

# Anglistik & Amerikanistik



## Kommentiertes Vorlesungsverzeichnis

### Wintersemester 2019/2020

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TU Chemnitz  
Philosophische Fakultät

Dear Students,

Welcome to the new (or your first) semester! We hope that, once again, we have compiled an inspiring and interesting course program for you.

Even though we have tried to finalize our scheduling and room booking procedures, room and time changes may occur. Therefore, we would like to ask you to frequently check your (a) e-mail for notifications sent through the English Mailing List\*, (b) our homepage ([www.tu-chemnitz.de/phil/english](http://www.tu-chemnitz.de/phil/english)) for updates, and (c) postings on the bulletin boards on the English and American Studies floor (Reichenhainer Str. 39, 2nd floor).

Unless stipulated otherwise, all courses start in the week of **October 14, 2019**.

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Finally, don't forget to take a look at the **English Club's** regular get-togethers and special events! You will find further information on page 7 and on the final page of this KoVo. Please also note the **Fachschaftsrat der Philosophischen Fakultät**, which has its office in room 312, Thüringer Weg 9.

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\* Upcoming events such as guest lectures and events related to your studies are usually announced via the *English Mailing List*. Students are highly encouraged to sign up at <https://mailman.tu-chemnitz.de/mailman/listinfo/english>.

## Important Events in Winter Semester 2019/20

Weekday	Date	Time	Event
Mo – Fr	23 Sept – 11 Oct		Registration for Jeff Phillip's language courses outside Rh 39/231
Mo – Fr	30 Sept – 11 Oct		Registration for the Placement Test outside Rh 39/231
Wed – Fr Mo – Fr	2 Oct – 4 Oct 7 Oct – 11 Oct		All students taking our language courses <b>MUST</b> take the Placement Test. This for example includes students in the degree programmes BA Anglistik/Amerikanistik, BSc Energy Efficiency and Englishes, Lehramt Grundschule Englisch, etc.  Please note that there is limited course availability for Erasmus students.  Room: Rh 41/338
Wed – Fr Mo – Fr	2 Oct – 4 Oct 7 Oct – 11 Oct		Placement test oral interviews Rh 39/209
Fr	11 Oct	9:00 – 11:00	First semester welcome for B.A. students, Room 2/NK003
Fr	11 Oct	11:00 – 12:00	First semester welcome for M.A. students, Room 2/NK003
Mo	14 Oct	07:30	Lectures and seminars start
Thurs	31 Oct		No classes, Public Holiday
Wed	20 Nov		No classes, Public Holiday
Sa – Su	21 Dec – 5 Jan		No classes, Christmas/New Year's break
Fr	7 Feb		End of lectures Last day to have PVL approved (B.A. only)
Fr	14 Feb		Deadline to register for PL/ term paper (B.A. only)
Mo – Fr	10 Feb – 7 March		Examination period
Fr	27 March		Deadline for PL / term papers (B.A. only)

### **IMPORTANT NOTICE:**

Course registration will be handled individually this semester (i.e., NOT via a central online registration system). You will find information concerning registration procedures in the respective course descriptions.

## General Course Requirements for Students

The general course requirements are officially issued by the lecturers of the English Department and aim at improving the cooperation in class as well as student's academic skills. The requirements establish a fair working atmosphere and are binding for all students.

- **Active participation is required for success in your courses.**
  - Come to class. If you know you cannot attend regularly (at least 12 sessions/80%) for some reason, please speak to your lecturer right away. You will need to arrange how you will participate and interact with other students attending the seminar. Students who are absent frequently may receive additional tasks to complete for the subsequent session. Additionally, the lecturer may include short tests in class that are part of the PVL (Prüfungsvorleistung) or PL (Prüfungsleistung).
  - Come to class ready to participate. You should be eager to answer questions of the lecturer and participate in discussions with your peers.
  - You also need to be able to discuss the assigned readings. This usually entails reading a set text more than once and engaging with it in some way. Write down its main ideas or features. Take note of any terms or concepts that are introduced in the text. What questions do you have for the lecturer and your fellow students? Please remember that we are all responsible for reaching the course objectives and that your participation is important for the other students in the class. Students who do not prepare for the session may be asked to leave.
  - For student presentations, you are required to meet with your lecturer at least two weeks prior to the presentation to discuss its structure as well as its content and to send the presentation to the lecturer at least one week prior to the presentation. If you do not do this, you may lose your presentation slot. Alternative dates can only be given in case of illness.
  - Using smartphones in class does not only distract you, but also your lecturer and your peers. Therefore, you should refrain from using them during class – except if the lecturer asks you to use it for a specific task or classroom response system.
  
- **Additional tasks and supplementary reading can increase your learning and help you reach your short-term and long-term academic goals.**

In addition to the course requirements, you can complete additional tasks to further advance your progress in the course. Here are a few suggestions:

  - Try to find a second complementary text that relates to the assigned reading and analyze how it corresponds to the set text.
  - Find an academic video that relates to the text.
  - Share what you learn during your self-study with your classmates, e.g. by uploading articles or adding links to the course's OPAL website.

Be sure to speak to your lecturer if you need more ideas for self-study.

- **It is essential to follow each section's guidelines, requirements and citation styles (APA/MLA/Chicago) for writing term papers and theses.**

Lecturers will inform you about the specific guidelines for written papers and the due dates for handing them in during the respective course and semester.

- Structural and stylistic standards need to be followed. They will usually be explained in class, summarised on a handout, or, if necessary, discussed during the lecturer's office hour. If you do not follow the requirements, the lecturer can deduct points in the paper. This is especially important for BA students who have already attended a research colloquium in their 4<sup>th</sup> or 6<sup>th</sup> semester and MA students in their 3<sup>rd</sup> semester.
- The thesis, argument and/or outline has to be discussed with your lecturer before you start writing. Otherwise the lecturer can refuse to accept your paper.
- The due dates for term papers are fixed for every individual semester and will be announced at the beginning of the semester (e.g. in the KoVo, page 2). Extensions can only be granted with previous notification by the student on the basis of a reasonable cause (e.g. sickness, impairment, family emergencies). Term papers that are handed in after the due date without early notification (at least one week prior to the due date) or a sufficient cause will receive a failing grade (5.0).

Be sure to talk to the lecturer right away if you have any questions about the course requirements (e.g. due dates, requirements, style sheet).

#### **Contact Persons:**

Student Advisor

Mandy Beck

Language Program and Semester Abroad Requirements

Johannes Pfundt  
Prof. Dr. Josef Schmied

Erasmus

Jessica Dheskali  
Prof. Dr. Cecile Sandten  
Prof. Dr. Josef Schmied

## A note on your English language skills:

While the English Department offers courses that target specific language issues, these courses are only the minimum amount of the time that you should invest to improve your language skills. A major key to your success during your studies and in your career will be the time you spend developing your skills outside of class. This can be done by **reading** (e.g. British and U.S. newspapers and magazines available online), **listening** (e.g. to English-language TV and radio programmes or podcasts), **writing** (e.g. blogs, correspondence, essays, short stories), **speaking** (e.g. at English Club events or with a tandem partner), and **practicing grammar and vocabulary** online or with other self-study materials.

## Reference materials

Students of English need good reference materials in order to work effectively and successfully. The following list of reference materials will help you build a good personal library or list of resources. More sources, including links to online resources, can be found at <https://www.tu-chemnitz.de/phil/english/sections/practlang/improve.php>

## Reference Materials and Resources

### Dictionaries

#### Monolingual Dictionaries

##### For students in all semesters

- Cambridge Advanced Learner's Dictionary – with a CD-ROM for a variety of other applications and exercises
- Longman Dictionary of Contemporary English – with online access to a variety of other applications and exercises, e.g. the interactive form of the Language Activator (see below) and exercises for Academic Writing
- Longman Advanced American Dictionary: The Dictionary for Academic Success – with online access to a variety of other applications and exercises
- Oxford Advanced Learner's Dictionary – with online access to iSpeaker and iWriter

##### For higher semester students in particular

- The American Heritage College Dictionary of the English Language
- Fowler's Concise Dictionary of Modern English Usage

### Bilingual Dictionaries\*\*

- Oxford German Dictionary
- PONS Großwörterbuch Englisch

\*\* Please note that it's important to buy the full version; the smaller school or pocket editions are not sufficient for our purposes.

## Supplementary Dictionaries

- Longman Language Activator – a dictionary combining word explanations with information on collocations and synonyms, including information on register and context-dependent usage
- Oxford Collocations Dictionary for Students of English – provides information on how a word is used in context, i.e. how words can be combined to use English naturally

## Grammar Reference Books

Please note that the most recent editions are listed here but earlier editions will also be sufficient.

