a critério do Colegiado. Esses cursos poderão ser repetidos quando os tópicos forem diferentes.

Bibliografia:



Disciplinas - Oferta no Ano Base

LETRAS / LINGÜÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Lingüística Aplicada	PGI-3402	Mestrado	4
Turma: 1 Período: Primeiro		Carga-Horária: 60	Créditos: 4
Sub-Título: Computer-Aided Language Learning: An Overview			
Docentes	Categoria	Carga Horária%	
Marco Antonio Esteves da Rocha	Docente	60	100,00
Nº de Docentes: 1		60	100,00
Turma: 2 Período: Segundo		Carga-Horária: 60	Créditos: 4
Sub-Título: Classroom Research			
Docentes	Categoria	Carga Horária%	
Gloria Gil	Docente	60	100,00
Nº de Docentes: 1		60	100,00
Turma: 3 Período: Segundo		Carga-Horária: 60	Créditos: 4
Sub-Título: L2 Speech Production: Theoretical and Instructional Issues			
Docentes	Categoria	Carga Horária%	
Mailce Borges Mota Fortkamp	Docente	60	100,00
Nº de Docentes: 1		60	100,00

**Ementa:**

Os Cursos denominados Tópico Especial terão tópico e programa especificados a cada semestre, a critério do Colegiado. Esses cursos poderão ser repetidos quando os tópicos forem diferentes.

Profa. Viviane

(1) To offer subsidies for advanced study on Vocabulary, based on different theoretical perspectives, including general linguistics, psycholinguistics and discourse analysis.

(2) To link the theoretical perspectives to EFL pedagogy

Prof. Marco Rocha

Tecnologia e metodologia de ensino. CALL e as capacidades básicas para a aquisição de uma segunda língua. Aprendizado a partir dos dados de um corpus. CALL e a WWW. CALL e inglês instrumental. Avaliação dos software disponíveis. Testes de língua mediados por computador.

Bibliografia:

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Second Language Classroom Research Studies

Quantitative Studies

Lyster, R. (1994). The effect of functional-analytic teaching on aspects of French immersion students' sociolinguistic competence. *Applied Linguistics* 15(3), 263-287.

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Qualitative Studies

Cullen, R. (1998). Teacher talk and the classroom context *ELT Journal*, 52(3), 179-187

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Papers from: Bailey and Nunan (1996)

Silvia and Ma. Do Carmo's theses

Vygotskian Perspective on the Foreign Language Classroom

Adair-Hauck, B. & Donato, R. (1994). Foreign language explanations within the Zone of Proximal Development. *The Canadian Modern Language Review*, 50,3, 532-557.

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Profa. Viviane



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

PI014. viviane

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- Nattinger, J & Decarrico, J (1992) *Lexical Phrases and Language Teaching*. Oxford: Oxford University Press.
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- Prof. Marco Rocha
- Chalhoub-Deville, M. Language testing and technology: past and future. *Language Learning and Technology*, 5:2. <http://llt.msu.edu>.
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Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Tokyo. Logos internacional.

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Literatura Anglo-Americana	PGI-3503	Mestrado	4

Ementa:

Os cursos denominados TE terão tópico e programa especificados a cada semestre, a critério do colegiado. Desta feita o tópico foi Teatro Anglo-Americano, sendo 30 créditos no Teatro Inglês Renascentista e 30 créditos no Teatro Norte-Americano Contemporâneo.

Bibliografia:

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Literatura e Outras Artes	PGI-3505	Mestrado	4

Ementa:

Os Cursos denominados Tópico Especial terão tópico e programa especificados a cada semestre, a critério do Colegiado. Esses cursos poderão ser repetidos quando os tópicos forem diferentes.

