

Liebe Studentinnen und Studenten,

herzlich willkommen im neuen Semester! Wir hoffen, dass wir für Sie wieder ein gutes und interessantes Lehrprogramm zusammengestellt haben. Leider standen bei Drucklegung des KoVo die Räume noch nicht fest. Bitte berücksichtigen Sie daher die entsprechenden Aushänge im Flur Anglistik/Amerikanistik (Reichenhainer Str. 39, 2. Stock). Bitte beachten Sie auch, dass der Unterricht für *Erstsemester* erst am Mittwoch, 12. Oktober, beginnt, während die übrigen Veranstaltungen schon am Montag, 10. Oktober, anfangen. Informieren Sie sich daher über die Anfangstermine Ihrer Veranstaltungen. Über kurzfristige Änderungen gibt auch die Homepage der Fachgruppe Auskunft (www.tu-chemnitz.de/phil/english).

Wichtige Termine im Wintersemester 2005/06:

Montag bis Mittwoch	26. September 05. Oktober	ganztägig	Einschreibung Sprachpraxis
Freitag	07. Oktober	9.00 Uhr	Placement Test in C 104
Montag	10. Oktober	7.30 Uhr	Kursbeginn mit Ausnahme der Erstsemester
Dienstag	11. Oktober	18.30 Uhr	Erstsemester-Begrüßung (Club der Kulturen, Thüringer Weg 3)
Dienstag	11. Oktober	20.00 Uhr	1. Treffen des English Club (Club der Kulturen, Thüringer Weg 3)
Mittwoch	12. Oktober	7.30 Uhr	Kursbeginn für Erstsemester
Montag	17. Oktober	7.30 Uhr	Kursbeginn Sprachpraxis
Freitag	03. Februar		Ende der Vorlesungen
Montag bis Freitag	06. Februar 24. Februar		Prüfungsperiode

Wir möchten Sie insbesondere auf das Angebot des **English Club** hinweisen. Beschreibungen finden Sie auf Seite 4 bzw. auf der letzten Seite des KoVo. Beachten Sie bitte auch die Angebote des **Fachschaftsrates der Philosophischen Fakultät**, den Sie in Raum 026, Reichenhainer Str. 39, ansprechen können.

Inhalt:

Lehrveranstaltungen der Anglistik/Amerikanistik.....	6
Lehrveranstaltungen des Sprachpraxisprogramms Anglistik/Amerikanistik.....	24
Informationen zum European Credit Transfer System (ECTS).....	40
Wichtige Hinweise.....	41
Verzeichnis der Lehrenden.....	42

Please note:

Several courses may also be taken by students not enrolled in *Anglistik/Amerikanistik* or *Fremdsprachen in der Erwachsenenbildung*. These are marked separately. The numbers show the appropriate *Semesterzahl*.

BMEKO	=	BA Medienkommunikation
BEUGE	=	BA Europäische Geschichte
BEUST	=	BA Europastudien
MEUST	=	MA Europastudien
MASW	=	Magister Angewandte Sprachwissenschaft
MIKK	=	Magister Interkulturelle Kommunikation
MKTK	=	Magister Kombiprofil Technikkommunikation
MMEKO	=	Magister Medienkommunikation

The English Club

Join us every Tuesday evening from 8.00 p.m. There is always some event (Halloween / Christmas / Scottish folk dancing or whatever party, readings, etc.), followed by the opportunity to have a conversation in English – a good chance to practice your English in an informal atmosphere with native speakers or just with other people who want to practice their English. Remember: **Practice makes perfect!**

For further details, see the notice on the door of the Club room, Club der Kulturen, Thüringer Weg 3, or contact us on the English Department corridor. Look for us on the Internet www.tu-chemnitz.de/stud/club/english/ - or better yet, sign up on the English Club List by sending an email to: majordomo@tu-chemnitz.de containing simply the message: subscribe Englishclub. You will then automatically be kept up to date by mail with the programme being offered. For personal contact you can send an e-mail to jake.heida@s2004.tu-chemnitz.de

Englische Sprachwissenschaft

Prof. Schmied will be on sabbatical leave (*Forschungsfreiemester*) during the winter term of 2005/06. However, he is available for the supervision of *Magisterarbeiten* and is looking forward to seeing you at the Linguistics Colloquium on Wednesdays.

Please remember to apply via email for the Cornwall/Devon study tour in early June 2006 by January 1st (see p. 2 of this KoVo).

Dr. Martin Weißer

Vorlesung: Introduction to Linguistics
Donnerstag, 9.15-10.45 Uhr

MMEKO, BEUST (7400105)
Beginn: 13.10.

This lecture course offers an overview of the basic concepts and methods in English linguistics. You will be shown the essential means necessary for analysing and describing real, as well as literary, language in a scholarly, yet practical way. A companion website will provide you with relevant linguistic information about the main and minor fields of study, such as phonetics/phonology, syntax, semantics, pragmatics, socio-linguistics, dialectology, computational linguistics, etc. Additionally, this site will contain links to exercises, tools & resources for further study.

The lecture will also be accompanied by a tutorial, in which you will have the chance to do more practical exercises, and consolidate your knowledge further.

Reading:

Korte, Barbara / Klaus P. Müller / Josef J. Schmied (2004). *Einführung in die Anglistik*. Stuttgart und Weimar: Metzler.

Dr. Christoph Haase

Vorlesung: Foundations of Grammar: Morphosyntax
Donnerstag, 13.45-15.15 Uhr

(7400101)
Beginn: 13.10.

The focus of this lecture course will be the core grammar of any language, the interaction and dependency relationships between morphology and syntax. Drawing on recent evidence assembled in the crosslinguistic research in grammaticalization we try to establish that processes in morphology such as compounding can be attributed properties of an underlying syntactic mechanism and that therefore more universal patterns of explanation for language hold true and can be applied to morphology and syntax.

Further, we will look at the complex interaction between word order and morphological marking and argue that both are two sides of the same coin. This will lead to an in-depth discussion of the information structure in English, particularly with special respect to phenomena such as semantic causation and its grammaticalized sibling, causativity.

The course is therefore intended to formalize and summarize important grammatical aspects sketched in the "Introduction to English linguistics" lecture course.

Prerequisites: Introduction to English linguistics, passed with good results

Further readings:

Giorgi, Alessandra and Fabio Pianesi (1997). *From Semantics to Morphosyntax*. Oxford: OUP.

Payne, Thomas E. (2002). *Describing Morphosyntax*. Cambridge: CUP.

Dr. Christoph Haase

Proseminar: The Cognitive Study of Language **BEUST, MEUST (7400103)**
Dienstag 13.45-15.15 Uhr **Beginn: 11.10.**

"Cognitive Linguistics [...] is an approach to language that is based on our experience of the world and the way we perceive and conceptualize it." (Ungerer/Schmid 1996: x). This seminar focuses on the most recent developments in the framework of the functional study of language. The cognitive linguistics movement has spawned a large variety of approaches to explain a broad range of grammatical phenomena. According to the most detailed approach to date, the theory of cognitive grammar by Langacker, cognitive linguistics maintains that modules traditionally considered separate are in fact polar ends of a continuum, e.g. the continuum from lexical to grammatical morphemes. In this class we will start at the morpheme level and move upwards to fundamental grammatical categories like nouns and verbs. Cognitive Grammar redefines these categories as units which are essentially symbolic in nature. This means that perceptual principles such as proximity and continuation influence grammatical phenomena such as number for nouns or tense and aspect for verbs. We will investigate how these perceptual principles shape basic word order in English, how transitivity of verbs can be made plausible and what the real meaning of active vs. passive is. Finally, we want to look at how this perspective on language contrasts with competing theories, especially within the more traditional, descriptive framework. Course requirements will be reading assignments of relevant material provided at the beginning of the course as well as presentations on different topics. "Schein" requirements will be a presentation and a term paper.

Prerequisites: Introduction to English linguistics, passed with good results

Further readings:

Croft, William and D. Alan Cruse (2004). *Cognitive Linguistics*. Cambridge: CUP.

Langacker, Ronald W. (2000). *Language and Conceptualization*. Berlin: Mouton de Gruyter.

Ungerer, Friedrich and Hans-Jörg Schmid (1996). *Introduction to Cognitive Linguistics*. London: Longman.

Registration: The number of participants is restricted to 25, organized according to first come - first served. Please register via email (christoph.haase@phil.tu-chemnitz.de) or personally by October 4th.

Dr. Christoph Haase

Proseminar/Hauptseminar: Introduction to Historical Linguistics
BEUST; MEUST **(7400102)**
Donnerstag, 17.15-18.45 Uhr **Beginn: 13.10.**

The observation that languages change over time was made long before the advent of structuralism which discouraged the diachronic study of language until very

recently. However, with modern approaches largely based on the research of syntactic language universals and the typological perspective across languages the study of systematic change in language can be considered as one of the liveliest fields in modern linguistics, encompassing morphology, phonology, syntax and semantics. In this course we will start with the investigation and classification of types of sound change, find rules for sound change and apply the comparative method for the reconstruction of conditioned sound changes. The main part of this seminar is further dedicated to the mechanisms behind grammatical (i.e. morphological and syntactic) change and lexical change such as shared innovation and shared retention. We will also focus on problems of the comparative method when it comes to phenomena like lexical diffusion. Our examples will be drawn predominantly from English; however, we will pay less attention to the "history of the English language" than to the rigorous application of reasoning.

Prerequisites: Introduction to English linguistics, passed with good results

Further readings:

Crowley, Terry (1998). *An Introduction to Historical Linguistics*. Oxford: OUP.

Joseph, Brian D., ed. (2003). *The Handbook of Historical Linguistics*. Malden: Blackwell.

Lass, Roger (1997) *Historical Linguistics and Language Change*. Cambridge: CUP.

Registration: The number of participants is restricted to 25, organized according to first come - first served. Please register via email (christoph.haase@phil.tu-chemnitz.de) or personally by October 4th.

Katrin Voigt, M.A.