- Carter, R., & McCarthy, M. (2006). Cambridge Grammar of English. Cambridge: Cambridge University Press. [ISBN: 9780521674393]
- Huddleston, R., & Pullum, G. K. (2005). A Student's Introduction to English Grammar. Cambridge: Cambridge University Press. [ISBN: 9780521612883]
- Sinclair, J. (2017). Collins Cobuild English Grammar (4th ed.). London: Collins. [ISBN: 9780008135812]
- Swan, M. (2016). Practical English Usage (4th ed.). Oxford: Oxford University Press. [ISBN: 9780194202437]

## Grammar Practice Books

- Azar, B. S., & Hagen, S. A. (2009). Understanding and Using English Grammar (4th ed.). New York: Longman. [ISBN: 9780132464505]
- Hewings, M. (2013). Advanced Grammar in Use (3rd ed.). Cambridge: Cambridge University Press. [ISBN: 9781107539303]

## The English Club

Join us every Tuesday night at 8 p.m. for exciting events and the opportunity to practice your English in a relaxed atmosphere! You'll find us at the Klub der Kulturen, Thüringer Weg 3 (opposite the Mensa on Reichenhainer Straße) in 09126 Chemnitz.

**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 indicate the appropriate *Semesterzahl*.

<b>B_AA</b>	<b>=</b>	<b>B.A. Anglistik/Amerikanistik</b>
<b>B_EG</b>	<b>=</b>	<b>B.A. Europäische Geschichte</b>
<b>B_EE</b>	<b>=</b>	<b>B.A. Energy Efficiency and Englishes</b>
<b>B_Eu</b>	<b>=</b>	<b>B.A. Europastudien</b>
<b>B_InEn</b>	<b>=</b>	<b>B.A. Informatik NF Englisch</b>
<b>B_MP</b>	<b>=</b>	<b>B.A. Media Production</b>
<b>B_PW</b>	<b>=</b>	<b>B.A. Politikwissenschaften</b>
<b>B_PSyCh</b>	<b>=</b>	<b>B.A. Psychologie</b>
<b>M_AA</b>	<b>=</b>	<b>Master Anglistik/Amerikanistik</b>
<b>M_MK</b>	<b>=</b>	<b>Master Medienkommunikation</b>
<b>M_GER</b>	<b>=</b>	<b>Master Germanistik</b>
<b>SELAEn</b>	<b>=</b>	<b>Lehramt an Grundschulen Englisch</b>

## Information for Erasmus Students

Dear Erasmus Students,

Welcome to the English Department at Chemnitz University of Technology! We hope you will enjoy your stay in Chemnitz.

You are welcome to attend some of the Bachelor's seminars offered by the Department. These courses have "**Erasmus**" below their titles.

Erasmus students who would like to improve their English language skills are welcome to attend the Integrated Language Course (ILC) or the Foundation Course (FC) after completing the Placement Test. Please note that there is limited course availability for Erasmus students, however.

The Placement Test will be held before classes begin on the dates listed below. The test has two parts: 1) a computer-based part which tests your writing, grammar and reading skills, and 2) an oral part which evaluates your speaking and pronunciation skills.

To sign up for the Placement Test, please send an e-mail to the Practical Language Programme Coordinator Johannes Pfundt (johannes.pfundt@phil.tu-chemnitz.de).

Please send the following information:

- your first and last name
- the name and city of your home university
- the name of your Erasmus coordinator
- the date and time you wish to take the Placement Test
- an alternative test time in case the time of your choice is no longer available

Below are the test dates and times in October 2019. The test will take place in the computer lab Rh 41/238 (Reichenhainer Straße 41, room 238).

To take the computer-based part of the exam, you must obtain your TUC login (a combination of username and password) from the *Universitätsrechenzentrum* several days prior to your test date and bring the login information with you when you come to take the test.

### Dates for the computer-based part of the Placement Test:

Wednesday, October 2 – Friday, October 4

Monday, October 7 – Friday, October 11

At the computer-based test you will sign up for a time for the oral part of the exam. The oral part of the exam will be held from Wednesday, October 2, to Friday, October 4, and from Monday, October 7, to Friday, October 11, on the day of your computer-based test.

## B.A. Courses English and American Studies, 1st Semester

### Basismodul 1.1: English Language Training: Basics

Jeff Phillips, B.A.

Ü: Foundation Course (FC) (271412-101)  
B\_AA\_1, B\_Ge\_3, B\_Ge\_5, B\_Pä\_1, B\_Ps\_5, SELAEn1

Tuesday, 15:30 – 18:45, 2/W056 (C25.056)

First meeting: 15.10.2019

**Please note: This course extends over TWO periods.**

#### Content:

This course is aimed at students whose performance in the Placement Test was not sufficient for admission to the Integrated Language Course. The course, therefore, focuses on all areas of English language proficiency, namely listening, speaking, reading, writing, grammar, pronunciation, and vocabulary. Students are expected to attend class regularly and fulfill their homework assignments diligently.

#### Materials:

The course is based on the book *Total English* by Araminta Grace and Richard Acklam (ISBN 978-1-4082-6724-0). You can purchase the book from the campus bookstore *universitas* on Reichenhainer Str. 55.

#### Objectives:

Students will improve their English language proficiency to a level satisfactory for the ILC course in the semester break.

#### Requirement for Credits – TUC students:

90-minute final PVL exam

The requirements for admission to the PVL exam will be stipulated by the instructor and announced in the first class meeting.

#### Requirements for Credits – ERASMUS students:

- regular attendance (no more than 2 absences)
- active participation in class
- regular homework completion
- 90-minute final exam

#### Prerequisite for both TUC and ERASMUS students:

Performance in the Placement Test insufficient for ILC.

#### Registration:

Students will learn about their participation in either the Foundation Course or the ILC in the e-mail containing the results of their Placement Test.

Jeff Phillips, B.A.

Ü: Integrated Language Course (ILC)  
B\_AA\_1; SELAEn1, B\_Ge\_3, B\_Ge\_5,

(271412-102-103)

Monday, 13:45 – 17:00 (Group A), 2/W056 (C25.056)  
Thursday, 11:30 – 15:15 (Group B), 2/W056 (C25.056)

First meeting: 14.10.2019  
First meeting: 17.10.2019

**Please note: This course extends over TWO periods.**

**Content:**

This course aims at improving students' English language proficiency in all areas ranging from listening, speaking, reading and writing to grammar, pronunciation, and vocabulary. Structured around topics pertaining to the participants' new experiences as university students at TUC on the one hand and as students of English as a Foreign Language on the other, this course provides language input and opportunities for language practice with a special emphasis on using English for academic purposes, register and style sensitivity, and on critical thinking skills.

**Materials:**

Students are asked to purchase a course pack (file number 40) from *Copyshop Dietze* on Reichenhainer Str. 55.

**Objectives:**

By the end of this course, students will

- have expanded their active and passive vocabulary, esp. with regard to formal academic English, as well as their vocabulary acquisition skills
- have practiced and improved their writing and speaking skills, including a more target-like pronunciation and enhanced presentation skills
- have trained their listening, reading and critical thinking skills
- display increased grammar control

**Requirement for Credits – TUC students:**

90-minute final PVL exam

The requirements for admission to the PVL exam will be stipulated by the instructor and announced in the first class meeting.

**Requirements for Credits – ERASMUS students:**

- regular attendance (no more than 2 absences)
- active participation in class
- regular homework completion
- 90-minute final exam

**Prerequisite for both TUC and ERASMUS students:**

Performance in the Placement Test sufficient for ILC.

**Registration:**

Students will learn about their participation in either the Foundation Course or the ILC in the e-mail containing the results of their Placement Test.

Jeff Phillips, B.A.

Ü: Grammar

(271412-104-105)

B\_AA\_1; SELAEn5; B\_EE\_3

Monday, 11:30 – 13:00 (Group A), 2/W056 (C25.056)

First Meeting: 14.10.2019

Tuesday, 11:30 – 13:00 (Group B), 2/W056 (C25.056)

First meeting: 15.10.2019

Please note: This course is not open to ERASMUS students.

**Content:**

This course analyzes basic and advanced grammar concepts and addresses particular problems Germans frequently have with English grammar. The course builds on the knowledge of grammar gained at school while focusing strongly on linguistic accuracy. Grammar areas such as syntax and punctuation, verb tenses, non-finite forms, adverbials, passives relative clauses, conditional structures and reported speech will be dealt with from a prescriptive as well as descriptive perspective, including stylistic considerations. The course will use a rather holistic approach to grammar, including analyzing texts and grammatical structures, working with grammar references, error correction, language manipulating exercises as well as translation and text production activities, etc.

**Materials:**

Students are asked to purchase a course pack (file number 41) *from Copyshop Dietze* on Reichenhainer Str. 55 and the book Mann, Malcolm & Taylore-Knowles, Steve (2008). *Destination C1 & C2 Grammar and Vocabulary. Student's Book*. United Kingdom: Macmillan Publishers Ltd. ISBN: 3190729557 before the first meeting.

**Objectives:**

By the end of this course, students will

- have improved their understanding of English grammar phenomena, rules and exceptions to the rules
- have increased their confidence in using English grammar
- have obtained a higher degree of grammatical accuracy
- be able to explain grammatical choices and their semantic and/or stylistic effects
- be able to apply their grammar knowledge effectively in productive language use (speaking, writing, translating, etc.)

**Requirement for Credits (TUC students only, no ERASMUS):**

90-minute final PVL exam

The requirements for admission to the PVL exam will be stipulated by the instructor and announced in the first class meeting.