Bibliografia:

Gerald Peary and Roger Shatzkin, eds. The Classic American Novel and the Movies (New York: Frederick Varar, 1997)

Philip C. Kolin, ed., Confronting Tennessee Williams's A Streetcar Named Desire: Essays in Critical Pluralism (Westport, Conn: Greenwood Press, 1993)

June Shlercker, ed. Feminist Rereading of Modern American Drama (Rutherford: Fairleigh Dickinson University Press, 1989)

Kevin J. Hages, ed. Henry James: The Contemporary Reviews (Cambridge: Cambridge University Press, 1996)

Graham Clarke, ed. The American City : Literary and Cultural Perspectives (New York: St. Matrices Press, 1988)

Ann M. Alpeo, The Courtroom as Forum: Homicide Trials by Dreiser, Wright, Capote and Mailer (New York: Peter Lany, 1996)

Harold Bloom, ed. Theodore Dreiser's An America Tragedy (New York: Chelsea House, 1988)

Claire Virginia Ebz "The Psychology of desire: Veblen's 'Pecuniary Evolution'and Invidious Comparison in Sister Carrie and An America Tragedy" in Studies in America Fiction

Philip Fischer "Looking Around to See Who I Am: Desire's Territory of the Self" ELH 44 (1977): 728-748.

Donald Pager, "American Literary Naturalism: The Example of Dreiser" Studies in American Fiction 5, (1977): 51-64.

Barrie Hagne, "Sociological Theories, Detective Story, Love Affair: The Film Versions of An American Tragedy" The Canadian Review of American Studies 8,2 (1997): 131-153.

Irwing Hoove, ed. Edith Wharton: A Collection of Critical Essays (Englewood Cliffs, N.J. , Prentice-Hall, 1962)

Harold Bloom, ed. Modern Critical Views: Edith Wharton (H.Y.: Chelsea House, 1986)

Ruth Bernard Yeajell, "The Conspicuous Wasting of Lily Bart" ELH,59(1992): 713-734.

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Literatura Inglesa	PGI-3501	Mestrado	4

Obrigatória nas Áreas de Concentração

INGLÊS E LITERATURA CORRESPONDENTE

Ementa:

Os Cursos denominados Tópico Especial terão tópico e programa especificados a cada semestre, a critério do Colegiado. Esses cursos poderão ser repetidos quando os tópicos forem diferentes.

Bibliografia:



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Literatura Norte-Americana	PGI-3502	Mestrado	4
Turma: 1	Período: Segundo	Carga-Horária: 60	Créditos: 4
Sub-Título: The Legacy of Modernism for Contemporary Poetry			
Docentes	Categoria	Carga Horária %	
Maria Lúcia Milléo Martins	Docente	60	100,00
Nº de Docentes: 1		60	100,00



Ementa:

This course examines a selection of Modern and Contemporary American poetry. The selection includes T. S. Eliot, Ezra Pound, William Carlos Williams, Marianne Moore, Gertrude Stein, Mina Loy, Robert Lowell, Elizabeth Bishop, W. S. Merwin, Adrienne Rich, Charles Simic, and James Tate. Along the readings, we will be considering notions and uses of "tradition," features of "the tradition of the new" and its legacy for contemporary poetry.

Bibliografia:

Eliot, T. S. The Complete Poems and Plays, 1901-1950. New York: Harcourt, Brace Jovanovich, 1980.

Pound, Ezra. The Selected Poems of Ezra Pound. New York: New Directions, 1957.

Williams, William Carlos. The Collected Poems of William Carlos Williams. Vols. I and II. New York: New Directions, 1986.

Moore, Marianne. The Complete Poems of Marianne Moore. New York: Penguin Inc., 1981.

Loy, Mina. The Lost Lunar Baedeker: poems of Mina Loy. Ed. Roger L. Conover. New York: Farrar, Straus and Giroux, 1996.

Lowell, Robert. Day by Day. New York: Farrar, Straus and Giroux, 1977.

____. Selected Poems. New York: Farrar, Straus and Giroux, 1977.

Bishop, Elizabeth. Elizabeth Bishop: The Complete Poems, 1927-1979. New York: Farrar, Straus and Giroux, 1983.

Merwin, W. S. The Rain in the Trees. New York: Alfred A. Knopf, Inc., 1988.