Proseminar: Language and Film **BMEKO, MMEKO (7400104)**
Montag, 11.30-13.00 Uhr **Beginn: 10.10.**

Although film is primarily concerned with visual storytelling, "dialogue is important. Crucial story and character information is communicated verbally" (Phillips, 2000). Film dialogue supplies relevant information (which the characters very often only supply for the audience's benefit) but is conventional and pragmatic rather than realistic (Berliner, 1999). Little serious work has been done on this subject, but what characters say and how they say it is crucial to our experience and understanding of every film.

Moreover, it is the dialogues which are important when a film is dubbed into the local language of various target markets (e.g., Germany, Italy and France) or target language subtitles are produced (e.g., in the Scandinavian countries). Dubbing is often criticised for altering films and in this seminar we will tackle some of the issues of dubbing/subtitling: the dubbing process, localisation strategies (adaptations for the target audience), translations, and sociolinguistic aspects of films.

The film *Sliding Doors* will be used as a starting point for discussion, but you can suggest your own favourite film or serial (episode) for your presentation. The films chosen should be available on DVD (English and German version) and might also influence your choice of topic for the presentation.

Please register via email with katrin.voigt@phil.tu-chemnitz.de by September, 30th. A list of presentation topics will be available by mid-September and presentations should be agreed on as soon as possible. Please include your film/serial suggestion in your registration email, so that a list of films can be put together before the seminar starts.

Dr. Martin Weißer

Proseminar/Hauptseminar: Practical Corpus Linguistics

BEUST, MEUST

Montag, 17.15-18.45 Uhr

(7400106)

Beginn: 10.10.

This seminar will first provide you with an introduction into what Corpus Linguistics actually is and what it is 'good for'. After this introduction, we want to look at specific issues in some more detail, such as the composition and collection of individual mono- and multilingual corpora, the use of 'annotation tools' in the widest sense in order to enrich corpus data through e.g. grammatical tagging and other types of annotation. At the same time, we want to explore differences in specific tagsets and their underlying motivations, the use of query languages in order to retrieve useful explanatory data from existing corpora with the help of different concordance programs, etc. An accompanying website will provide small practical exercises for each topic as far as applicable and all participants are also encouraged to create their own exercises to accompany their individual presentations. No technical experience is required to attend, but an interest in 'playing with language' is certainly a good starting point.

In order to register for the course, please send an email to martin.weisser@phil.tu-chemnitz.de by the end of the current semester or as soon as possible thereafter.

Recommended reading:

Kennedy, G. (1998). *An Introduction to Corpus Linguistics*. London: Longman.

McEnery, T./Wilson, A. (2001). *Corpus Linguistics*. Edinburgh: EUP.

Susanne Jantos, M.A.

Übung: English for Academic Purpose (EAP)

Dienstag, 9.15 – 10.45 Uhr

Beginn: 11.10.

Objectivity, clarity, precision – these are THE key terms in English for Academic Purposes (EAP)?

Being able to use English successfully in academic contexts is one of the crucial prerequisites for scientific communication. It is often a problem for students to clarify and express their ideas adequately in academic discourse.

In this course you will learn how to use English as a tool to present your arguments effectively in term papers and oral presentations. After a brief overview of basic theoretical concepts in EAP we will concentrate on practical aspects, such as planning your paper or talk, information structuring techniques, the writing process, and referencing. We will also look at a selection of stylistic and grammatical problems in EAP, as well as syntactic patterns that may help you structure your paragraphs.

For a Schein, students are required to actively participate on a regular basis, to give a short oral presentation., and to hand in several small written assignments.

Relevant papers for individual course preparation will be provided in the first session and during the course.

Registration: The number of participants is restricted to 20. Students enrol via email by 4 October 05 (first come - first served): susjantos@hotmail.com.

The first part of the course will take place on a weekly basis and the second will be a one-day seminar.

Anglistische Literaturwissenschaft

N.B.: Prof. Huber will be leaving Chemnitz for Vienna, where he has been offered the chair of English Literature/Irish Cultural Studies.

Please watch out for special announcements and last-minute additions to/changes of the course programme!

Dr. Sabine Baltes

Vorlesung/Übung: Introduction to the Study of Literature (Theories and Methods)

BEUST (7400205)

Dienstag, 11.30-13.00 Uhr

Beginn: 18.10.

As an introduction to the study of literature, this lecture-cum-seminar course tries to lay the necessary foundations for a scholarly approach to literature and texts in general. That is, the study of literature will be situated in a wider context, i.e. the network of literary communication. This entails

- a discussion of literary genres and their specifics (fiction, poetry, drama, non-fiction)
- an introduction to the basic tools for the study of literature (bibliography, stylistics, rhetorical figures, imagery, metrics, poetics)
- a survey of important critical approaches and methods – as the special focus of this course.

During each unit, sufficient time will be set aside for practical course work, which will include discussion of exemplary texts and student presentations on a selection of important topics.

This course, which requires active participation and which concludes with a written test during the penultimate week, is obligatory for beginners ('Grundstudium') and a prerequisite for 'Proseminare' and the intermediate exam ('Zwischenprüfung').

Required reading:

Korte, Barbara / Klaus P. Müller / Josef J. Schmied (2004). *Einführung in die Anglistik*. Stuttgart und Weimar: Metzler. (ISBN: 3476018946)

Dr. Sabine Baltes

Proseminar: Geoffrey Chaucer, *The Canterbury Tales*

BEUST (7400206)

Mittwoch, 11.30-13.00 Uhr

Beginn: 12.10.

Although it was fated by its author's premature death in 1400 to remain a fragment, Geoffrey Chaucer's most famous work is his narrative poem consisting of tales told by a group of pilgrims entertaining themselves on their way to Canterbury. Told by representatives of the broad spectrum of medieval English society, the stories range from high-minded history and tidy moral tales, via parodies of contemporary romances, down to earthy stories of cuckoldry and seduction. As such they are loosely fitted to their tellers' tastes and professions and tailored to fit into the overarching narrative shape by prologues, interjections or disputes among the characters. In this seminar we shall look at selected tales (in their modern English

verse translation) and, of course, at the famous prologue introducing, with subtle irony, the memorable characters. We shall analyse Chaucer's creative use of traditional narrative elements and place the themes and subjects of the tales into a broader historical and social context.

Prerequisites:

Earning a course credit in this Proseminar presupposes that students have already taken the lecture course "Introduction to the Study of Literature" and that they attend the seminar on a regular basis. Apart from writing a term paper of between 10 and 12 pages, students will be asked to give a short presentation on a specified topic.

Required reading:

Chaucer, Geoffrey. *The Canterbury Tales*, trans. Nevill Coghill. Harmondsworth: Penguin, 2003. (ISBN: 0140424385)

Registration:

To register, students are expected to send an e-mail to sabine.baltes@phil.tu-chemnitz.de before 15 September, 2005, stating their name, semester standing and major subjects. Participation is limited to 30 students.

Dr. Hans-Joachim Hermes

**Proseminar: John Ford: *'Tis Pity She's a Whore*
Montag, 15.30–17.00 Uhr**

**BEUST (7400207)
Beginn: 10.10.**

In this course we will study John Ford's famous and very violent tragedy *'Tis Pity She's a Whore*, which was first published in 1633. Subjects of interest will be plot overview, source(s), analysis of major characters, themes, emblems, motifs, and symbols. Among the themes will be those of incest, religious conflict, intrigue and bloody revenge. Ford's tone is serious and precise, and his verse was described as a „slow solemn rhythm which is Ford's distinct contribution to the blank verse of the period“ (T.S. Eliot). The Chemnitz production (Schauspielhaus) of this typical Jacobean tragedy, which premièred in June 2005, is a spectacular success and will still be in repertoire in the autumn.

Required reading:

Text of *'Tis Pity She's a Whore* in any scholarly English edition, e.g. the annotated edition prepared by A. & C. Black in the New Mermaid Series (ISBN 0-7136-5060-5, price c. 8.90 EUR)

Prerequisites:

Einführungskurs "Introduction to the Study of Literature".

Requirements for Credit:

regular attendance, oral presentation, term paper

Registration:

To register, please send an e-mail to hans-joachim.hermes@phil.tu-chemnitz.de before 15 September, 2005, stating your name, semester standing, and major subjects.

Amerikanistik

Prof. Dr. Evelyne Keitel

**Vorlesung: *Jacksonian Democracy, Westexpansion, Romantik*
Studium generale
Montag, 17.15-18.45 Uhr**

**(7400301)
Beginn: 17.10.**

Die Vorlesungsreihe zentriert sich um die politischen, gesellschaftlichen und kulturellen Entwicklungen der Vereinigten Staaten in der ersten Hälfte des 19. Jahrhunderts.

Ein detaillierter Vorlesungsplan hängt zu Beginn des Sommersemesters im Netz und an der Tür von Rh 39/228.

Eine Anmeldung ist nicht erforderlich. Es wird keine Anwesenheitsliste geführt.

Prof. Dr. Evelyne Keitel

**Hauptseminar: *Die Puritaner, die Bibel und wir*
Mittwoch, 9.15-10.45 Uhr**

**(7400302)
Beginn: 19.10.**

Puritanismus und Bibelkenntnis sind seit Beginn des 17. Jahrhunderts zentrale Bestandteile der amerikanischen Kultur. Heute gehört die Bibel – das am weitesten verbreitete Buch der Welt – zum Kernbestand jenes kulturellen Wissens, das man im amerikanischen Sprachraum *Western Civilization* nennt und das sich, salopp formuliert, *from Plato to Nato* erstreckt. Ohne Bibelkenntnis ist das Verstehen von Kunst, Kultur und Literatur kaum möglich.

Der Sammelbegriff Bibel umfaßt die heiligen Schriften des Judentums und des Christentums. Sie sind in einem zweiteiligen Buch zusammengefaßt, dem Alten und dem Neuen Testament. Das Alte Testament betont den Bund Gottes mit dem Volk Israel und die Offenbarung Gottes durch die Propheten. Das Neue Testament (es entstand erst nach Jesu Lebzeit, der Prozeß der Niederschrift und die umstrittene Auswahl und Bearbeitung der Texte dauerten einige Jahrhunderte) zentriert sich um Jesus in seiner Funktion als Messias und um einen neuen Bund Gottes mit den Menschen, der auch Nicht-Juden offen ist.