**Prerequisites:**

None

**Registration:**

Please register for this course between **Monday, September 23, and Friday, October 11** via the registration lists posted outside Rh 39/231.

<b>Basismodul 1.3: Professional Skills</b>
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**Prue Goredema, MBS**

**Ü: Information Technology & Study Skills**  
**B\_AA\_1, B\_EE\_3, M\_SM\_3, Erasmus**

**(271431-121-122)**

**Tuesday, 7:30 – 9:00 (Group A), 1/208 (A10.208)**  
**Tuesday, 09:15 – 10:45 (Group B), 1/208 (A10.208)**

**First meeting: 15.10.2019**  
**First meeting: 15.10.2019**

**Content:**

The IT course serves as an introduction to the academic endeavour in that students learn about the standards and practices of various research communities within the digital humanities. The course has three main components: In sessions undertaken in the computer laboratories, students learn how to access a wide range of scholarly resources using electronic databases, digital libraries and selected text collections. Next, students learn the formatting and citation conventions of the Modern Language Association and the American Psychological Association as well as how to use some proprietary cataloguing software. The final component of the course covers formal strategies used to evaluate materials for relevance, reliability and rhetorical appeal.

**Objectives**

By the end of the course, students should be able to:

- find resources using the TU Chemnitz catalogue and EBSCOhost
- evaluate the content and quality of various texts
- produce essays prepared in a range of academic citation styles
- use selected cataloguing software

**Requirements for credits:**

90-minute PVL exam

**Literature:**

A reading list will be issued in class.

**Registration**

During the first session

<b>Kernmodul 2.1: English Language and Culture</b>
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Dr. Matthias Hofmann / Dr. Paul Onanuga

V: Introduction to English Language and Culture (271431-101)  
 B\_AA\_1, SELAEn1, B\_Ge\_3, B\_Ge\_5, B\_Pä\_1, B\_Pä\_3, B\_Ps\_5, M\_Ch\_1,  
 M\_Ch\_3, M\_SM\_3

Wednesday, 07:30 – 09:00, 2/W014 (C25.014)

First meeting: 23.10.2019

**Content:**

This course introduces basic concepts and methods in linguistics as applied to English-speaking cultures. You learn how to adopt a more academic approach to language, and how to put the results into practical use, e.g., in language learning and teaching.

**Objectives:**

You learn to discuss the basic concepts and issues in the various linguistic sub-disciplines of phonology (the study of pronunciation), morphology (word structure and word formation), grammar (sentence structure), and semantics and pragmatics (the study of meaning in the widest sense).

You practice to investigate language structures and entire texts and to understand how language features help to constitute a better text in terms of textuality in the mind of the reader/hearer. Thus, you also learn to deal systematically with problems on an abstract level and to develop strategies to solve them.

**Requirements for credits:**

Active participation in lectures and tutorials, written exam.

**Type of module exam:**

Written test in 2 parts (midterm and final exam).

**Recommended background reading:**

Korte, B., Müller, P., & Schmied, J. (2004). *Einführung in die Anglistik*. 2. Aufl. Stuttgart: Metzler (Kap. 1).

**Registration:** No need to register for this lecture, sign up in the first meeting.

**Textbook (recommended to buy):**

Kortmann, B. (2005). *English Linguistics: Essentials*. Berlin: Cornelsen.

N.N.

T: Introduction to English Language & Culture (271431-107)  
 B\_AA\_1, SELAEn1

Monday, 09:15 – 10:45, 2/N005 (C10.005)

First meeting: TBA

<b>Kernmodul 2.3: English Literatures and Cultures I</b>
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Prof. Dr. Cecile Sandten

V: History of Literatures in English: Reading the Canon and Beyond (271432-101)  
 B\_AA\_1, B\_AA\_3, B\_EE\_3, SELAEn5, B\_EuKA3, B\_EuSA3, B\_EuWA3, B\_Ge\_3, B\_Ge\_5, B\_Pä\_3,  
 M\_DK\_3, M\_Ko\_3, M\_SM\_3, Erasmus

Wednesday, 9:15 – 10:45, 2/N111 (C10.111)

First meeting: 16.10.2019

**Content:**

This lecture course provides an overview of literary history in Great Britain. It covers literary movements such as Romanticism, Victorianism, Edwardianism, Modernism, Postmodernism, and Postcolonialism. The lecture course will focus on selected texts that represent each historical period and the literary movement associated with it. In addition, the course will introduce students to the governing principles of English literature that shaped its literary heritage and history.

**Objectives:**

Prior to introducing the key figures of the literary movements, each period will be situated in its historical and cultural contexts. As such, the lectures will move beyond mere factual introductions in order to both contextualise and characterise the socio-political predicaments of the respective literary figures and genres.

**Prerequisites:**

None

**Requirements for credits/Type of Module Exam:**

Apart from active participation, regular attendance is strongly recommended. For the successful completion of this course there will be one short written assignment due in January 2020: PL Modul 2.3 and PVL Modul 2.4. For LAGS students the requirement is either a 6-page term paper (processing time: 3 weeks) or the preparation of a transcript of 3 lectures.

**Registration:**

There will be a list at the door of my office (Rh 39, room 214). Please register there.

**Set Texts/Required Reading:**

William Shakespeare: *A Midsummer Night's Dream* (1605). Preferably Arden Edition

William Shakespeare: *The Tempest* (1611). Preferably Arden Edition

Aphra Behn: *Oroonoko, or the Royal Slave* (1688)

Daniel Defoe: *Robinson Crusoe* (1719)

**Recommended Reading:**

Poplawski, Paul (ed.) (2007): *English Literature in Contexts*. Cambridge: Cambridge UP.

In addition, a reader with seminal material will be provided at the beginning of the semester.

**Mandy Beck, M.A.**

**V: Introduction to the Study of Literatures in English**  
**B\_AA\_1, SELAEn3, B\_EuKA3, B\_EuSA3, B\_EuWA3, Erasmus**

**(271432-102)**

**Wednesday 11:30 – 13:00, 2/B3**

**First meeting: 16.10.19**

**Content/Objectives:**

Conducting literary studies at university level, this lecture course will provide an accessible introduction to the fundamentals of literary analyses, such as terms, concepts and methods. A number of texts of different genres (i.e. poetry, drama and narrative fiction including examples from the so-called New English Literatures), covering a period from the 17th to 21st century, have been selected. Discussions in class and short assignments will emphasize close reading skills and the development of effective strategies for critical and analytical thinking. Moreover, this lecture will be paying attention to working and research techniques. To that end, you will all be exposed to the essential library and reference tools for serious literary research.

The lecture will be accompanied by a weekly tutorial (details will be announced at the beginning of the course).

**Prerequisites:**

None

**Requirements for credits/Type of module exam:**

Apart from regular attendance, active participation will be expected: as this lecture class also is a community, you are all asked to support that community also as part of your credit points. For the successful completion of the course there will be a **90-minute written exam** at the end of the semester.

Please note: Instead of the written exam, LAGS students are required to attend at least 10 sessions and write a portfolio in order to complete the course.

**Required textbooks:**

Ansgar und Vera Nünning (latest edition): *Introduction to the Study of English and American Literature*. Klett Verlag.

In addition, a reader will be provided at the beginning of the semester.

**Registration:**

There will be a list at the door of my office (Rh 39, room 213). Please register there.

**Carolin Steiner**

**T: Introduction to the Study of Literatures in English**  
**B\_AA\_1, B\_EE\_1, SELAEn3**

**(271432-103)**

**Monday, 17:15-18:45, 2/W015 (C25.015)**

**First meeting: TBA**

<b>Kernmodul 2.5: American Social and Cultural Studies</b>
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Prof. Dr. Klaus Stolz

V: Einführung in die USA Studien (271434-101)

B\_AA\_1, SELAEn\_3, B\_EE\_3, B\_Ge\_3, B\_Ge\_5, B\_Ko\_3, B\_Pä\_3, M\_In\_1, M\_In\_3, M\_Ko\_3,  
Erasmus

Thursday, 9:15 – 10:45, 2/B101 (C22.101)

First meeting: 17.10.2019

**Inhalt:**

Die Vorlesung gibt einen Überblick über Entwicklungslinien und Grundstrukturen der amerikanischen Gesellschaft und Politik. Kernthemen werden sein: von der Kolonie zur Weltmacht zur Supermacht; Wirtschaftsmacht USA; segmentierte Gesellschaft und fragmentierte Politik; "Amerikanismus" als "Civil Religion".

**Qualifikationsziele:**

Grundkenntnisse der USA-Geschichte; Verständnis der im Vergleich zu anderen Ländern besonderen Ausgangs- und Rahmenbedingungen für die Entwicklung von Gesellschaft, Politik und Kultur (Immigration; ethnische, soziale und regionale Segmentierung der Gesellschaft; horizontale und vertikale Fragmentierung der staatlich-politischen Ordnung; Grundlagen und Ausprägungen des amerikanischen Wertesystems).