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____. An Atlas of the Difficult World: poems 1988-1991. New York: W. W. Norton & Company, 1991.

____. Dark Fields of the Republic: poems 1991-1995. New York: W. W. Norton and Company, 1995.

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____. Fox. New York: W. W. Norton & Company, 2001.

Simic, Charles. The World Doesn't End. New York: Harcourt Brace Jovanovich, Publishers, 1989.

____. Selected Poems, 1963-1983. New York: George Braziller, 1990.

____. The Book of God and Devils. New York: Harcourt Brace Jovanovich, Publishers, 1990.

____. Hotel Insomnia. New York: Harcourt Brace Jovanovich, Publishers, 1992.

____. A Wedding in Hell. New York: Harcourt Brace and Company, 1994.

____. Walking the Black Cat. New York: Harcourt Brace and Company, 1996.

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Tate, James. Distance from Loved Ones. Hanover: Wesleyan University Press, 1990.

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____. Shroud of the Gnome. Hopewell: The Ecco Press, 1997.

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Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Literaturas de Língua Inglesa	PGI-3504	Mestrado	4

Ementa:

Os Cursos denominados Tópico Especial terão tópico e programa especificados a cada semestre, a critério do Colegiado. Esses cursos poderão ser repetidos quando os tópicos forem diferentes.

Bibliografia:

Companion to Literary Myths, Heros and Archetypes. Ed. Pierre Brunel. Trans. Wendy Allatson et ali. London and New York: Routledge, 1996.

Plato: Symposium. Trans. Benjamin Jowett. New York: Oxford University Press, 1920.

Foucault, Michel. "Scientia Sexualis". The History of Sexuality. Vol. I. New York: Vintage Books, Random House, Inc., 1990, 53-73.

____. "Erotics." The History of Sexuality. Vol. II. New York: Vintage Books, Random House, Inc., 1990, 187-225.

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Barthes, Roland. "from A Lover's Discourse." A Barthes Reader. Ed. Susan Sontag. New York: Hill and Wang, 1982, 426-456.

____. "Striptease." A Barthes Reader. Ed. Susan Sontag. New York: Hill and Wang, 1982, 85-88.

____. "The Greatest Cryptographer of Contemporary Myths Talks about Love." The Grain of the Voice: Interviews 1962-1980. New York: Hill and Wang, 1985, 290-305.

Bataille, George. Eroticism. Trans. Mary Dalwood. London and New York: Marion Boyars, 1962.

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Simic, Charles. A Wedding in Hell. New York: Harcourt Brace and Company, 1994.

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Tate, James. Selected Poems. Hanover: Wesleyan University Press, 1991.

____. Worshipful Company of Fletchers. Hopewell: The Ecco Press, 1994.

____. Shroud of the Gnome. Hopewell: The Ecco Press, 1997.



Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Tópicos Especiais em Teoria Literária/Cultural	PGI-3506	Mestrado	4
Turma: 1	Período: Primeiro	Carga-Horária: 60	Créditos: 4
Sub-Título: Postcolonialism - Major Critics			
Docentes		Categoria	Carga Horária %
Sergio Luiz Prado Bellei		Docente	60 100,00
Nº de Docentes: 1			60 100,00
Turma: 2	Período: Segundo	Carga-Horária: 60	Créditos: 4
Sub-Título: Teorias Pós-Coloniais			
Docentes		Categoria	Carga Horária %
Sergio Luiz Prado Bellei		Docente	60 100,00
Nº de Docentes: 1			60 100,00

Ementa:

Os Cursos denominados Tópico Especial terão tópico e programa especificados a cada semestre, a critério do Colegiado. Esses cursos poderão ser repetidos quando os tópicos forem diferentes.

Estudo crítico de textos básicos dos dois autores em termos de sua relevância para a compreensão da lógica pós-moderna de descentramento e desintegração. Os textos primários a serem discutidos incluem: Force and Signification, Of Grammatology, Discipline and Punish, "Prison Talk", "Body/Power", "Truth and Power", Power and Strategies", "The Eye of Power", The History of Sexuality.