Ziel des Seminars ist es, durch eine kurze Vorlesungsreihe in die historischen und geistesgeschichtlichen Bedingtheiten des Puritanismus einzuführen und, mit Hilfe eines Lehrbuchs, mit der Bibel vertraut zu machen. Darüber hinaus sollen – in Form studentischer Präsentationen – diverse Anspielungen auf die Bibel in der Populärkultur der Gegenwart herausgearbeitet und diskutiert werden.

Die Teilnehmerzahl ist auf 30 beschränkt, eine Anmeldung ist daher unabdingbare Voraussetzung für die Teilnahme an dieser Veranstaltung. Die Anmeldung kann entweder persönlich in einer der Sprechstunden oder per E-Mail (evelyne.keitel@phil.tu-chemnitz.de) erfolgen.

Lehrbuch:

Martin Hann. *Die Bibel: KulturKompakt*. Paderborn: Schöningh, 2005. (UTB 2591, € 16.90).

PD Dr. Stefan Brandt

Hauptseminar (Blockseminar): Swashbucklers, Brutes, and Muscular Christians: The Remasculinization of American Literature, 1875-1925

(7400308)

Vorbesprechung: 01. November 2005, 11.30-13.00, dann Block am 16./17. Dezember 2005 & 03./04. Februar 2006 je 10.30-17.00 Uhr Beginn: 01.11.

Recent cultural criticism has shown that the modern «tough guy» hero and the Western code of cold-blooded masculinity are, in fact, modern cultural constructions, shaped by the discourse of anti-genteel and anti-feminist writing around the turn of the 20th century. In this course we will examine under what historical and cultural circumstances the modern «code» of masculinity emerged in the United States and what function it assumed. We will start by taking a look at the ideological roots of this reorientation in the 1870s to 1880s, then move on to the aesthetics of masculinist writing in the naturalist period from the 1890s to the 1900s, and finally explore the overall effects on American literature and culture, especially on the hard-boiled genre in the 1910s to 1920s. While the seminar focuses on negotiations of the masculinist backlash in literature (Henry James, Stephen Crane, Frank Norris, Jack London, Owen Wister, Ernest Hemingway), we will also delve into other discourses, such as painting (Thomas Anshutz, Thomas Eakins), non-fictional writing (Frank Norris, Theodore Roosevelt), and photography (Eadweard Muybridge). The aim of the course is to give you deeper insights into the function and aesthetics of the masculine paradigm shift at the *fin de siècle* so that you will understand the inherent dynamics and performativity of modern gender codes. The course will be held in English.

Credit requirements: Regular attendance and thoughtful participation in class (30%), an oral presentation as part of an expert group (30%), and a final paper (40%).

Required reading: A course reader will be available at the start of the semester.

Seminar papers: The seminar paper will have to be 17 to 20 pages long. It will have to make an original argument about one or more of the texts we have been reading, present this argument coherently and logically, and use both close readings of the text(s) and secondary sources to support it. Every paper should include a «works cited» list of at least six secondary sources and make an effort to consult mostly material published after 1980. **The paper is due March 31, 2006.**

! Note: There is no extension of this deadline. Late essays will not be accepted!

Gunter Süß, M.A.

**Proseminar: HipHop, Part II
Donnerstag, 11.30-13.00 Uhr**

(7400305)
Beginn: 13.10.

Due to popular demand, we will offer the seminar on hip hop again in the winter semester 05/06. HipHop, Part II is not a sequel to the Hip Hop seminar that took place in the summer semester. Instead, it is designed as a reconsideration of its theme, contents, and objectives. Participation in HipHop, Part I is NOT a prerequisite for attending this course.

Following a historical overview of the development of HipHop from the 1970s to the present, we will discuss this musical and cultural form of expression with reference to Malte Friedrich's and Gabriele Klein's book *Is this Real?* (Suhrkamp, 2003) as a

global as well as a local phenomenon and a performative cultural act. Issues of ethnicity, gender, space/place, commercialization, and hybridity will be considered in the second part of the course. Students are asked to present their own interpretations of music videos, lyrics, and other cultural texts.

A reader with relevant essays will be available by the beginning of the semester at *Uni Copy Dietze*.

Credit requirements: Oral presentation, active participation, and term paper.

N.B.: The number of participants in this course is limited to 25. Students of *Anglistik/Amerikanistik* have to register via email (gunter.suess@hrz.tu-chemnitz.de) **before** the semester starts. In order to participate, students of *Anglistik/Amerikanistik* need to have completed the lecture course "Introduction to the Study of Literature" successfully. Please present the *Schein* in the first session of the course.

Gunter Süß, M.A.

**Proseminar: Music Video Ambulance
Donnerstag, 15.30-17.00 Uhr**

**BMEKO, MMEKO (7400304)
Beginn: 13.10.**

From the beginning, music videos have been produced as promotional tools to sell records, and they still function in this way in the realm of a larger "culture industry." Interestingly enough, they have also developed into a vital mode of expression in contemporary cultural production or – if you like – into a form of art. Today, music videos can look back on a considerable history: Illustrated song performances in the 1920s and 1930s, the Beatles movies, and the various appearances of performers on *Top of the Pops* can all be regarded as forerunners of this cultural phenomenon.

In this course, we will concentrate on the development of music videos from the 1980s (the advent of MTV) to the present. In the first part of the seminar, we will discuss formal and stylistic features of different music clips before moving on to an interpretation of their cultural dimension.

Students are asked to bring music videos they find disturbing, have problems with, or adore. We will watch these clips in class and interpret them to give you a keener sense of how music videos work.

A reader with relevant texts will be available by the beginning of the semester at *Uni Copy Dietze*.

Credit requirements: Active participation in the discussion groups and term paper.

N.B.: The number of participants in this course is limited to 25. Students of *Anglistik/Amerikanistik* have to register via email (gunter.suess@hrz.tu-chemnitz.de) **before** the semester starts. In order to participate, students of *Anglistik/Amerikanistik* need to have completed the lecture course "Introduction to the Study of Literature" successfully. Please present the *Schein* in the first session of the course.

Antje Tober, M.A.

Proseminar: The Representation of the Other in Hollywood Cinema (7400307)
Mittwoch, 13.45-15.15 und 15.30-17.00 Uhr; nur während der ersten sieben Semesterwochen (12.10., 19.10., 26.10., 02.11., 09.11., 23.11., 30.11.)

Beginn: 12.10.

This course centers around the concept of 'the Other'. 'The Other', according to French poststructuralist Michel Foucault, is someone who is excluded from power and therefore often victimized. In the course, we will examine portrayals of various forms of otherness: women, African Americans as well as male and female homosexuals. We will discuss Hollywood films like *Do the Right Thing*, *The Color Purple*, *Philadelphia*, and *Alien*. Students are asked to watch one film each week (before the seminar session) in the Medienzentrum (Weinholdbau, Reichenhainer Str. 70, rooms 35, 36 und 37, <http://www.tu-chemnitz.de/sprachenzentrum>). In addition, we will talk about one or two essays relevant for our topic: some of the writings of Sigmund Freud, Laura Mulvey (a feminist film critic), bell hooks (a black feminist critic) and others.

The seminar will take up 180 minutes each week, but only run for seven weeks.

For a *Leistungsschein*, students will have to keep a journal and write a seminar paper (at least ten pages long).

Please register via email (antje.tober@s1998.tu-chemnitz.de) before October 1st.

Subsequently, you will receive information about the first session. You can also register in person in Rh39/229.

The number of participants is limited to 30. Students need to have completed the lecture course "Introduction to the Study of Literature" successfully. Please present the *Schein* in the first session of the course.

Manuela Müller

Proseminar: American Renaissance (7400306)
Mittwoch, 13.45-15.15 und 15.30-17.00 Uhr, nur während der letzten sieben Semesterwochen (07.12., 14.12., 04.01., 11.01., 18.01., 25.01., 01.02.)

Beginn: 07.12.

In the middle of the 20th century, F. O. Matthiessen, looking back on 19th century American literature, wrote a book about some of the most renowned authors of American Romanticism. The book was entitled *American Renaissance*. It compared American cultural productions before the American Civil War to the accomplishments of the European Renaissance of the 15th and 16th centuries. What makes the American authors and their time so great that it justifies drawing such a comparison, is what we want to find out in this course.

American Romanticism is said to have produced some of the most notable writers in the literary history of the United States, even though quite a few of them were regarded with suspicion by their contemporaries (or ignored). Taking the historical and philosophical background – the Jacksonian Democracy, the emergence of Transcendentalism as well as the more problematic aspects of the time such as Indian policy, slavery, and the restriction of women's rights – as a starting point, participants of this seminar will study and discuss selected texts by Ralph Waldo

Emerson, Henry David Thoreau, Herman Melville, Nathaniel Hawthorne, Walt Whitman, Emily Dickinson, Frederick Douglass, William Apess, and others.

Prerequisites: Students of *Anglistik/Amerikanistik* must have completed the lecture course "Introduction to the Study of Literature" successfully. Please present the *Schein* at the first session of the course.

Registration: Register for this course via email by November 24th <manuela.mueller@phil.tu-chemnitz.de>, stating your name, semester standing, and major subjects (and indicate whether or not you want to acquire a *Proseminarschein*).

Prof. Dr. Evelyne Keitel

Übung: Examenskolloquium

(7400303)

Vorbesprechung 02.11.05, 14.00-15.30, Blockseminar an folgenden Tagen Fr/Sa 13./14.01.06, Fr/Sa 27./28.01.06, jeweils 9.15-17.00 Uhr **Beginn: 02.11.**

Ziel dieser Übung ist die systematische Vorbereitung auf die mündliche Magisterabschlußprüfung in der Amerikanistik.

Die Veranstaltung richtet sich zum einen an MA-KandidatInnen, die ihre mündliche Prüfung für die Prüfungsperiode nach dem WS 2005/2006 planen und zum anderen an Studierende im Studiengang Lehramt an Gymnasien bzw. Mittelschulen, die ihre mündliche Prüfung im Mai 2006 ablegen wollen.

Im SS 2006 wird es wiederum ein Examenskolloquium geben.