**Voraussetzungen für die Teilnahme:**

Der regelmäßige Besuch der Vorlesung wird vorausgesetzt, weil sie die Basisbegriffe und Grundkenntnisse für den erfolgreichen Abschluss des Moduls im 3. Studiensemester vermittelt (Seminar "American Society, Culture and Politics"). Für die Nachbereitung der Vorlesungsthemen sind eigenständige gründliche Material- und Literaturrecherchen erforderlich.

**Voraussetzungen für die Vergabe von Leistungspunkten und die Zulassung zur Modulprüfung:**

Die Abschlussklausur zur Vorlesung ist eine Prüfungsvorleistung (PVL) für das Modul. Eine weitere PVL sowie die Prüfungsleistungen für den Modulabschluss sind im Seminar "American Society, Culture and Politics" im dritten Studiensemester zu erbringen.

**Begleitlektüre:**

Peter Lösche (Hrsg.) (2008): *Länderbericht USA. Geschichte, Politik, Geographie, Wirtschaft, Gesellschaft, Kultur*. 5. aktualisierte und neu bearbeitete. Aufl., Bonn: Bundeszentrale für politische Bildung (kann dort sehr preisgünstig bestellt werden; siehe [www.bpb.de](http://www.bpb.de)).

## B.A. Courses English and American Studies, 3rd Semester

### Basismodul 1.2: English Language Training: Skills

Jeff Phillips, B.A.

Ü: Listening  
B\_AA\_3; SELAEn5

(271412-106-107)

Wednesday, 11:30 – 13:00 (Group A), 2/W056 (C25.056)

First meeting: 16.10.2019

Thursday, 15:30 – 17:00 (Group B), 2/W056 (C25.056)

First meeting: 17.10.2019

Please note: This course is not open to ERASMUS students.

#### Content:

This course is aimed at improving the students' ability to listen and understand information well from a range of sources, contexts and varieties. Students will encounter news broadcasts, podium discussions, radio talk shows as well as a number of real-life listening situations where accuracy is paramount such as taking the minutes at a business meeting. Students will learn to gather information through taking notes, and they will solve problems using the information gained through careful listening while at the same time expanding their vocabulary.

#### Objectives:

By the end of this course, students will have improved their English language listening proficiency in the areas of

- listening for main ideas
- listening for details
- understanding speakers from different English varieties
- identifying speaker intentions
- expanding their vocabulary through spoken language
- using listening comprehension to fulfil tasks such as taking notes, writing the minutes, or composing a summary.

#### Requirement for Credits (TUC students only, no ERASMUS):

90-minute final PVL exam

The requirements for admission to the PVL exam will be stipulated by the instructor and announced in the first class meeting.

#### Prerequisites:

Successful completion of module 1.1 "English Language Training: Basics".

#### Registration:

Please register for this course between **Monday, September 23, and Friday, October 11**, via the registration lists posted outside Rh 39/231.

**Mag. Johannes Pfundt**

**Ü: Reading**

**(271412-108)**

**B\_AA\_3; B\_EE\_5; SELAEn5**

**Tuesday, 09:15 – 10:45, 2/W056 (C25.056)**

**First meeting: 15.10.2019**

**Please note: This course is not open to ERASMUS students.**

**Content:**

In this course, students will learn to improve their reading skills to become good and efficient readers. Even though every student has learned “how to read”, not everyone knows how to read effectively. Using a variety of text types, we will address reading skills such as preview reading, skimming and scanning, reading for main ideas, reading for details and reading for inference. Strategies for dealing with unknown vocabulary will play as much a role as skills in using the information gained from reading, e.g. summarizing, paraphrasing or creating charts and tables.

**Materials:**

Students are asked to purchase a course pack from Copyshop Dietze (Reichenhainer Str. 55).

**Objectives:**

By the end of this course, students will be able to

- quickly identify the structure of any written text
- efficiently find specific information
- distinguish main and subsidiary ideas
- identify the line(s) of argument in a piece of writing
- effectively use information gained through reading for their own research and communication purposes such as presentations and term papers

**Requirements for Credits:**

90-minute in-class exam (Prüfungsvorleistung)

The admission requirements for the PVL exam will be stipulated by the instructor and announced in class.

**Prerequisites:**

Successful completion of module 1.1 “English Language Training: Basics”.

**Registration:**

By e-mail: johannes.pfundt@phil.tu-chemnitz.de. Required information: name, semester and student ID.

<b>Kernmodul 2.2: Applied Linguistics</b>
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**Dr. Matthias Hofmann / Dr. Paul Onanuga**

**V: Applied Linguistics**

**(271431-102)**

**B\_AA\_3, B\_EE\_3, SELAEn3, B\_InEn3, M\_In\_1, M\_In\_3, Erasmus**

**Thursday, 07:30 – 9:00, 2/D221 (C24.221)**

**First meeting: 24.10.2019**

**Content:** This lecture covers all major areas of applied linguistics, esp. sociolinguistics, stylistics, psycholinguistics / second-language learning, CALL, language testing, translation studies, discourse analysis, corpus linguistics, contrastive analysis, lexicography and language, thought and culture / intercultural communication. The lecture is based on the critical evaluation of sections in Wikipedia and in Davies, A., & Elder, C. (2004). Handbook of Applied Linguistics. Oxford: Blackwell.

**Objectives:**

In this lecture, students are offered a broad survey of the field and learn about exemplary approaches that also have a practical or job-oriented perspective:

- they learn to look "behind" the cultural and formal variables governing language comprehension or language learning in context,
- they are introduced to the professionalization of "language services", i.e. teaching, text production/editing and translation,
- they see English in a contrastive perspective both to their mother-tongue as well as to intercultural usage / lingua franca situations, and
- they become aware of the possibilities and limitations of computer applications in linguistics.

**Requirements for credits:**

Active participation in lectures and tutorials, written exams.

**Registration:**

No need to register for this lecture, sign up in the first meeting.

**Jasmin Wolfram**

**T: Applied Linguistics**

**(271431-108)**

**B\_AA\_3, B\_EE\_3, SELAEn3**

**Thursday, 11:30 – 13:00, 2/W066 (C25.066)**

**First meeting: TBA**

<b>Kernmodul 2.4: English Literature and Cultures II</b>
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<b>Information: Please choose ONE of the following two seminars.</b>
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**Prof. Dr. Cecile Sandten**

**S: Reading "The Troubles": Northern Irish Literature**  
 B\_AA\_3, B\_EE\_5, B\_Pä\_3, M\_In\_1, M\_In\_3

**(271432-108)**

**Tuesday, 11:30 – 13:00, 2/W035 (C25.035)**

**First meeting: 15.10.2019**

**Content:**

The Good Friday Agreement of 1998 and the destruction of IRA weapons in Summer 2005 raised hopes that the Northern Ireland conflict passed into history, even though cross-communal violence has kept flaring up at regular intervals. The latest Brexit discussions, however, are threatening to interrupt the 20-year peace process in Northern Ireland severely. This seminar will focus on Northern Ireland during the time of the 'Troubles', between the late 1960s and the mid-1990s. Students will first look at the historical background to the conflict, and at the developments after 1998.

**Objectives:**

Apart from taking into account the changing political system of Northern Ireland, learning about the paramilitaries and terrorism, cultural and religious divisions and diverging national aspirations, students will particularly study the literary responses to the conflict. In order to get a scholarly insight into the variety of literary reactions to the 'Troubles', students will read Bernard MacLaverty's novel *Cal* (also filmed in 1984), Deirdre Madden's novel *One by One in the Darkness* (1996), Robert MacLiam Wilson's novel *Eureka Street* (1999), and Siobhan Dowd's novel *Bog Child* (2008). In addition to the novels, and also to broaden students' engagement in other literary genres, poetry, music, and the study two films, namely *A Prayer For The Dying* (1987) by Mike Hodges and *The Crying Game* (1992) by Neil Jordan, will be on the agenda.

**Prerequisites:**

In order to participate, students of Anglistik/Amerikanistik need to have completed the lecture course "Introduction to the Study of Literatures in English" successfully (this does not apply to visiting students).

**Requirements for credits:**

Close readings of primary, historical, theoretical, as well as secondary texts, discussions and oral presentations as part of the allocation of the Credit Points. Each student will give an oral presentation (approx. 15 minutes), write a response paper or prepare questions for discussion (PVL), and write a substantial seminar paper (12-15 pages) (PL).

**Set Texts:**

Burns, Anna. *Milkman*. London: Faber & Faber, 2018.

Dowd, Siobhan. *Bog Child*. Oxford: David Fickling Books, 2008.

MacLaverty, Bernard. *Cal* (1983). London: W. W. Norton & Company, 1995.

Madden, Deirdre. *One by One in the Darkness* (1996). London: Faber & Faber, 2003.

Mulholland, Marc. *Northern Ireland: A Very Short History*. Oxford: Oxford UP, 2002.

Wilson, Robert McLiam. *Eureka Street*. London: Ballantine Books, 1999.

In addition, a reader will be provided at the beginning of the semester.

**Registration:**

There will be a list at the door of my office (Rh 39, room 214). Please register there.

