

Vážení studenti,

Letos poprvé bude zadávání závěrečných prací probíhat elektronicky přes STAG. V záložce témata VŠKP uvidíte témata vypsaná pro váš obor jednotlivými vedoucími prací. Systém je letos v pilotním provozu.

Prvním krokem je registrace: zaregistrujete se ke zvolenému tématu a vedoucímu práce – každý student se registruje pouze na jedno téma. Registrovat se bude možné od pátku 20.12. 2013, musíte se zaregistrovat nejpozději do 15. ledna 2014.

Druhým povinným krokem je konzultace tématu s vedoucím práce. Na tuto konzultaci se musíte dostavit osobně s písemným návrhem osnovy práce, návrhem zdrojů (odborné literatury) a zformulovaným cílem práce. Teprve po konzultaci s vedoucím práce vám téma může být vedoucím práce do 28.2. 2014 schváleno a přijato. Do 31.3. 2014 byste měli mít ve spolupráci s vedoucím práce ve STAGu konečné zadání práce.

Bez zadané práce se v příštím ZS nemůžete zapsat do bakalářského/diplomového semináře!

Pro lepší přehled vám připojujeme návrhy témat tak, jak jsme je zveřejňovali dříve. Nicméně přihlásit se již musíte přes STAG.

## **ORIENTAČNÍ návrhy okruhů pro volbu témat DP\* – didaktika – 2013/2014**

### **1. Becoming a teacher of English**

### **2. Classroom communication**

(teacher talk, use of English, interaction patterns, etc.)

### **3. Evaluating learner progress**

(self-evaluation, peer evaluation, portfolio, etc.)

### **4. Evaluating learner progress – testing**

### **5. Developing learner autonomy**

### **6. Developing writing skills**

(both in the classroom and in the online environment)

### **7. ICT for ELT**

(Internet-based activities for ELT; evaluating multimedia programmes for ELT, etc.)

### **8. Teaching English to learners with special educational needs**

### **9. Aims in ELT**

### **10. Classroom management**

\* Pozn. DP zaměřená na didaktiku anglického jazyka předpokládá realizaci empirického výzkumu.

## 1. Teaching skills

(listening, reading, speaking, writing)

## 2. Teaching selected subskills

(pronunciation, grammar)

## 3. Material teaching aids

(digital classroom resources, internet resources, ICT for ELT, etc.)

## 4. Feedback in English language teaching and learning

*\*\* Pozn. BP zaměřená na didaktiku anglického jazyka se skládá z teoretické a praktické části, kde jsou prezentovány výstupy vlastní činnosti studenta (např. tvorba či hodnocení učebních materiálů).*

*\*\*\* Pozn. BP zaměřená na didaktiku anglického jazyka předpokládá, že student/ka v LS absolvuje povinně volitelný předmět Výzkumné metody a práce s informacemi (PINFU).*

## Návrhy okruhů pro výběr témat literárních a literárně kulturních

### Šárka Bubíková

#### 1) The city and the country in American literature

I welcome students to propose research analyzing the rendition of the city and/or the country in American works of their choice. Suitable for both Bachelor and Diploma papers.

#### 2) American crime fiction

I welcome proposals dealing with the genre of crime fiction, particular traditions within the genre, specific authors and issues (such as ethnicity in crime fiction, depiction of crime/violence/power dynamics, of good and evil, etc.) Students will be expected to frame their analysis in a suitable theoretical framework. Suitable for both Bachelor and Diploma papers.

#### 3) American Young Adult literature (topics, forms, authors, works)

Papers are welcome that will address either specific issues of young adult literature (such as power relationships, peer pressure, coming-of-age, depiction of school/society, coming-out, ethnicity, etc.) or an author and his/her contribution to YA literature; and/or papers dealing with the specifics of YA literature as a genre. Appropriate theory will be sought to frame the literary analysis (I will help with that.) Diploma papers only.