Das Kolloquium besteht aus einer Vorbesprechung und zwei Wochenend-Intensivkursen (jeweils Freitag und Samstag)

Voraussetzung für die Teilnahme an dieser Veranstaltung ist erstens eine Anmeldung und zweitens die persönliche Anwesenheit während der Vorbesprechung am 02.11.05. Die Anmeldung kann entweder in einer der Sprechstunden oder per E-Mail (evelyne.keitel@phil.tu-chemnitz.de) erfolgen. Sollten Sie sich per Mail anmelden, geben Sie bitte an: 1. was Ihr zweites Fach ist (bzw. was Ihre beiden Nebenfächer sind), 2. in welchem Teilgebiet der Anglistik/Amerikanistik Sie Ihre Fachklausur schreiben werden und 3. welches Ihre beiden Spezialthemen für die mündliche Prüfung sind (eine Auswahl möglicher Prüfungsthemen ist dem Merkblatt "Prüfungen in der Amerikanistik" zu entnehmen, es hängt im Netz und ist auch bei Frau Podsiadly als Ausdruck erhältlich).

Britische und Amerikanische Kultur- und Länderstudien

Prof. Dr. Hans Kastendiek

Vorlesung: Einführung in die Großbritannienstudien

BEUGE, BEUST, MIKK

Montag, 13.45-15.15 Uhr

(7400401)

Beginn: 17.10.

Die Vorlesung gibt einen Überblick über die Entwicklung Großbritanniens seit 1945 und über ausgewählte Grundstrukturen von Wirtschaft und Gesellschaft, Politik und Kultur. Dabei wird insbesondere gefragt, wie sich der Verlust der Weltmachtrolle nach dem Zweiten Weltkrieg und die Veränderungen in den innenpolitischen Kräftekonstellationen auf die britische Gesellschaftspolitik ausgewirkt haben (Postwar Settlement, wirtschaftliches Krisenmanagement, gesellschaftliche Konfliktualität und politische Polarisierung, die „lange Wende“ des Thatcherismus und die Herausbildung von New Labour). Die Teilnahme an der Vorlesung wird dringend empfohlen. Sie vermittelt Grundkenntnisse, die in den Proseminaren über Großbritannien vor-ausgesetzt werden.

Begleitlektüre:

Kastendiek, Hans / Karl Rohe / Angelika Volle, Hrsg. (1998). *Länderbericht Großbritannien. Geschichte – Politik – Wirtschaft – Gesellschaft*. Neuausgabe. Bonn: Bundeszentrale für politische Bildung (nur noch als Buchhandelsausgabe beim Campus Verlag verfügbar; eine dritte, völlig neu konzipierte Auflage wird im Frühjahr 2006 bei der Bundeszentrale erscheinen und kann dann dort sehr preisgünstig bestellt werden; siehe www.bpb.de).

Prof. Dr. Hans Kastendiek

Proseminar: Britain in Close-Up

Dienstag, 15.30-17.00 Uhr

BEUGE, BEUST, MIKK (7400403)

Beginn: 11.10.

The course deals with central issues in British society and politics. Participants will prepare and present reports on topics like "Postwar Consensus", "The British Economy since 1945", "The Development of the Party-Political Landscape since the 1970s", "Class Matters in British Society!?", "Multi-Ethnicity", "The Importance of not Being English: Scotland, Wales and Northern Ireland", "Britain and/in Europe".

Requirements:

Participants who did not attend my lecture course "Einführung in die Großbritannienstudien" are requested to read as soon as possible: David McDowall (1999), *Britain in Close-Up*, New ed., Harlow: Longman.

Tabea Putschli, M.A.

Proseminar: The Peculiar Institution: Slavery in North American History

BEUGE, BEUST, MIKK

(7400402)

Mittwoch, 15.30-17.00 Uhr (12.10., 19.10., 26.10., 2.11.)

Block A 4./5. November 2005 (Freitag 17.15–18.45 Uhr, Samstag 9-18 Uhr)

Block B 18./19. November 2005 (Freitag 17.15–18.45 Uhr, Samstag 9-18 Uhr)

The transatlantic slave trade and the racial slavery system in North America had a profound impact on the formation of the United States. Nevertheless, this influence had been neglected for a long time until the civil rights movement again raised questions on the situation of African-American life and the historical roots of racism. Thus, this seminar focuses on several of these aspects. We will look at the basic mechanisms of the system of slavery in North American colonies. Given that this is a story of and about people, we will examine the active role of enslaved people in shaping their life and destiny. Bearing in mind that historiography is not at all independent from the time of writing, we will then go on with an in-depth study of scholarly works on, and representations of, slavery that give us an insight into some of the major debates that have occurred at various times.

Note: Students who need a "Leistungsschein" are asked to register for the course via e-mail (tabea.putschli@phil.tu-chemnitz.de) by **October 1st** at the latest. A recommended reading list will be made available before the start of the seminar.

Jens Rempel, M.A.

Proseminar: Australia's Indigenous People

BEUGE, BEUST, MIKK

(7400404)

Blockseminar: Freitag, 9.15-10.45 Uhr (14.10., 21.10., 28.10, 04.11.), drei weitere

Blockseminartermine, jeweils Freitag, 9.00-15.00 Uhr (genaue Termine werden in der ersten Sitzung vereinbart)

Australia's Indigenous People refer to themselves as the oldest living culture on earth. This course allows students to investigate the pre-colonial, colonial and post-colonial histories of those peoples living on the Australian continent from times immemorial. Special attention will be drawn to the policies of massacre, race segregation and protection, assimilation, integration and reconciliation which the Indigenous People were subject to within the timeframe 1770 – 2005.

To gain a sound and detailed knowledge in this field, students will examine a wide range of sources, authors, controversial positions and questions. If and how have the world views and value systems of Indigenous Australians changed over time? Did the arrival of the First Fleet in Sydney Cove in 1788 mark the beginning of a period of colonization or invasion? What does the abolition of the *Aboriginal and Torres Strait Islander Commission* as an official Australian governmental institution in March 2005 mean for Indigenous People?

Recommended reading:

Beckett, Jeremy (1994). *Past and Present*. Canberra: Aboriginal Studies Press.

Prof. Dr. Hans Kastendiek

Hauptseminar: Comparative Studies – the Interwar Period in Britain and the USA (1918/1919 – 1939/1941)
BEUGE, BEUST, MIKK (7400405)
Dienstag, 11.30-13.00 Uhr **Beginn: 11.10.**

In Europe as well as in the US, the Interwar Period was a time of tremendous economic, social, cultural and political change if not turmoil. But there was a crucial difference: whereas many countries in Continental Europe experienced new forms of authoritarian and dictatorial regimes, Britain as well as the US maintained the constitutional characteristics of "Western Democracies" – to use the term which has been prominent since the 1950s. Starting with this conventional wisdom we will investigate how the two countries under consideration coped with the economic, social and political crises which marked the period between the end of World War I and the beginning of World War II.

Recommended reading (starters):

Glynn, Sean / Alan Booth (1996). *Modern Britain. An economic and social history.* London and New York: Routledge, Part I, pp. 15 – 165.

Johnson, Paul, ed. (1994). *Twentieth-Century Britain. Economic, Social and Cultural Change.* London and New York: Longman Part II, pp. 149 – 280.

Schwabe, Klaus (2004). Erster Weltkrieg und der Rückzug in die Normalität, 1914 – 1929, in: Peter Lösche / Hans Dietrich von Loeffelholz, eds., *Länderbericht USA. Geschichte – Politik – Wirtschaft – Gesellschaft – Kultur.* 4. Aufl. Bonn: Bundeszentrale für politische Bildung 2004, S. 109 – 128 (der Band kann sehr preisgünstig bei der Bundeszentrale bestellt werden; siehe www.bpb.de).

Junker, Detlef (2004). Weltwirtschaftskrise, New Deal, Zweiter Weltkrieg, 1929 – 1945, in: a.a.O., S. 129 – 152.

Jones, Maldwyn (1995). *The Limits of Liberty. American History 1607 – 1992.* 2nd.ed. Oxford and New York: OUP, esp. chapters 22 and 23, pp. 432 – 476.

(These and further texts will be available at our *Archiv Kultur- und Länderstudien*, Rh. 39, room 212)

Dr. Sebastian Berg

Hauptseminar: British Society and Politics since the 1990s
BEUGE, BEUST, MIKK **(7400406)**
Mittwoch, 11.30-13.00 Uhr **Beginn: 12.10.**

In this course, we will try to identify and explain major changes within British society and politics during the last 15 years. 1990 is a good starting point for investigating recent developments because in this year John Major succeeded Margaret Thatcher as Prime Minister. 1990 was also the year of the first international conflicts (for example, Iraq's seizure of Kuwait) after the end of the cold war. The 1990s were the decade when people became aware of living in a "globalised" world and tried to work out what this meant in terms of social, economic, cultural and political life. Finally: in 1997, there was a change of government that at least for some commentators marked a turning point in British politics, which indicated a change of values and priorities in British society. As a methodological strategy, we can take a particular issue, for example, the question of how "Britishness" was discussed in about 1990

and in the early 21st century respectively, work out how its meaning has changed (or not), and, if it has changed, ask why it did in this way.

A reader with key texts will be provided in the first session.

Recommended reading:

Andrew Gamble (2003). *Between Europe and America. The Future of British Politics.* Basingstoke: Palgrave/Macmillan, Chapter 1: "English Questions", 1-16.

Prof. Dr. Hans Kastendiek

Kolloquium: Studienschwerpunkt Kultur- und Länderstudien **(7400407)**
Donnerstag: 9.15-10.45 Uhr **Beginn: 13.10.**

Die Veranstaltung richtet sich an StudentInnen im Hauptstudium, die die Britischen und Amerikanischen Kultur- und Länderstudien als Studienschwerpunkt gewählt und das Abschlussexamen ins Auge gefasst haben. Sie bietet zum einen die Gelegenheit, einigen theoretischen und methodischen Fragen auf den Grund zu gehen: Was sind die Aufgaben der Kultur- und Länderstudien? Welche Funktion haben sie innerhalb der Anglistik/Amerikanistik? Welcher wissenschaftlicher Disziplinen „bedienen“ sie sich, um ihre Erkenntnisziele zu erreichen? Zum anderen sollen aber auch die praktischen Probleme bei der Vorbereitung auf die Abschlussprüfungen zur Sprache kommen. So werden zum Beispiel einige der kürzlichen AbsolventInnen ihren künftigen NachfolgerInnen über ihre Erfahrungen im „Lebensabschnitt Magisterarbeit“ berichten (Themenwahl und Entwicklung einer zentralen Problem- und Fragestellung, Vorgehen bei der Materialrecherche, der mutige Schritt „vom Lesen zum Schreiben“ etc.).