**Mandy Beck, M.A.**

**S: Short Stories and Flash Fiction**

**(271432-110)**

**B\_AA\_3, B\_EuKA3, B\_EuKA5, B\_EuSA3, ERASMUS**

**Thursday, 9:15 – 10:45, 2/B102 (C22.102)**

**First meeting: 16.10.19**

### **Content**

This seminar turns towards the genre of short fiction and its wide scope that includes short stories, flash fiction, mini-sagas and six-word-stories. It will offer an overview of the beginnings and characteristics of short fiction in the English literary canon, origins and types of short stories, and the development of contemporary flash fiction and mini-sagas. Essential questions in this regard, such as "How short can a story be?" or "What does a story need in order to be a story?" will be discussed in the seminar in relation to different aspects (narrative techniques, literary periods, reader response, creative writing). The consideration of a mixture of texts, styles and forms seeks to illustrate the spectrum of short fiction.

### **Objectives**

Students will become familiar with short fiction and deepen their knowledge about various aspects across different literary periods and countries (UK, Canada, New Zealand, etc.). Furthermore, students will engage in close readings and other methods of literary analysis. On the basis of a close engagement with the texts and lively discussions, students will also be encouraged to write their own texts and become acquainted with techniques of creative writing as an interpretation of and/or reaction to the texts they have read.

### **Prerequisites**

In order to participate, students of Anglistik/Amerikanistik need to have completed the lecture course "Introduction to the Study of Literatures in English" successfully (does not apply to ERASMUS students).

### **Requirements for Credit**

The format of this seminar will consist of close readings, creative writing exercises, discussions and contributions.

For the PVL, each student will do an oral presentation (approx. 15 minutes) or write a response paper (2000 words). For the PL, each student will hand in a collection of stories and write a portfolio that reflects on his/her learning process (total: 4-5 stories, 5-7 pages portfolio).

### **Set Texts**

A reader with all texts for readings in class will be available at the Uni-Copy Dietze, Reichenhainer Str 55.

### **Registration**

There will be a list on the door of my office (Rh 39, room 213). Please register there.

## Kernmodul 2.5: American Social and Cultural Studies

Information: B\_AA\_3 students should select one of the following two courses.

Tracy Rammler, M.A.

S: The Civil Rights Movement and American Public Memory (271434-103)  
B\_AA\_3, B\_EE\_5, B\_Pä\_3, SELAEn5, Erasmus

Monday, 15:30 – 17:00, D/221 (C24.221)

First meeting: 14.10.19

### Content

Memories of the past are created and maintained through an array of commemorative practices. Historical markers, memorials, murals and other visual signs mark public space, encouraging the celebration or acknowledgement of past people or events or admonishing society not to forget a traumatic or difficult past. Recently, fiftieth anniversaries of significant national events like the March on Washington or the assassination of Martin Luther King Jr. have served as occasions for remembering, (re)interpreting and (re)negotiating the past in a variety of ways.

The focus of this course will be on the meaning and legacy of the civil rights movement in contemporary U.S. society. We will analyze the processes and politics involved in the commemoration of the movement today, examining recent commemorative projects like the Legacy Museum in Montgomery and exploring the latest controversies over the removal of Confederate monuments in the South.

### Objectives

Course participants will become familiar with the key concepts and theories associated with the study of public commemoration and collective memory and will learn how to apply them to different case studies. By the end of the course, students will be able to explain the complex relationship between memory and identity as well as the social nature of individual memory. Students will be able to critically examine academic articles and apply the concepts and theories of commemoration to a specific research question.

### Prerequisites

Successful completion of the Introduction to U.S. Studies lecture (passed exam).

### Requirements for credits/type of module exam

Active participation in the course, a 20-minute in-class presentation (PVL), and a 12-page term paper (PL). SELAEn and Erasmus students can choose between a term paper and a series of reflective journal entries to be handed in on specific dates during the semester.

### Readings

A reader will be provided on OPAL.

### Registration via OPAL:

Please register via OPAL and attend the first session:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/21177008129?6>

Tracy Rammler, M.A.

S: Racial and Ethnic Relations in the U.S.  
B\_AA\_3, B\_EE\_5, B\_Pä\_3, Erasmus

(271434-105)

Monday, 17:15 – 18:45, 2/W021 (C25.021)

First meeting: 14.10.19

**Content:**

Despite notable progress in racial and ethnic relations in the United States since the 1960s, race/ethnicity remains a critical factor influencing the quality of one's experiences and life opportunities. In this seminar, we will explore key concepts and theoretical perspectives on racial and ethnic relations in the U.S. from a sociological perspective and assess their significance and relevance in explaining contemporary relations between racial and ethnic groups. In addition, we will analyze the impact of various laws, policies and programs, discussing topical issues like racial and ethnic relations in the Trump Era.

**Objectives:**

During the course, students will gain deeper knowledge of the issues concerning racial and ethnic relations in American society and develop essential critical-thinking skills for reading scholarly articles, developing arguments and examining issues from a sociological standpoint.

By the end of the course, students should be able to:

- explain the key sociological theories and concepts used in the study of race/ethnicity in the U.S. and apply them to a specific research question;
- explain how historical patterns of social stratification have created barriers to socioeconomic mobility for some minority groups;
- identify factors that contribute to processes of segregation or integration of racial/ethnic minorities;
- and critically analyze the impact of laws, policies and programs on different racial and ethnic minority groups.

**Prerequisites for participation:**

Successful completion of the Introduction to U.S. Studies lecture (passed exam).

**Requirements for credits/type of module exam:**

Active participation in the course, a 20-minute in-class presentation (PVL), and a 10-12 page term paper (PL). Erasmus students have the choice between three shorter written assignments (4-6 pages) to be handed in during the semester or one 10-12 page term paper to be completed during the examination period (plus a short research proposal) to receive full credit for this class.

**Readings:**

All readings will be made available on OPAL.

**Registration via OPAL:**

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/21177008128?4>

**Ergänzungsmodule (4.1. - 4.5. in the Studienablaufplan):**

For information about courses that are offered in other departments, please consult the departments' websites at the beginning of the semester.

# Master Courses English and American Studies, 1<sup>st</sup> Semester

## Basismodul 1: Translation

Mag. Johannes Pfundt

Ü: Translation German-English in Digital Contexts  
M\_AA\_1

(271412-111)

Tuesday, 13:45 – 15:15, 2/W038 (C25.038)

First Meeting: 15.10.2019

Please note: This course is not open to ERASMUS students.

### Content:

This course serves both to extend students' translation skills acquired in previous courses and to improve their vocabulary skills and level of accuracy in written English. Key principles of translation such as equivalence; translatability; strategies of adaptation; target readership orientation and stylistics will be explored and used in analysing a range of text types. Students will also deepen their knowledge of current translation tools and resources and increase their proficiency in translating.

### Objectives:

By the end of the course, students will

- have improved their understanding of the structural differences of the source language, German, and the target language, English
- assess a variety of German to English translation tasks using linguistic, textual, stylistic and genre conventions
- translate a variety of texts using dedicated software and online resources
- translate a variety of texts using explanatory and parallel texts
- have improved their proofreading and editing skills

### Requirements for Credits:

90-minute PVL exam

The admission requirements for the PVL exam will be stipulated by the instructor and announced in class.

### Prerequisites:

None

### Registration:

By e-mail: [Johannes.pfundt@phil.tu-chemnitz.de](mailto:Johannes.pfundt@phil.tu-chemnitz.de). Required information: Name, semester and student ID.

<b>Basismodul 1.3: Professional Skills</b>
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Jessica Dheskali, M.A.

**S: English as an International Academic Language**  
M\_AA\_1, M\_Ch\_1, M\_Ch\_3, M\_In\_1, M\_In\_3

(271431-103)

Wednesday, 11:30 – 13:00, 1/375 (A10.375)

**First Meeting: 23.10.2019**

**Content:**

This course introduces students to a broad variety of "Englishes" that are used as a *lingua franca* in science and technology. I will present a wide range of theoretical and practical approaches, from concepts to practical text optimization. Students will learn to improve their own drafts and the drafts of their fellow students.

**Objectives:**

By the end of the course, students will

- have a basic idea of different genres/text-types of English as a lingua franca world-wide,
- can distinguish academic genres and sub-genres according to level and audience/readership (from student papers to PhD theses, from conference talks to research articles),
- have developed an awareness of basic linguistic means that help to create effective academic texts (like "hedges", "cohesion", etc.),
- know different research methodologies,
- have a clear idea of conventions in different culture-specific traditions,
- have tried to write small research texts (abstracts, proposals, reviews) by themselves.

**Requirements for credits:**

Besides regular attendance and active participation in the seminar, students have to hand in three small texts (abstract, research proposal/project poster, review).