2001/1

THIS COURSE IS AN INTRODUCTION TO CULTURAL STUDIES AS PRACTICED BY A FEW MAJOR THEORISTS AND CRITICS: James Clifford, Stuart Hall, Michel de Certeau, Peter Stallybrass, Meaghan Morris, Raymond Williams, Pierre Bourdieu, Tony Bennet, Bill Nichols, Andrew Ross, among others.

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Disciplinas - Oferta no Ano Base

LETRAS / LINGUÍSTICA

Relações Nominais

ANO BASE: 2002

PROGRAMA: 41001010012P-8 LETRAS (INGLÊS E LITERATURA CORRESPONDENTE) - UFSC

DISCIPLINA	Sigla-Número	Nível	Créditos
Trabalho de Pesquisa	PGI-4102	Doutorado	6

Obrigatória nas Áreas de Concentração

LINGUA INGLESA E LINGUISTICA APLICADA

Turma: 1 **Período:** Primeiro **Carga-Horária:** 90 **Créditos:** 6**Sub-Título:****Docentes**

Viviane Maria Heberle

Categoria

Docente

Carga Horária%

90 100,00

Nº de Docentes: 1

90 100,00

Turma: 2 **Período:** Primeiro **Carga-Horária:** 90 **Créditos:** 6**Sub-Título:****Docentes**

José Luiz Meurer

Categoria

Docente

Carga Horária%

90 100,00

Nº de Docentes: 1

90 100,00

Turma: 3 **Período:** Primeiro **Carga-Horária:** 90 **Créditos:** 6**Sub-Título:****Docentes**

Rosa Weingold Konder

Categoria

Docente

Carga Horária%

90 100,00

Nº de Docentes: 1

90 100,00

Turma: 4 **Período:** Segundo **Carga-Horária:** 90 **Créditos:** 6**Sub-Título:****Docentes**

José Luiz Meurer

Categoria

Docente

Carga Horária%

90 100,00

Nº de Docentes: 1

90 100,00

Turma: 5 **Período:** Segundo **Carga-Horária:** 90 **Créditos:** 6**Sub-Título:****Docentes**

Leda Maria Braga Tomitch

Categoria

Docente

Carga Horária%

90 100,00

Nº de Docentes: 1

90 100,00

Turma: 6 **Período:** Segundo **Carga-Horária:** 90 **Créditos:** 6**Sub-Título:****Docentes**

Viviane Maria Heberle

Categoria

Docente

Carga Horária%

90 100,00

Nº de Docentes: 1

90 100,00

**Ementa:**

Monografia elaborada sob supervisão do/a orientador/a e integrada ao projeto final da tese. Investigação da linguagem utilizada por professores em treinamento na avaliação de sua prática de ensino de Inglês como língua estrangeira. Aplicação de noções teóricas e metodológicas com base na gramática sistêmica, análise do discurso e formação de professores como plano piloto para o desenvolvimento da Dissertação de Doutorado.

2001/1 Profa. Barbara

Uma investigação do papel do ensino da pronúncia na aquisição de consoantes finais do inglês por alunos brasileiros. O estudo consiste em uma experiência que envolve pré-teste, seguido por um período de instrução, e um pós-teste. Para o período de instrução o pesquisador elaborará um manual de pronúncia que contem atividades que visam minimizar a produção de vogal epentética na pronúncia das consoantes finais.

2002/1e2 Profa. Viviane

Synopsis:

The purpose of this course is to prepare the students for their research paper and thesis project. Students will discuss relevant theoretical perspectives and will be required to present the paper and the project in written form and then defend their work before two external examiners and his/her advisor.

This semester the relevant literature concerns critical discourse analysis, systemic-functional grammar, teaching education (for Luciani Malatér's work) and rap lyrics (for Marcos Morgado's work).

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2002/1e2 Profa. Viviane

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References (for Marcos Morgado)

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Profa. Lêda Tomitch

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LETRAS / LINGUÍSTICA

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