Bei der konkreten Programmplanung zu Semesterbeginn werden evtl. Teilgruppen gebildet, z. B. für diejenigen, die noch auf der Suche nach einem Thema sind, und für diejenigen, die „schon schreiben“.

Fachdidaktik Englisch

Dr. Joachim Seifert

Vorlesung/ Übung: Einführung in die Fachdidaktik Englisch **(7400801)**
Montag, 9.15-10.45 Uhr **Beginn: 17.10.**

Die Vorlesung mit anschließender Übung macht die Termini der Fachdidaktik bekannt, erläutert die didaktischen Prinzipien und gibt eine grundlegende Einführung in das Fach mit praxisrelevantem Übungsbezug. Die vier Zieltätigkeiten des FSU werden untersucht und Wechselbeziehungen hergestellt. Welche Rolle spielt die Fachdidaktik in Verbindung mit den Disziplinen der Anglistik/ Amerikanistik (Kultur- und Länderstudien, Literatur, Linguistik, hier besonders der „Grammatik“)? Fachdidaktik ist nicht nur schlechthin ein Fach, das für „alle Schulformen, die Lehrer“ von Signifikanz ist, sondern eine Disziplin für Lerner und Lehrende gleichermaßen. Wie lerne ich zu lernen? Wie lerne ich zu lehren? Wie lehre ich zu lernen? Wie lehre ich zu lehren? Alles ist als eine Einheit zu sehen, wobei es Unterschiede zwischen

Erwachsenen und Kindern zu beachten gilt. Deshalb wendet sich die Vorlesung an **alle** Einsteiger in das Fach, **an alle Lehrämter, an alle MA-Studiengänge, besonders aber natürlich an die StudentInnen im Kombinationsprofil "Fremdsprachen in der Erwachsenenbildung"**.

Literatur:

Heuer, Helmut/ Friederike Klippel (1990). *Englischmethodik*. Berlin: Cornelsen.

Vielau, Axel (1997). *Methodik des kommunikativen Fremdsprachenunterrichts*. Berlin: Cornelsen.

Weskamp, Ralf (2001). *Fachdidaktik: Grundlagen & Konzepte, Anglistik- Amerikanistik*. Berlin: Cornelsen.

Dr. Joachim Seifert

Übung: Suche und Aufbereitung von Text- und Unterrichtsmaterial für den Englischunterricht in der Erwachsenenbildung, Erarbeitung von Kursjahresplänen und Einzelstundenkonzepten (7400802)
Montag, 11.30-13.00 Uhr **Beginn: 17.10.**

Die Übung wendet sich an alle StudentInnen der Anglistik/ Amerikanistik, die sich auf irgendeine Unterrichtsform im Rahmen der Erwachsenenbildung in Englisch vorbereiten wollen oder müssen und dafür Rat und Anleitung suchen, da es in der EB in der Regel keine fertigen Lehrpläne und oft auch keine Lehrbücher gibt. Die Veranstaltung endet mit einem Leistungsnachweis, der durch das Abgeben eines schlüssigen Stundenkonzepts, das auch der Gruppe vorgestellt und mit ihr diskutiert wird, erbracht wird.

Literatur:

Borgwardt, Ulf et al. (1993). *Kompendium Fremdsprachenunterricht*. München: Hueber.

Dr. Joachim Seifert

Hauptseminar: Formen eines Offenen Unterrichts unter besonderer Berücksichtigung der Projektarbeit in Kursen der Erwachsenenbildung (7400803)
Dienstag, 7.30-9.00 Uhr **Beginn: 11.10.**

Das Hauptseminar diskutiert die Frage, ob offener Unterricht nur ein Modewort ist oder die Besinnung auf Lernkultur. Wie kann offener Unterricht in der Praxis aussehen? Im Seminar wird besonders auf die Möglichkeiten der Projektarbeit und der Methode Lernen durch Lehren eingegangen. Das Seminar ist mit einer wissenschaftlichen Semesterarbeit über sinnvolle Projektarbeit in den jeweiligen Schultypen verbunden (dafür wird ein Leistungsschein erteilt).

Literatur:

Schiffler Ludger (1985). *Interaktiver Fremdsprachenunterricht*. Stuttgart: Klett.

Graef, R./R.-D. Preller (1995). *Lernen durch Lehren*. Eichstätt.

Vielau, Axel (1997). *Methodik des kommunikativen Fremdsprachenunterrichts*. Berlin: Cornelsen.

Dr. Joachim Seifert

Hauptseminar: Didaktische Spezifika eines Englischunterrichts in Einrichtungen der Erwachsenenbildung (7400804)
Dienstag, 9.15-10.45 Uhr **Beginn: 11.10.**

Das Hauptseminar soll sich folgenden Fragen widmen:

- Europatauglichkeit eines modernen Fremdsprachenunterrichts mit besonderem Bezug auf die englische Sprache im Rahmen der Erwachsenenbildung
- Interkulturelle Aspekte des FSU bei Erwachsenen in Vorbereitung auf die Praxis im allgemeinsprachlichen, fachsprachlichen bzw. beruflichen Sektor
- Autonomer Fremdsprachenerwerb, ein besonders effektiver Weg im FSU bei Erwachsenen, Individualisierung des Lehr- Lernprozesses
- Der Computer als Assistent beim Fremdsprachenerwerb; Lernprogramme, Autorenprogramme; Interaktion via Internet
- Stundenentwürfe zur Arbeit an Fachtexten der Wirtschafts- und Technikwissenschaften; unter Berücksichtigung der o.g. Schwerpunkte und unter aktiver Anwendung der Methode Lernen durch Lehren

Durch das Anfertigen einer schriftlichen Semesterarbeit im Umfang von etwa 15 Seiten und eines zusätzlichen Seminarreferats spezialisieren sich die KursteilnehmerInnen auf ihren Schwerpunkt der Veranstaltung und erwerben einen Leistungsschein.

Literatur:

Borgwardt, Ulf et al. (1993). *Kompendium Fremdsprachenunterricht*. München: Hueber.

Edelhoff, Christoph/Ralf Weskamp (1999). *Autonomes Fremdsprachenlernen*, Ismaning.

Rüschhoff, Bernd/Dieter Wolff (1999). *Fremdsprachen in der Wissensgesellschaft*. Ismaning.

Schröder, Konrad (1999). „Den Fremdsprachenunterricht europatauglich machen“. *FMF-Mitteilungsblatt Thüringen/Hessen*, Nr.14, 13ff.

Hendricks, Wilfried (2000). *Neue Medien in der Sekundarstufe I und II*. Berlin: Cornelsen.

Dr. Joachim Seifert

Übung: Besonderheiten eines FACHSPRACHLICHEN Unterrichts in advanced courses der Erwachsenenbildung (ESP – English in Special Languages)
Mittwoch, 7.30-9.00 Uhr **Beginn: 19.10.**

Die Übung wendet sich an alle StudentInnen der Anglistik/ Amerikanistik, die in Kursen der Erwachsenenbildung unterrichten, unterrichtet werden oder unterrichten wollen. Es soll geklärt werden, was Fachsprache ist, wie viel Alltagsprache wir in der Fachsprache finden, welche besonderen Strukturen allen Fachsprachen weitestgehend gemein sind und welche methodischen Vorgehensweisen in der Fachsprachenarbeit sinnvoll erscheinen, aufgeschlüsselt auf die Wissensschiene (besonders Lexik und Syntax/Morphologie) und die Könnensschiene (die einzelnen Sprachfähigkeiten Hören, Lesen, Schreiben und Sprechen, einschließlich (oder zuzüglich???) der Übersetzung).

Ein Leistungsnachweis kann erbracht werden.

Literatur:

Ulf Borgwardt et al. (1993). *Kompendium Fremdsprachenunterricht*, München: Hueber.

Dr. Joachim Seifert

Kolloquium zu allen praktischen Fragen eines Fremdsprachenunterrichts in der Erwachsenenbildung (7400806)
Mittwoch, 9.15-10.00 Uhr (RH 39/025) **Beginn: 19.10.**

Die Veranstaltung dient dem Informations- und Meinungsaustausch zu allen in Praktika und Hospitationen aufgetretenen Fragen, Unstimmigkeiten, Problemen etc., um Ungereimtheiten aufzudecken, Erfahrungen anderer zu hören und zu erleben. Der Kurs lebt von Beiträgen und Diskussionen der KursteilnehmerInnen. Es kann KEIN Schein erworben werden. Die Veranstaltung wird **nochmals als Versuch** angeboten.

Praktika (Blockpraktika, Praktika im Rahmen des Kombinationsprofils „Fremdsprachen in der Erwachsenenbildung“):

Alle Praktika und entsprechende Termine werden bitte persönlich mit mir abgesprochen. Dazu ist erstmals am Mittwoch der ersten Studienwoche des Wintersemesters 2005/06 von 10.00-10.30 Uhr im Raum RH 39/025 Gelegenheit und dann jeden Mittwoch zur gleichen Zeit in der „Praktikumsberatung“. **Praktikumsscheine werden nur für Blockpraktika erteilt.**

The English Language Practice Programme

What, When, Where...

Placement Test:

Friday 7 October starting at 9:00 a.m. in C 104 in the **Main Building, Reichenhainerstr. 70** for all students in their **1st semester** of English & American Studies (as well as for those who failed it last time). Please bring (a) a pencil (b) an eraser (c) your matriculation number with you. The written test, which will take 2 hours, will be followed by a brief oral test of free-speaking ability. Depending on the number of participants, students should be prepared to be available either on Friday or the following Monday. The results will be hung next to the door of RH 39 Zi. 231 and Zi. 209 by Wednesday 21 October.