<b>Basismodul 1.4: Cultural Encounters</b>
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Dr. Eike Kronshage

S: Encountering the Other in Shakespeare

(271432-104)

M\_AA\_1, M\_DK\_3, M\_Ko\_3, M\_In\_1, M\_In\_3

Tuesday, 17:15 – 18:45, 2/W038 (C25.038)

First meeting: 15.10.2019

**Content:**

Shakespeare's plays negotiate questions of Otherness, of selfhood, of identity construction, of exclusion and inclusion. The seminar will investigate these issues by discussing the Other in terms of race (*Othello*), class (*2 Henry VI*), gender (*Taming of the Shrew*), and religion (*King John*). It thus provides a good overview of Shakespeare's work by reading a comedy, a tragedy, and two history plays. Therefore, Shakespeare experts are just as welcome as students who hitherto had no or little contact with the Bard's dramatic work.

**Objectives:**

We have three sessions per play: Discussion of each play will contain a close reading (session 1), scholarly criticism (session 2), and a stage performance/film production (session 3). Thus, students will practice analysis of dramatic texts on both page and stage. Cultural studies concepts like intersectional discrimination with its focus on race, class, gender, and religion, will serve as an entrance point for analyzing literary texts. Students may therefore expect a seminar that equally values theoretical and methodological approaches from literary and cultural studies.

**Prerequisite:**

I expect students to be acquainted with the analysis of dramatic texts and performances. If you wish to refresh your knowledge, I recommend Manfred Pfister's *Theory and Analysis of Drama* (CUP 1991) / *Das Drama: Theorie und Analyse* (Fink, 2001).

**Requirements for credit:**

Regular attendance as well as reading and preparing the set texts for discussions is required and part of the Credit Points allocation.

PVL: Writing exercise (details in class).

PL: A substantial seminar paper (15-18 pages).

**Set Texts/Required Reading:**

These editions only. I repeat, these editions only. And, just to make sure that all students use these editions only, let me say it once more: These editions only (use ISBN numbers to get the correct editions!).

- Shakespeare, *Othello* (Arden Shakespeare Third) [ISBN 978-1903436455]
- Shakespeare, *Henry VI, Part 2* (Arden Shakespeare Third) [ISBN 978-1903436639]
- Shakespeare, *Taming of the Shrew* (Arden Shakespeare Third) [ISBN 978-1903436936]
- Shakespeare, *King John* (Arden Shakespeare Third) [ISBN 978-1904271390]

And don't forget: *No other editions allowed* (I am really serious about this), because we will be working with the critical apparatus provided by these editions.

We will be reading the plays in this order.

**Registration:**

By e-mail: eike.kronshage@phil.tu-chemnitz.de. Required information: Name, semester, student ID, and status (e.g. ERASMUS, AA student, EEE student etc).

## Schwerpunktmodul 5.1: Teaching English to Speakers of other Languages (TESOL)

Prue Goredema, MBS

S: Intercultural Second Language Acquisition Theory  
MA\_AA\_1, Erasmus

(271431-123)

Wednesday, 09:15 – 10:45, 1/208

First meeting: 16.10.2019

**Content:**

Vocabulary, grammar, pronunciation, pragmatics and procedural knowledge are all a mere selection of factors that are indicative of a learner's target language proficiency: How learners acquire these and other competencies is the subject of this semester-long sojourn into the realm of language acquisition. Theories pertaining to psychology, cognitivism, information processing and contemporary teaching practice are covered, and students are alerted to the controversies and inconsistencies in the field, as well as to some areas for further exploration.

**Objectives:**

By the end of the course, students should be able to:

- describe the leading models of the mechanisms by which learners acquire the key language skills
- write knowledgeably about the key language acquisition theories that underlie sound teaching practice
- discuss contemporary perspectives on language learning in digital environments

**Requirement for Credits:**

60-minute PVL exam

**Registration:**

During the first session.

**Literature:**

A reading list will be published on Moodle, and key texts will be available on the course reserve shelf at the University Library - Campus Bibliothek I - Pegasus Haus, Reichenhainer Str 29 A.

<b>Schwerpunktmodul 5.2: English as a Global Language</b>
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**Dr. Matthias Hofmann**

**S: Intercultural and Digital English World-Wide**  
**M\_AA\_1, M\_AA\_3, Erasmus**

**(271431-105)**

**Tuesday, 09:15 – 10:45, 2/D101**

**First meeting: 22.10.2019**

**Content:**

“Standard English” as a variety of English is only spoken by a minority of all native speakers of English, Received Pronunciation as an accent of English is spoken by even fewer. Both, however, provide the basis for teaching and testing English as a second or foreign language (TOEFL, Cambridge certificate exams, etc.) all over the world. In spite of the teaching conventions, many varieties of English are far from being „standard“ not only in terms of their grammar, but also in lexis, phonology, and even semantics. In this seminar, we will investigate precisely these linguistic features that distinguish regional and social varieties world-wide, based on, for example, recent online reference tools, such as the *World Atlas of Variation in English – eWAVE* (2011). We will examine English usage in mass-media, in public and private conversation and in materials used for teaching English around the globe. We further look at the implications for teaching English that derive from global diversity, as exemplified in the Oakland school boards' amendment of the Ebonics policy in 1997. The seminar will also offer insights into ways in which learners' and speakers' cultural background and first languages affect the use and acquisition (or learning?!) of English.

**Objectives:**

You will be able to recognize and describe varieties of English and learn to study them in detail e.g. in phonology, morphology, syntax, lexicology, and semantics. Moreover, you will learn how language teaching and the local variety of English are interrelated. Finally, you learn to evaluate aspects of using and learning English in a world-wide context.

**Requirements for credits:**

Media-supported oral presentation including use of web presentation (25 minutes).

**Recommended reading:**

Mesthrie, R., R.M. Bhatt (2008). *World Englishes: The Study of New Language Varieties*. Cambridge: CUP.

**Reference:**

Kortmann, B., E. W. Schneider, R. Mesthrie & K. Burridge (eds.) (2008). *Varieties of English: 1. The British Isles 2. The Americas and the Caribbean 3. The Pacific and Australasia 4. Africa, South and Southeast Asia*. Berlin: Mouton de Gruyter.

Kortmann, B. & K. Lunkenheimer (eds.) (2011). *The Electronic World Atlas of Variation in English: Grammar*. [eWAVE], München/Berlin: Max Planck Digital Library in cooperation with Mouton de Gruyter.

**Registration:**

Please register via e-mail (matthias.hofmann@phil.tu-chemnitz.de) on or before 7 October 2019.

<b>Schwerpunktmodul 5.3: English Literatures</b>
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**Dr. Eike Kronshage**

**S: Beyond Shakespeare**

(271432-107)

M\_AA\_1, M\_DK\_3, M\_Ko\_3, M\_SM\_3

**Tuesday, 15:30 – 17:00, 2/W038 (C25.038)**

**First meeting: 15.10.2019**

**Content:**

Shakespeare, however central to the canon of early modern drama, was not the only playwright of his day, not even, in many regards, the most successful. He was part of a vibrant literary market that bustled with creative energy. The seminar traces that energy by reading four plays that either precede Shakespeare's (Kyd, Marlowe), are simultaneous to them (Middleton, Rowley), or were written at the end of the Bard's active career (Webster).

A second focus will be on the concept of collaboration, as Shakespeare collaborated with many of the playwrights mentioned here (with Middleton on *Macbeth* and *Timon of Athens*, with Marlowe on the *Henry VI*-plays).

Finally, the generic focus of the seminar will be on the so-called revenge tragedy, which started Shakespeare's career as a playwright (*Titus Andronicus*). We will be analyzing how the genre developed beyond Shakespeare to get a fuller picture of early modern drama; a picture, in which Shakespeare is but one actor on the literary market.

**Objectives:**

We have three sessions per play: Discussion of each play will contain a close reading (session 1), scholarly criticism (session 2), and a stage performance/film production (session 3). Thus, students will practice analysis of dramatic texts on both page and stage. Cultural studies concepts like intersectional discrimination with its focus on race, class, gender, and religion, will serve as an entrance point for analyzing literary texts. Students may therefore expect a seminar that equally values theoretical and methodological approaches from literary and cultural studies. Also, students will become acquainted with the then immensely popular genre of the revenge tragedy.

**Prerequisites:**

I expect students to be acquainted with the analysis of dramatic texts and performances. If you wish to refresh your knowledge, I recommend Manfred Pfister's *Theory and Analysis of Drama* (CUP 1991) / *Das Drama: Theorie und Analyse* (Fink, 2001).

**Requirements for credit:**

Regular attendance as well as reading and preparing the set texts for discussions is required and part of the Credit Points allocation.

PVL: Oral presentation or alternative forms of assessment (details in class). (PVL: MA\_1, MA\_3)

PL: A substantial seminar paper (15-18 pages; MA\_1) or an oral exam (15 minutes; MA\_3).

**Set Texts/Required Reading:**

These editions only. I repeat, these editions only. And, just to make sure that all students use these editions only, let me say it once more: These editions only (use ISBN numbers to get the correct editions!).

- Thomas Kyd, *The Spanish Tragedy* (Arden Early Modern Drama) [ISBN: 978-1904271604]
- Christopher Marlowe, *Doctor Faustus* (Oxford World's Classics) [ISBN: 978-0199537068]

- Thomas Middleton and William Rowley, *The Changeling* (Revels Student Editions) [ISBN: 978-0719044816]
- John Webster, *The Duchess of Malfi* (Arden Early Modern Drama) [ISBN: 978-1904271512]

And don't forget: *No other editions allowed* (I am really serious about this), because we will be working with the critical apparatus provided by these editions.