#### 4) Modernism in American fiction

Papers can address variety of issues/methods/techniques of American modernism, can compare it with British texts or can focus on an author/issue/method, can discuss the Lost Generation, Jazz Age, Harlem Renaissance, the ex-patriots; can cover authors such as Henry James, Ernst Hemingway, John Dos Passos, Langston Hughes, F.S. Fitzgerald (with the exception of Great Gatsby as it already was a topic of a paper), etc. Better suitable for Diploma papers.

### **5) American autobiography**

I welcome papers that will discuss the genre of autobiography in American literary context and will analyze a specific text/ compare several texts of autobiographies. Can also discuss works that subvert the genre or consciously blur the lines between fiction and autobiography. Can discuss classics as well as ethnic writers (for ex. Benjamin Franklin, James Weldon Johnson's *The Autobiography of an Ex-Coloured Man*, Ralph Ellison, Richard Wright's *Black Boy*, Jamaica Kincaid's *Annie John*, Sandra Cisneros's *The House on Mango Street*, *Haunch, Paunch and Jowl* by Samuel Ornitz, Anzia Yezierska's *Bread Givers*, etc.) The papers should NOT primarily aim at comparing the literary text with author's life. Better suitable for Diploma papers.

### **6) Issues/genres/theories in Children's Literature**

I am open to proposals focusing on diverse issues/authors/genres of children's literature. For Diploma papers only.

### **Dan Sampey - BP**

*(Regarding the possibilities listed below, students should discuss their proposal with me in detail as soon as possible. Each supervisor only accepts a limited number of BP proposals each year. I will also consult with students about other works of American literature, music or film that they may be interested in writing about. For all topics, some basic research will have to be done to make sure suitable academic sources are available before submitting the form "Návrh tématu." See examples of successful BPs on STAG for examples of suitable types of themes.)*

1) **American dramatic literature and theatrical production** - any author or work will be considered. Especially recommended are themes dealing with **specific aspects** of works by, or issues / activities of women, African-Americans, Native-Americans, Asian-Americans, Jewish-Americans, the Chicano community, new immigrants.

Suggested authors: Susan Glaspell, Lillian Hellman, Langston Hughes, Edward Albee, David Mamet, Arthur Miller, **Anna Cora Mowatt**, Clifford Odets, Eugene O'Neill, Elmer Rice, Susanna Rowson, Sam Shepard, Thornton Wilder, Tennessee Williams, Amiri Baraka, Karen Finley.

2) **American Modernism (early-20<sup>th</sup> century)** – any topic will be considered. Especially recommended are themes dealing with **specific aspects** of:

- a) the "little magazines," jazz, the Lost Generation, Emma Goldman, the Harlem Renaissance, nativism, cubism in the works of Gertrude Stein
- b) any work or works by Djuna Barnes, John Dos Passos, W.E.B. DuBois, William Faulkner, F. Scott Fitzgerald, Ernest Hemingway, Michael Gold, Mina Loy, H.L. Mencken, Gertrude Stein, Anzia Yezierska, Edna St. Vincent Millay, H.D., Marianne Moore

3) **Emily Dickinson, Raymond Chandler, Langston Hughes, William S. Burroughs, Mark Twain** – any topic. Come with ideas or at least a specific work by the author in mind.

4) Influences from and on American literature in the development of **punk rock** in New York in the 1960s-70s

5) **Roles and issues of black women in the American Civil Rights Movement:** Fannie Lou Hamer, Ella Baker, Septima Poinsette Clark, Diane Nash, Vivian Malone Jones. Choose one or two women, find out some basic information about her / their works, organizations, time periods and / or events associated with her / them.