New!

Preparation for the Placement Test:

We offer our students the opportunity to practice online for some sections of the placement test. So if you feel like you need some preparation, please visit the following website:

<http://www.tu-chemnitz.de/phil/english/chairs/practlang/placement>

Signing-up for courses:

Please remember that the number of participants in each class [except the Foundation Course] is limited. This means that you must sign up for courses in advance, on the basis of "first come, first served". The registration forms will be up in the corridor outside Room 231, RH 39, **from Monday 26 September to Wednesday 05 October**. Any course that has less than five participants when the lists close will most probably be cancelled.

ALL Language Practice courses will begin this winter semester on **Monday 17 October**. To avoid confusion due to possible changes, neither this KoVo nor the *Vorlesungsverzeichnis* contain details of where classes will take place. You are advised to find this out in good time; please consult our notice-board on the 2nd floor of RH. 39, or the door of Zi. 209/231. ***Due to uncertainties regarding staff availability, we cannot guarantee that all the courses listed here will definitely take place.***

For latest news and **recommended dictionaries and reference books** see our new www pages:

<http://www.tu-chemnitz.de/phil/english/chairs/practlang/books>

What to do when:

Please note that the following DOES NOT imply that there have been any changes in the Studienordnungen; NOT all of these courses will necessarily be compulsory for you.

We strongly recommend that you do the core courses in the following order, since doing a course before you are ready for it can be a very frustrating experience:

Grundstudium

1. **Foundation Course** (if you do not pass the Placement Test)
2. **Integrated Language Course I** (once you have passed the Placement Test)
3. **Integrated Language Course II**
4. **Listening & Reading Comprehension**
5. **Pronunciation**, and
6. **Vocabulary Building**
(4., 5., 6. should ideally all be taken earlier rather than later, i.e. as early in your Grundstudium as they fit into your timetable without completely overloading you with work)
7. **Grammar I / Fremdsprachen in der Erwachsenenbildung: Situational Syntax Mobilization** (highly recommended before taking Translation I)
8. **Translation I** (Do NOT wait until the last semester before your ZP. You might need more than one Translation course. In any case, it is recommended that you take more than one Translation course, if possible, which is why we are putting on a course called "Translation I Part 2".
9. **Translation I Part 2**

Hauptstudium

1. **Grammar II / Fremdsprachen in der Erwachsenenbildung: Contrastive Language Analysis** (preferably before Oral & Written Production and Translation II)
2. **Oral & Written Production**
3. **Integrated Area Studies** (preferably after Oral & Written Production)
4. **Translation II** (which goes towards preparing you for your final exams)
5. **Essay Writing** (also important as exam preparation for anyone who will write an essay in the exam, i.e. Mag/LaG/LaBS students)
6. **Preparation for Final Exams** (which, as the term implies, is the last course you should do before taking your exams)

Please note: Unfortunately, we CANNOT guarantee that every course is offered every semester, nor (in *Grundstudium*) that every course will be offered twice each semester. Please do not forget that the official rule is no more than 15 people in each course. We would like to remind you that organising your programme is your **own** responsibility - which means that you must calculate for yourself how many courses you have to do by what stage of your studies, and plan accordingly.

We would remind you that - unlike learning English at school - the courses offered within the Language Practice side of your studies represent the **minimum** of the time and energy that you should invest to improve your linguistic competence to the extent required by the time you (take your final exams and) complete your studies. You will need to work on your own in developing your skills, for example, through reading (e.g. English and American newspapers and magazines, available in the library and, perhaps more conveniently, on the **Internet**), writing (e.g. *Referate* in English), speaking (e.g. at **English Club** events; for details see p.40), and generally mobilising your English, for instance through a period of **study or work abroad** - something which every student of English should do for **at least six months** (see comment on this and recognition of work done abroad on the next page).

A semester or year abroad

• Financial regulations and restrictions are making a lengthy period of time in an English-speaking country increasingly difficult for students. Nonetheless, we **very strongly** recommend it if somehow possible, for the following reasons (among others) - which will also have an effect on the recognition for credits here in Chemnitz of what you do during your time abroad:

• It offers you the chance to experience all kinds of everyday and constant communicative situations such as we cannot realistically imitate in the classroom.

• It requires you to 'live' the language - assuming you don't spend a lot of your time with German speakers (if you do, you are wasting your time and money!); you will be in a 'total immersion' situation where you must use the language to survive!

• It helps you realise that an English native speaker - whether Australian, American, British, Canadian, Irish or whatever - not only uses a different language to that used in Germany, but also thinks, processes experiences and reacts in a totally different way; in short, that language, communication and social behaviour are all culturally influenced and interdependent.

• It gives you the chance to SPEAK, SPEAK, SPEAK in English - something which you sadly have relatively little chance to do back in Chemnitz (but don't forget the English Club)!

For this reason, we in Language Practice are not so interested in the courses that you may do while abroad: we hope that you will spend your time communicating with the people around you, extending your vocabulary and knowledge of grammatical structures and idioms, learning alternative strategies for expressing ideas (formal/informal, polite/direct) and in what situations which strategies are appropriate, and familiarising yourself with the way in which the native speakers use (and also misuse!) their language.

However, we are aware that you may be putting a lot of work into Language Practice courses while abroad and would remind you that such work can, under certain circumstances, be used to satisfy the requirements - at least in part - for a Language Practice course credit. For further details, see the *Anglistik/Amerikanistik* leaflet, and for advice talk to the Coordinator for Language Practice. This applies whether you are studying abroad or going as an assistant teacher.

Time spent improving your English can often be repaid in hard cash terms already during your studies. Students whose English is particularly good can often earn money by working as teachers, translators or interpreters.

Students are encouraged to use internet possibilities (e.g. www.tu-chemnitz.de/InternetGrammar/) and computer programmes as AIDS FOR LEARNING. However, do not forget that all that material needs to be made your own in order to speak, write and translate English professionally.

Basic Studies (Grundstudium)

Foundation Course

(MKTK 1st Semester)

Wednesday, 13:45-17:00 (Price)

First meeting: 19.10.

If your performance in the Placement Test does not reach the level required for admission to the Integrated Language Course, you will be required to take the Foundation Course.

The course revises and extends your abilities in essential grammar and vocabulary areas and gives you the opportunity to practise oral and written skills. The intensive nature of the course means that you will be expected to do considerable amounts of homework!

Required books:

A good monolingual dictionary (preferably the *Longman Dictionary of English Language and Culture*).

You will be informed about the required course materials at your first meeting.

Integrated Language Course I

(MKTK 1st Semester)

Monday, 15:30-18:45 (Naumann)

First meeting: 17.10.

or

Tuesday, 13:45-17:00 (Naumann)

First meeting: 18.10.

or

Wednesday, 13:45-17:00 (Naumann)

First meeting: 19.10.

or

Thursday, 13:45-17:00 (Naumann)

First meeting: 20.10.

or

Friday, 09:15-13:00 (Naumann)

First meeting: 21.10.

Please note that this course runs over four hours a week, comprising two blocks of 90 minutes each with a short break between them. It forms the first half of the ILC 'package' (to which come ILC II and Listening and Reading Comprehension in the following semester), and focuses primarily on the productive speaking and writing skills required for a broad spectrum of professional fields, with the relevant text and speech functions, and lexical areas linked to specific objective-related topics. The skills include letter-writing (formal/informal), summary and report, review and assessment, role play, informal discussion and more formal debate. Topics are selected with regard to (a) aspects of the target culture(s); (b) students' background and interests; (c) general aspects of global interest.

Grammar is explicitly covered in self-access material with weekly tests.

Course requirements:

1. regular tests on self-access material
2. 2-3 pieces of written work
3. oral performance - content and language - during the semester
4. final test (written work including grammar and lexis and oral exam).

A final grade of less than 4.0 in **any one** of these 4 elements will cause you to fail the course; if you are unable to attend a class-hour for whatever reason, it is up to you to find out (e.g., in the course instructor's office hours or by talking to other members of the course) what came up in that class and what homework was given.

Required books:

a good monolingual dictionary and Alexander, L.G. *Longman English Grammar Practice for Intermediate Students*. Harlow: Longman

Integrated Language Course II

(MKTK 2nd Semester)

Monday, 15:30-17:00 (Phillips)

First meeting: 17.10.

or

Tuesday, 13:45-15:15 (Phillips)

First meeting: 18.10.

or

Wednesday, 13:45-15:15 (Phillips)

First meeting: 19.10.

NB: You **must** normally have passed ILC I before you can take ILC II.

ILC II continues the work and principles of ILC I. The emphasis is on the creative use and practice of the lexis, grammar and functions acquired in ILC I. In addition, it is partly aimed at preparing you for the communicative requirements you will experience in oral situations generally and specifically in the oral exams of the Zwischenprüfung, namely, the 'information gap' and how to bridge it (from both sides!): expressing views, structuring information-communication and arguments, interrupting, clarifying, etc. ILC II also looks in greater depth at the question of adequate reaction (strong, neutral, tentative etc.) and register (formal/informal, spoken/written). The course thus lays the oral and argument structuring skills foundation on which Advanced Studies courses will later build.

Course requirements:

1. 2-3 pieces of written work
2. tests on "False Friends" and additional materials
3. oral performance - content and language - during the semester
4. final test (written work and oral exam).

Required books: as for ILC I.

Listening and Reading Comprehension

Tuesday, 09:15-10:45 (Price)

First meeting: 18.10.

or

Wednesday, 17:15-18:45 (Price)

First meeting: 19.10.

The main purpose of this course is to improve your listening and reading ability by developing understanding for intonation and stress, for different accents, for how to paraphrase at word and sentence level, and for how to quickly assimilate the read and heard information. It is based on authentic material covering different textual types for both listening and reading comprehension (e.g. news broadcasts, interviews, newspaper articles, popular scientific articles, short stories). The course format will include home study, Media Centre work and active participation in the class.

Course requirements:

1. homework (1-2 self-access texts on tape **and** a text to read **and** the relevant exercises each week).
2. 1 - 2 reading and listening tests spaced throughout the term
3. a final reading and listening test
4. Book report (possible requirement).