We will be reading the plays in this order.

**Registration:**

By e-mail: eike.kronshage@phil.tu-chemnitz.de. Required information: Name, semester, student ID, and status (e.g. ERASMUS, AA student, EEE student etc).

**Schwerpunktmodul 5.5: Comparing Societies, Politics and Cultures**

Prof. Dr. Klaus Stolz

**S: Theories and Methods in Comparative Social Science**  
M\_AA\_1, M\_Po\_3

(271434-102)

Tuesday, 11:30 – 13:00, 2/39/033 (C46.033)

First Meeting: 15.10.2019

**Content:**

This is the first of three seminars that together make up module 5.5 "Comparing Societies, Politics, and Cultures". The seminar introduces students to social science and its theories and methods. We will read and discuss classical as well as modern texts dealing with important general concepts of social science (i.e. society, nation, culture etc.), with theories that try to explain how specific societal or cultural structures and practices have come about as well as with different methods to conduct social research. Efforts are made to "translate" more general approaches to the specific purposes of students of British and American Social and Cultural Studies.

**Objectives:**

Students will become familiar with most important social science concepts, theories, and methods. They will be sensitised to the problems of social research and enabled to relate these considerations to their own work in the field of British and American Social and Cultural Studies.

**Prerequisites:**

BA Anglistik/Amerikanistik

**Requirements for Credits:**

Students are asked to undertake one written assignments (2000 words, 3 weeks) and to take a final written exam (60 minutes) as PVL. No credits are given in this course. Credits are given for oral exam and term paper in the following seminars.

**Readings:**

A reader will be provided

**Registration:**

There will be a list at my door (Rh 39/225). Please register there and attend the first meeting of the course.

## Master Courses English and American Studies, 3rd Semester

### Basismodul 2: Creating Language Products

Mag. Johannes Pfundt

Ü: Multimedia Skills for Conferences, Meetings and Business Presentations (271412-109)  
M\_AA\_3

Wednesday, 09:30 – 11:00, 2/W056 (C25.056)

First meeting: 16.10.2019

**Please note: This course is not open to ERASMUS students.**

#### Content

Being able to communicate accurately and fluently in English is not only essential in today's international business settings but also for career success. It is a skill that every employee from clerk to manager and senior executive must have. This course is designed to extend students' English communication skills in a variety of professional settings. Students will polish their presentation, debate and discussion skills and will be exposed to and practice the language of business meetings and interviews. Grammatical and lexical accuracy, stylistic appropriateness and successful persuasive skills will play as much a role as effective non-verbal communication and good use of visual aids.

#### Objectives:

By the end of the course, students will

- have polished their presentation skills in an academic and business setting
- have further developed their discussion and debate skills
- be able to manage and participate effectively in business meetings and presentations
- be able to participate successfully in job interviews

#### Requirements for Credits:

25-minute oral presentation (PVL)

The admission requirements for the PVL exam will be stipulated by the instructor and announced in class.

#### Prerequisites:

None.

#### Registration:

By e-mail: johannes.pfundt@phil.tu-chemnitz.de. Required information: Name, semester and student ID.

<b>Basismodul 3: Professional Skills</b>
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**Mag. Johannes Pfundt**

**Ü: English for Academic Purposes for Non-Native Speakers  
M\_AA\_3**

**(271412-110)**

**Thursday, 09:15 – 10:45, 2/W056 (C25.056)**

**First Meeting: 17.10.2019**

<b>Please note: This course is not open to ERASMUS students.</b>
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In this course, students will improve their academic writing skills with a view to successfully composing term papers and their MA Thesis in their fourth semester. We will take a closer look at various formal and stylistic aspects of thesis writing, for instance good chapter and paragraph structures, citations, register, linguistic accuracy, and appropriate and varied vocabulary. (Students discuss content with their professorial supervisors.)

The course will consist of a survey introduction focussing on formal and stylistic difficulties of writing a thesis and related student questions, and 3-4 individual consultations after students have sent 3 parts of their thesis (project proposal, literature review, etc.) for discussion.

**Objectives:**

By the end of this course, students will have

- improved their academic writing skills, especially with regard to efficient paragraph writing, precise word choice and accurate language use
- improved their academic planning skills, especially with regard to paper outlining and chapter structure
- improved their knowledge of MLA and APA citation conventions

**Requirements for Credits:**

Three written assignments (PVL). The PVL requirements will be introduced by the instructor in class.

**Prerequisites:**

None

**Registration:**

By e-mail: [Johannes.pfundt@phil.tu-chemnitz.de](mailto:Johannes.pfundt@phil.tu-chemnitz.de). Required information: Name, semester and student ID.

Sven Albrecht, M.A.

S: Project Management and Digital Project Communication (271431-D110, -D111, -D112)  
M\_AA\_3, Erasmus/Exchange Programmes

Thursday, 13:45 – 15:15, Room: 3/B109

First meeting: 17.10.2019

**Content:**

A project can be characterized as “a temporary endeavor undertaken to create a unique product, service, or result” (PMI, 2013, p. 553). This class is designed to introduce students to the different stages of planning and executing a project. We will develop and carry out a real-life project where students get a chance to creatively and actively plan an event in the university context in an international group by applying project management methods and techniques. Students will define their project goals and set respective milestones to finish individual project stages.

This semester's project will focus on intercultural communication and collaboration between European and Asian, esp. Chinese, students and include joint activities on cultural events (e.g. organize a German Christmas and Chinese New Year's Party, participate in the China Day organized by our Faculty and plan an excursion).

**Objectives:**

By the end of this course, students are able

- to plan and execute a project within a given timeframe (e.g. define milestones, design a Gantt charts, etc.),
- to define the most common project management theories and apply some of them,
- to communicate effectively with team members from different cultures,
- to evaluate the outcome of their project.

**Literature:**

Jenny, B. (2009). *Projektmanagement* (3. Auflage). Zürich: vdf Hochschulverlag.

Kerzner, H. (2009). *Project management: A systems approach to planning, scheduling, and controlling* (10<sup>th</sup> ed.). Hoboken, N.J.: John Wiley & Sons.

Project Management Institute (2013). *A guide to the project management body of knowledge (PMBOK guide)* (5<sup>th</sup> ed.). Newton Square, PA: PMI.

**Prerequisites:**

None

**Requirements for credits:**

Besides regular attendance and active participation in the seminar, students need to execute a real-life project in an international group and hand in a written project report (PL) documenting and evaluating all necessary steps for their project (5,000 words).

**Registration:**

Please sign up on the list posted on my office door (room 230).

<b>Basismodul 4: Cultural Encounters</b>
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**Dr. Eike Kronshage**

**S: Encountering the Other in Shakespeare** (271432-104)

M\_AA\_3, M\_DK\_3, M\_Ko\_3, M\_In\_1, M\_In\_3

**Tuesday, 17:15 – 18:45, 2/W038 (C25.038)**

**First meeting: 15.10.2019**

**Content:**

Shakespeare's plays negotiate questions of Otherness, of selfhood, of identity construction, of exclusion and inclusion. The seminar will investigate these issues by discussing the Other in terms of race (*Othello*), class (*2 Henry VI*), gender (*Taming of the Shrew*), and religion (*King John*). It thus provides a good overview of Shakespeare's work by reading a comedy, a tragedy, and two history plays. Therefore, Shakespeare experts are just as welcome as students who hitherto had no or little contact with the Bard's dramatic work.

**Objectives:**

We have three sessions per play: Discussion of each play will contain a close reading (session 1), scholarly criticism (session 2), and a stage performance/film production (session 3). Thus, students will practice analysis of dramatic texts on both page and stage. Cultural studies concepts like intersectional discrimination with its focus on race, class, gender, and religion, will serve as an entrance point for analyzing literary texts. Students may therefore expect a seminar that equally values theoretical and methodological approaches from literary and cultural studies.

**Prerequisite:**

I expect students to be acquainted with the analysis of dramatic texts and performances. If you wish to refresh your knowledge, I recommend Manfred Pfister's *Theory and Analysis of Drama* (CUP 1991) / *Das Drama: Theorie und Analyse* (Fink, 2001).

**Requirements for credit:**

Regular attendance as well as reading and preparing the set texts for discussions is required and part of the Credit Points allocation.

PVL: Writing exercise (details in class).

PL: A substantial seminar paper (15-18 pages).

**Set Texts/Required Reading:**

These editions only. I repeat, these editions only. And, just to make sure that all students use these editions only, let me say it once more: These editions only (use ISBN numbers to get the correct editions!).

- Shakespeare, *Othello* (Arden Shakespeare Third) [ISBN 978-1903436455]
- Shakespeare, *Henry VI, Part 2* (Arden Shakespeare Third) [ISBN 978-1903436639]
- Shakespeare, *Taming of the Shrew* (Arden Shakespeare Third) [ISBN 978-1903436936]
- Shakespeare, *King John* (Arden Shakespeare Third) [ISBN 978-1904271390]

And don't forget: *No other editions allowed* (I am really serious about this), because we will be working with the critical apparatus provided by these editions.