## Petra Smažilová

- 1) **The Depiction of the Pioneer Experience in Willa Cather's *My Ántonia***
- 2) **The American Prairie in the Selected Short Stories of Willa Cather**
- 3) **The Depiction of Racial, Class and Gender Issues in *To Kill a Mockingbird* by Harper Lee**
- 4) **The American West in the Selected Short Stories of Bret Harte**
- 5) **British Epic Theatre and the Influence of Bertolt Brecht on British Drama**
- 6) **In-Yer-Face Theatre**

## Ladislav Vít

### **BP**

- 1) **Cities and songs** - the work will examine popular music and songs about particular English or American cities to trace the image they make of such places, perhaps in a chronological order in order to reflect the historical change in their reception. E.g. New York.
- 2) **Suburbia in the works of John Betjeman and Philip Larkin** – the postwar period is marked with an unprecedented city sprawl and suburban development. This thesis will derive from an analysis of an imaginative response to such phenomena in the poetical works of two leading postwar poets and, in the case of the former, an architectural connoisseur.
- 3) **The mountain topos in twentieth-century prose, poetry and drama** - Using Marjorie Hope Nicolson's study *Mountain Gloom and Mountain Glory: The Development of the Aesthetics of the Infinite* (Ithaca: Cornell University Press, 1959) this work will explore the treatment of this spatial image in selected works of prose, poetry or drama.
- 4) **Home and house in literature** – home and houses - the most elementary and intimate places - are often portrayed in literature in a variety of forms, with a specific emphasis on dwelling, rootedness and their loss. The candidate will choose a group of literary texts and analyze their diverse representations of this existential attribute and spatial image.

### **DP**

- 1) **The ship and sea voyage as *topoi* in Anglo-American prose fiction** – in Romantic and classical imagination (*Moby Dick*, *Ulysses*, *The Rime of the Ancient Mariner*, etc.) the sea, voyage and ship form some of the essential ingredients. The candidate should choose a relevant set of texts and provide a detailed analysis of their literary image and role in the narrative structure.
- 2) **Narrative strategies in 19th novel** - Some 19th century novels are remarkable for their experimentation and craftsmanship of narrative techniques (e.g. *Frankenstein*). This research will focus on *Wuthering Heights* and analyze the possible reasons for, consequences, advantages and limitations of using multiple narrators (Mr. Lockwood and Nelly) as

‘concentric circles’ (frame and inside narrative). This project will use narratological (Stanzel) and/or feminist criticism for support. (one student)

**3) Atavistic regression in 20<sup>th</sup> century fiction** – Modernist art shows fascination with the primitive and primeval. The candidate should propose a set of works suitable for their analysis of the presence of atavistic impulses and tendencies in British and American prose fiction.

**4) History in 20th century literature** - Writers have always found inspiration in times and places other than the ‘here’ and ‘now’. An important part of literary history is science fiction as a form of imagining the future. Yet, besides historical novels, there are other types of writing that use the sci-fi topos of travelling in time in order to return to the past and create its specific image. For example, historical changes can be seen as a continuous struggle for improvement. Therefore, the past is often imagined in utopian, idealistic and romanticizing terms as a site of better life. But there are numerous other ways to be explored and analyzed. Projects for this topic should propose a selection of 20th and contemporary British prose or drama and analyze the image of history they create (e.g. B. W. Aldiss *Frankenstein Unbound*, etc.)

### **Lingvistika:**

**Šárka Ježková**

#### **Diplomové práce**

1. Distribution of direct and indirect speech in English fiction
2. Use of extraposed structures in scientific style

#### **Bakalářské práce**

1. Czech equivalents of English gerund in administrative style / scientific style / fiction
2. Use of ellipsis in academic speech
3. Subordination vs. coordination in academic speech
4. Highlighting structures in academic speech
5. Finite vs. non-finite clauses in various styles

**Petra Huschová**

#### **BP**

Style Markers of Written Instructions

Semantics of the Modal Verb CAN in Scientific Style

Postmodification of Nouns in Administrative Style

Negative Politeness Strategies in Business Correspondence

Inversion and Fronting in Journalistic Style

#### **DP**

Hedging Devices in Academic Writing

Pragmatic Functions of Imperatives in Conversation