ILC course credits (Scheine): there is only ONE course credit for [ILC I + ILC II + Listening & Reading Comprehension] combined; however, if you fail one or more of these components, you will be required to repeat it until you achieve a satisfactory grade, e.g., if you fail ILC I, you will **not** normally be allowed to proceed to ILC II until you repeat and pass ILC I.

The **Scheine** will be given out by the **Coordinator**, not the class teachers.

Pronunciation

Monday, 09:15-10:45 (NN)

First meeting: 17.10.

or

Tuesday, 17:15-18:45 (NN)

First meeting: 18.10.

or

Wednesday, 13:45-15:15 (NN)

First meeting: 19.10.

This course, which complements theoretical phonology/linguistics studies, is directed at: 1. drawing your awareness to those areas in English pronunciation particularly difficult for a German speaker, 2. explaining and practising the articulation of specific sounds in English, 3. using controlled practice to help you overcome pronunciation problems, focusing on them as individual sounds, as parts of whole words, and in longer pieces of text. In addition, we will examine 'linking', syllable stress, strong and weak forms, sentence rhythm and intonation patterns. The course also contains an introduction to the phonetic alphabet, so that you learn to read and use transcription.

Course requirements:

1. mid-term test, including written, oral, & transcription exercises
2. final test, including written, oral, & transcription exercises.

NB: A student whose oral performance in the Placement Test was exceptional may be excused certain classes in this course; however, they will still be required to pass the various tests.

(This course can also be taken by students doing the Foundation Course)

Vocabulary Building

(MKTK 2nd Semester)

Tuesday, 11:30-13:00 (Price)

First meeting: 18.10.

or

Tuesday, 13:45-15:15 (Price)

First meeting: 18.10.

This course is designed to expand your useable vocabulary by focusing on specific areas of interest and need, for example: science, environment, etc. The focus is on the meaning of particular words in selected texts, learning how to define them using English words already known, and then using the original words correctly in practical contexts. Short written assignments and exercises are employed to reinforce this procedure. The course will also comprise a section on presentation skills and the language of presentations.

Course requirements:

1. preparation of homework and active class participation
2. 1 - 2 short essays
3. mid-term test
4. final test
5. 1 presentation.

Required material will be available in the Copy Shop Dietze. Required book: a good monolingual English dictionary.

Recommended book:

English Vocabulary in Use (with key).

(This course can also be taken by students doing the Foundation Course)

Grammar I

(MKTK 3rd Semester)

Tuesday, 13:45-15:15 (NN)

First meeting: 18.10.

or

Wednesday, 15:30-17:00 (NN)

First meeting: 19.10.

The course builds on and extends the students' existing abilities by:

- identifying and correcting the most common mistakes (focus on interference problems)
- analysing sentence structures and discussing various grammar points within the framework of a text, i.e., discussing grammar in context and not simply quoting it in isolation from its source

- working through grammar exercises and tasks in order to reinforce and systematise what students may already know

Course requirements:

1. suitable preparation of homework and active in-class participation
2. final test (gap-filling; multiple-choice; translation; sentence creation from given words, etc.).

Required material:

The materials needed (commonly called a "Skript" in German, but called a transcript/reader in English) will be available from the Copy Shop Dietze.

You are advised to take this course after completing the ILC 'package' if possible.

Translation I

Monday, 13:45-15:15 (Phillips)

First meeting: 17.10.

or

Tuesday, 15:30-17:00 (Phillips)

First meeting: 18.10.

This course should ideally only be taken after successful completion of the ILC-package and Grammar I.

The goal of this course is to help you develop the ability to translate correctly and efficiently and to identify the differences and similarities between German and English – especially those caused by interference – and the concept that *translation* is more a matter of *transferring* ideas and concepts from one language to another. Accordingly, great emphasis is put on the use of monolingual dictionaries supported by bilingual ones, rather than the other way around, and the idea that an entry in a bilingual dictionary may not be the one required in a given context. The course has three linked elements:

- short texts emphasise the importance of looking at the text 'as a whole' when transferring the message and the importance of this for selecting grammar and vocabulary elements, as well as the need to develop a 'feel' for the style and flow of the English language;
- individual sentence translation focuses attention on possible traps resulting from language interference and/or intercultural differences;
- sporadic work on 'False Friends' supports the growing awareness that what may seem the easiest alternative is not necessarily the best one – and might even be incorrect!

Course requirements:

1. mid-term 1.5-hour test translation (short text & individual sentences)
2. end-term 1.5-hour test translation (short text & individual sentences)
3. False Friends: Short tests during the term
4. translations written as homework and handed in for correction.

Basic & Advanced Studies

These courses can count towards either the course credit requirements (*Semesterwochenstunden*) of the *Grundstudium* OR *Hauptstudium*. The difference being that the "*Leistungsnachweis*" for those requiring a *Hauptstudium Schein*/credit will be set at a higher and more demanding level.

Translation I Part 2

Wednesday, 11:30-13:00 (Phillips)

First meeting: 19.10.

or

Thursday, 11:30-13:00 (Phillips)

First meeting: 20.10.

What makes a translation good? How important are the individual **words** that we use in a text? How important is the **message**? This course is there to allow anyone who has finished "Translation I" and who still wants to have further practice in the skills necessary for translating, to do so. We will be using a wider variety of text types, including some advertising and literary texts, but we will also work with texts and sentences which could be seen as helpful in preparing for the Translation Zwischenprüfung. Although it is primarily designed for Grundstudium students, this course is also open to Hauptstudium students.

Advanced Studies (Hauptstudium)

Grammar II

Wednesday, 17:15-18:45 (McCulloch)

First meeting: 19.10.

Grammar II carries on from where Grammar I left off. For the most part, it does not present any radically new areas of grammar, rather seeks to deepen those areas already addressed in Grammar I: conditional, Infinitive/-ing, futures, reported speech, static-dynamic verbs, etc. In this course, however, greater emphasis will be placed on understanding grammatical terms, contexts and choices and on the student being able to explain them clearly to the class.

Course requirements:

1. satisfactory preparation and participation in the explanation of homework texts
2. final test (based on the areas worked on in class).

Oral & Written Production (O&WP)

Tuesday, 11:30-13:00 (Phillips)

First meeting: 18.10.

or

Thursday, 13:45-15:15 (Phillips)

First meeting: 20.10.

The course uses 'Information Tasks' to improve the *clarity* with which facts and concepts are communicated in everyday life; 'Scenarios' to develop *flexibility* in situations needing persuasion where the other person's response is unpredictable or requiring instant reaction to unforeseen stimuli and appropriate language use; and 'Seminar Skills' to sharpen the *effectiveness* of contributions to more formal discussions, whether as speaker or audience. Situations of a more professional nature are taken up, and stress is laid on *fluency* and relatively natural communication within the context of meaningful communicative activities, where necessary using notes, rather than pre-written texts. Related written elements emphasise structured writing of the introduction-development-conclusion pattern. O&WP thus fortifies the presentation and reception skills learned in ILC II and acts as a bridge between the written presentation of the IAS course and the more 'academic' skills required in Essay-Writing and final-exam essays. Additionally, the course develops awareness of different lexical possibilities and registers when communicating orally and of the frequent absence of precise one-to-one equivalents in German and English or, in the case where they might seem to exist, their inappropriateness.

Course requirements:

1. suitable performance - language & content - in all Information Tasks & Scenarios
2. suitable preparation & delivery – language & content - in all oral presentations
3. submission of the required pieces of writing
4. suitable performance in final test (scenario, presentation/discussion, written item)
5. a 15 - 20 minute individual oral presentation
6. use of new media.

Integrated Area Studies

Please note that IAS, while concerned with the countries and societies in question, is primarily part of the Language Practice programme; accordingly, inadequate linguistic performance in the various aspects of the course will result in a failing grade.

(NB: Which courses are given depends upon availability of a native speaker from the appropriate country.)

You are *normally* expected to have successfully completed O&WP before proceeding to IAS.

IAS USA

Wednesday 15:30-17:00 (Phillips)

First meeting: 19.10.

The main goals of this course are to:

- i. improve your ability to research topics and interpret the meaning and connotation of the language encountered during research.
- ii. develop a familiarity with the land and the people and more specifically gain an insight into contemporary American society.
- iii. improve your linguistic competence through the presentation and discussion of various topics relating to the social fabric of the US.

In order to avoid a lecture-type situation during class sessions, participants prepare and deliver oral presentations within the context of class discussion and group/pair work, with a written follow-up.

Course requirements:

1. oral presentation on chosen topic
2. written version of presentation
3. assessment of oral skills
4. short final exam on material covered during semester

Compulsory pre-course reading:

IAS Preparation Pack which is available in the Copy Shop Dietze.

IAS New Zealand / Australia

Wednesday 17:15-18:45 (Heller)

First meeting: 19.10.

The successful acquisition of a language stands and falls with the speaker's interest in its roots. These roots, in the form of culture and history of a country, shape its language as much as its citizens.

New Zealand as a Commonwealth country states English as being its first and official language – a reason to have a close look at what is and was really happening down under. How did history take its twists and turns and create a new English accent for which Kiwis are so famous? What happened to the native and original first language, Maori, its people and culture? How does the multi-cultural society (with 30% Chinese speakers in New Zealand's major cities) of New Zealand use their first and official language? Is there a difference between Kiwis and Aussies?

These and other important issues of Aotearoa (political, religious, geographical) will be the main topics of this course.

A crucial requirement for this course is a genuine and sincere interest in New Zealand, which reflects in

- regular active participation
- thorough independent research in the form of background reading, Net-search, etc.
- regular contribution to session topics with small presentations
- an oral presentation on an independently chosen topic
- written version of the presentation.

Students are required to follow a topic schedule agreed on in the first session, while preparing each session with their own contributions to the topics. This is to make this course as student-focussed as possible.

IAS Canada

Thursday, 15:30-17:00 (NN)

First meeting: 20.10.

This course aims at enhancing your knowledge of Canada while improving your English reading and speaking abilities. We will be looking at the main regions of the country from various eclectic points of view: historical, political, cultural, economic, religious, everyday life, wilderness, etc.

The course is meant to be carried almost exclusively by the students, which means continuous participation based on lots of background reading, or even better, some first hand experience you have had in Canada.

Course requirements:

1. weekly readings and participation
2. a 15 minute presentation, plus discussion leadership
3. a written version of the presentation handed in
4. smaller theme contributions.

Translation II

Monday, 11:30-13:00 (Phillips)

First meeting: 17.10.

or

Thursday, 09:15-10:45 (Phillips)

First meeting: 20.10.

Translation II continues where Translation I left off while focusing more on providing you with the ability to translate using refined language and on taking style and register more into account. Great emphasis is placed on seeing lexical items within the text as a whole, rather than as isolated items, and also on text translation, as distinct from sentence translation - i.e., looking for sense and style over a text as a whole, transferring meaning into the target language, rather than merely translating on a word-for-word or phrase-for-phrase basis. Accordingly, longer texts are utilised, forming an important bridge between Translation I and the PFE course.

The texts offer information on the target culture and on relations between English-speaking countries and Germany, but also include extracts from literary texts to practise different styles and underline these differences in a practical, 'hands-on' way. Criteria for the acceptability of a suggested translation will be adequate rendition of information content, appropriateness of style with regard to text type, and stylistic refinement. These criteria assume that, generally, various translation solutions will be acceptable.

Course requirements:

1. mid-term test translation
2. end-term test translation
3. a number of texts written as homework.

Essay Writing

Monday, 13:45-15:15 (NN)

First meeting: 17.10.

or

Tuesday, 15:30-17:00 (NN)

First meeting: 18.10.

This course develops and improves the free-writing skills imparted in IAS and O&WP, while reinforcing the introduction-development-conclusion pattern practised in O&WP and the importance of planning. We begin with descriptive writing, emphasizing the use of adjectives and adverbs to build a written "picture"; the narrative then takes up these pictures into a time sequence; expository writing attempts to bring the written description of a sequence out of a chronological into a logical order; finally, argumentative writing places one logical order over against another for purposes of comparison and contrast. Vocabulary, methods of linking, punctuation, grammar, paragraphing, essay form and style are all touched on in this course.

Essay-Writing is intended as a follow-up to IAS and O&WP, but can also be directed towards your preparation for your final exams.

Course requirements:

1. homework preparation and active participation in class discussions - including discussing one's own essay
2. several essays submitted for correction and discussion
3. a final test.

Preparation for Final Exams

Monday, 11:30-13:00 (NN)

First meeting: 17.10.

or

Thursday, 17:15-18:45 (NN)

First meeting: 20.10.

PFE offers you the chance to hone the skills necessary for *Staatsexamen/ Magisterprüfung Sprachpraxis* under exam conditions. Participants usually write a translation the first week, an essay the second, and then we spend one period going over the translation and general problems arising from the essays. The grading is at exam level and an assessment is usually given that lets the students see where they really stand, and more importantly, how well they are improving. There is also at least one personal interview in the course of the semester. For those who are right before their exams, there is more intensive consultation and guidance (also during the semester pause). In addition, there is usually a meeting once a week (Wednesdays noon to one) to work through the 50 pages of phrasal verbs.

The PFE is intended for those students who have finished Essay Writing and Translation II and are within one year of their exams. There is no Schein for this course, but regular attendance is expected. Students should be aware that lack of practice in the period before the exams (because one knows it all, or is already so good!) can lead to the surprising disaster that a great deal has been forgotten! For this reason also, every attempt is made to accommodate individual situations.

Please make sure you have the course material on hand for the FIRST lesson (available in Copy Shop Dietze)!

European Credit Transfer System (ECTS)

Mit dem *European Credit Transfer System* (ECTS) wird für die Studiengänge der Universitäten innerhalb der Europäischen Union ein einheitliches System von Leistungsbewertung geschaffen, das es den Studierenden ermöglicht, ihre an einer Universität erbrachten Studienleistungen problemlos an jeder anderen Universität innerhalb der EU anerkennen bzw. anrechnen zu lassen. Einen Nutzen hat dieses System für die Studierenden aus Chemnitz, die an einem Austauschprogramm teilnehmen, ebenso wie für unsere Gäste oder für Studienortwechsler innerhalb der Bundesrepublik sowie zwischen den EU-Staaten. ECTS läuft parallel zu den an den Universitäten bereits vorhandenen Systemen.

Das ECTS besteht aus zwei Komponenten:

- Im *Credit System* werden die Studienleistungen pro Studienjahr bemessen, d.h. der Arbeitsaufwand, den die verschiedenen Lehrveranstaltungen (LV) bei einem regelmäßigen Studienverlauf von den Studierenden verlangen.
- Die *Grading Scale* dient dazu, einen gemeinsamen europäischen Standard für die Benotung der individuellen Leistung der Studierenden zu schaffen.

Credit System

Die Bewertung der Studienleistungen durch *credit points* kann in jedem Studienfach anders ausfallen. Für die Anglistik/Amerikanistik gilt:

Proseminar mit Schein	6 Credits
Hauptseminar mit Schein	7 Credits
Vorlesung oder Übung/Proseminar ohne Schein	1,5 Credits
Sprachpraktische LV mit Schein	3,5 Credits

Die *Notenskala (grading scale)* wird in allen Fächern einheitlich sein:

bestanden:	
Note 1,0 - 1,5	A (excellent)
Note 1,6 - 2,0	B (very good)
Note 2,1 - 3,0	C (good)
Note 3,1 - 3,5	D (satisfactory)
Note 3,6 - 4,0	E (sufficient)
nicht bestanden:	
Note 4,1 - 5,0	FX/F (fail)

Wichtige Hinweise

Information zur Fächerkombination nach der *neuen* Magisterprüfungsordnung

Anglistik/Amerikanistik kann als 1. Hauptfach mit einem 2. Magisterhauptfach einer *anderen Fakultät* kombiniert werden. Die Magisterarbeit wird im 1. Hauptfach geschrieben.

Das Hauptfach Anglistik/Amerikanistik kann mit einem anderen Hauptfach der *Philosophischen Fakultät* kombiniert werden. Das Fach, in dem die Magisterarbeit geschrieben wird, gilt als 1. Hauptfach.

Das Hauptfach Anglistik/Amerikanistik kann auch mit zwei Nebenfächern der *Phil. Fakultät* kombiniert werden.

Eines der drei Nebenfächer der Anglistik/Amerikanistik (Englische Literatur- und Kulturwissenschaft, Amerikanische Literatur- und Kulturwissenschaft, Englische Sprachwissenschaft) kann mit einem anderen Hauptfach sowie einem weiteren Nebenfach der *Phil. Fakultät* kombiniert werden.

Eine Kombination des Hauptfaches Anglistik/Amerikanistik mit einem der drei Nebenfächer der Anglistik/Amerikanistik ist nicht vorgesehen. Es ist auch nicht möglich, zwei dieser Nebenfächer zu kombinieren.

Hinweise zu den Hausarbeiten

Ein Ordner mit besonders „gelungenen“ Hausarbeiten steht allen Studierenden der Anglistik/Amerikanistik zur Ansicht zur Verfügung (Frau Podsiadly, R. 213).

Wichtige AnsprechpartnerInnen für Studierende

Allgemeine Fragen zur individuellen Studienplanung, zu Leistungsnachweisen und Prüfungen	Dr. Sabine Baltes Dr. Joachim Seifert Petra Naumann
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Fragen zum Auslandsstudium	Dr. Martin Weißer
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Fragen zu Praktikumsplätzen	Dr. Sebastian Berg
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Alle Informationen zum Studium finden Sie auch im Wegweiser Anglistik/Amerikanistik, den Sie von der homepage (www.tu-chemnitz.de/phil/english) herunterladen oder in den Sekretariaten erwerben können.



TECHNISCHE UNIVERSITÄT
CHEMNITZ

Fachgruppe Anglistik/Amerikanistik
Der Vorsitzende des Prüfungsausschusses
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Merkblatt Zwischenprüfung

Alle Studierenden sollten sich spätestens im 4. Fachsemester zur Zwischenprüfung anmelden.

Die **Anmeldung zur Zwischenprüfung** erfolgt während des vom Prüfungsamt der Philosophischen Fakultät festgesetzten und durch Aushänge veröffentlichten Zeitraums „Prüfungsanmeldung“ (für gewöhnlich sind das zwei Wochen im letzten Drittel des jeweiligen Semesters).

Die Anmeldung erfolgt:

1. beim Prüfungsamt der Philosophischen Fakultät (Wilhelm-Raabe-Straße 43) **und**
2. bei denjenigen Professoren, bei denen die mündlichen Prüfungen abgelegt werden sollen.

Studierende, die sich erst im 5. oder 6. Semester zur Zwischenprüfung anmelden, müssen an einer Studienberatung teilnehmen (Dr. Seifert oder Dr. Baltes; der Vorsitzende des Prüfungsausschusses selbst führt **keine** Studienberatung durch). Die Studienberatung wird auf einem Formblatt bestätigt, das bei der Anmeldung im Prüfungsamt der Philosophischen Fakultät erhältlich ist.

Schein Voraussetzungen und Inhalte der Zwischenprüfung sind im *Wegweiser* ausführlich dargestellt. Außerdem gibt es in den einzelnen Professuren Merkblätter zu fachspezifischen Modalitäten der Zwischenprüfung.

Fehlende Zulassung: Studierende, die sich zwar zur Prüfung gemeldet haben, aber vom Prüfungsamt nicht zugelassen worden sind (beispielsweise wegen noch fehlender Scheine, die nicht nachgereicht werden konnten), müssen denjenigen Professoren, bei denen sie einen Termin für die mündliche Prüfung haben, Mitteilung machen, dass sie nicht zugelassen worden sind (Nachricht per E-mail reicht).

April 2004

gez. Prof. Dr. W. Huber

Verzeichnis der Lehrenden:

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Anglistische Literaturwissenschaft	Podsiadly, Sieglinde	4277	4053	sieglinde.podsiadly
Amerikanistik	Podsiadly, Sieglinde	4277	4055	sieglinde.podsiadly
Britische u. Amerikanische Kultur- und Länderstudien	Zenner, Heike	4285	4054	heike.zenner

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