We will be reading the plays in this order.

**Registration:**

By e-mail: eike.kronshage@phil.tu-chemnitz.de. Required information: Name, semester, student ID, and status (e.g. ERASMUS, AA student, EEE student etc).

Prof. Dr. Cecile Sandten

S: Voices of Their Own: Indian English Women Writers  
M\_AA\_3, M\_Ko\_3, M\_DK\_3

(271432-105)

Wednesday, 11:30 – 13:00, 2/W035 (C25.035)

First meeting: 16.10.2019

**Content:**

Over the decades before, during and after Independence, Indian English literature has seen many important literary figures that have prominently contributed to the growth of writing in English in India. However, over the past few decades, women have added significantly to public life and literature by interrogating and exploring their own lives and that of other women in their writings. Women in India had for a long time been denied access to education, equal rights, the right to work and the freedom to make choices. Much of women's writing, therefore, is primarily a critique of the social injustice in a patriarchal society. In spite of this, Indian English literature by women nevertheless deals with multiple issues concerning women, self and society.

**Objectives:**

Concentrating on the literature written by women, students of this seminar will be introduced to a selection of texts by the most prominent Indian English women writers, e.g. Anita Desai, Shashi Deshpande, or Arundhati Roy. By focussing on women's roles in an Indian patriarchal society, three novels, a selection of short stories and poems will be read in the framework of Indian feminist literary criticism. This will be done in particular with reference to the notion of the "New Indian Woman" and the idea of the "threshold" (Malashri Lal) – a real, as well as symbolic, bar placed on women by patriarchy. These approaches will help students to be able to examine multiple experiences of women in Indian English writing, the politics of power and exclusion, as well as the conceptions of home and self.

**Prerequisites:**

Masters students need to have successfully completed their BA in English.

**Requirements for credits:**

Regular attendance as well as reading and preparing the set texts for discussions in class is required and part of the allocation of the Credit Points. The format of this seminar will consist of oral presentations, group work, and discussions. Each student will present an oral report (approx. 20 minutes), chair a session or prepare questions for a discussion (PVL). For the successful completion of the course students are required to take **an oral exam (PL)**.

**Set Texts:**

Desai, Anita. *Cry, the Peacock*. Orient Paperbacks: New Delhi, 1993 [1963].

Deshpande, Shashi. *The Dark Holds No Terrors*. New Delhi: Penguin, 1980.

Roy, Arundhati. *The God of Small Things*. London: Flamingo, 1997.

In addition, a reader will be provided at the beginning of the semester.

**Registration:**

There will be a list at the door of my office (Rh 39, room 214). Please register there.

## Schwerpunktmodul 5.1: Teaching English to Speakers of other Languages (TESOL)

Prue Goredema, MBS

Ü: Curriculum Planning & Materials Development  
MA\_AA\_3, Erasmus

(271431-124)

Wednesday, 07:30 – 09:00, 1/208 (A10.208)

First meeting: 16.10.2019

**Content:**

After surveying global trends in English language teaching, students will delve into the visions, values and underlying assumptions that are inherent in an assortment of educational curricula used in Germany. They will explore the distinctions between idealised, enacted and evaluated curricula before moving onto syllabus design, lesson planning and materials development, specifically for the English language classroom.

**Objectives:**

By the end of the course, students should be able to:

- describe the principal criteria in curriculum planning
- design a selection of analytical, synthetic and integrated syllabuses
- create materials and devise original lesson plans for form-focused instruction
- create materials and devise original lesson plans for function-focused instruction
- demonstrate their skills in delivering original instruction

**Prerequisites:**

Second Language Acquisition Theory PVL

Methodology of Adult Education PVL

**Requirement for credits:**

Online portfolio (PL)

**Literature:**

A reading list will be published on Moodle, and key texts will be available on the Course Reserve at the University Library - Campus Bibliothek I - Pegasus Haus, Reichenhainer Str 29 A.

**Registration:**

Via Moodle

Prue Goredema, MBS

**P: Classroom Observation & Practical Language Teaching**  
**MA\_AA\_3**

**(271431-125)**

**Wednesday, 15:30 – 17:00, 1/226 (Library)**

**First meeting: 16.10.2019**

**Content:**

In this blended course, students will undertake online, classroom and field tasks as they hone their teaching skills by studying the methods of professional teachers at selected schools throughout Saxony. After participating in compulsory introductory sessions on the principles of classroom observation and the rules of engagement, students will then venture onto their school visits. The practical language teaching component of this course must be carried out at an approved institution.

**Objectives:**

By the end of the course, students should be able to:

- evaluate classroom climate, teacher disposition and instructional dialogue
- evaluate classroom procedures, teaching strategies and task complexity
- reflect critically upon their own teaching experiences

**Requirements for credits/Type of exam:**

Proof of classroom observation and PL term paper on work practice

**Literature:**

A reading list will be published on Moodle, and key texts will be available on the Course Reserve at the University Library - Campus Bibliothek I - Pegasus Haus, Reichenhainer Str 29 A.

**Registration:**

Via Moodle by Friday 11 October 2019

## Schwerpunktmodul 5.2: English as a Global Language

Dana Ebermann, MA

**S: Native and Non-Native English Language Systems**  
M\_AA\_3, M\_SM\_3

(271431-104)

**Monday, 9:15 – 10:45, 2/39/233 (C46.233)**

**First meeting: 14.10.2019**

**Content:**

This seminar discusses formal and functional concepts of the English language, esp. English grammar. It expands the well-known notions from Standard English to nonstandard forms and even hypothetical form in the sense of de Saussure's idea of a form carved out of a substance. This broad view of conceptualizing linguistic notions implies classifications according to typological as well as areal features and historical as well as variational data. Thus, we look at English pronominal systems in a wide perspective, e.g. Tok Pisin distinguishes between inclusive and exclusive *we* (*yume* vs. *we*) and the American South tries to make up for the lost number distinction of *you* (*thou/you* in Shakespeare's plays) by forming logically *yous*, *you all*, *you guys*, etc. Formal concepts include tense/aspect, pronouns, articles, and adverbs, functional concepts include modality, hedging, determiners, and sentence adverbials, for instance.

**Objectives:**

In this seminar, students learn

- to understand the complexity of language systems in cotext and context,
- to evaluate conceptualizations of language structures and evaluate their usefulness for explaining phenomena to different levels of language users,
- to test theoretical concepts empirically on real-language data using appropriate methodologies,
- to discuss issues of conceptualization in class and to follow relevant discussions in academic writing, and
- to make their own contribution to this discussion in writing a research article that uses consistent methodologies to analyze empirical data to test old and set up new "rules", "tendencies", etc.

**Requirements for credits:**

- **active** participation and **consistent** preparation of reading assignments
- PL: term paper 8,000 words = 15 to 20 pages

**Registration:**

Please sign up on OPAL by October 13, 2019:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/20923547652?12>

<b>Schwerpunktmodul 5.3: English Literatures</b>
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**Dr. Eike Kronshage**

**S: Beyond Shakespeare**

(271432-107)

M\_AA\_3, M\_DK\_3, M\_Ko\_3, M\_SM\_3

**Tuesday, 15:30 – 17:00, 2/W038 (C25.038)**

**First meeting: 15.10.2019**

**Content:**

Shakespeare, however central to the canon of early modern drama, was not the only playwright of his day, not even, in many regards, the most successful. He was part of a vibrant literary market that bustled with creative energy. The seminar traces that energy by reading four plays that either precede Shakespeare's (Kyd, Marlowe), are simultaneous to them (Middleton, Rowley), or were written at the end of the Bard's active career (Webster).

A second focus will be on the concept of collaboration, as Shakespeare collaborated with many of the playwrights mentioned here (with Middleton on *Macbeth* and *Timon of Athens*, with Marlowe on the *Henry VI*-plays).

Finally, the generic focus of the seminar will be on the so-called revenge tragedy, which started Shakespeare's career as a playwright (*Titus Andronicus*). We will be analyzing how the genre developed beyond Shakespeare to get a fuller picture of early modern drama; a picture, in which Shakespeare is but one actor on the literary market.

**Objectives:**

We have three sessions per play: Discussion of each play will contain a close reading (session 1), scholarly criticism (session 2), and a stage performance/film production (session 3). Thus, students will practice analysis of dramatic texts on both page and stage. Cultural studies concepts like intersectional discrimination with its focus on race, class, gender, and religion, will serve as an entrance point for analyzing literary texts. Students may therefore expect a seminar that equally values theoretical and methodological approaches from literary and cultural studies. Also, students will become acquainted with the then immensely popular genre of the revenge tragedy.

**Prerequisites:**

I expect students to be acquainted with the analysis of dramatic texts and performances. If you wish to refresh your knowledge, I recommend Manfred Pfister's *Theory and Analysis of Drama* (CUP 1991) / *Das Drama: Theorie und Analyse* (Fink, 2001).

**Requirements for credit:**

Regular attendance as well as reading and preparing the set texts for discussions is required and part of the Credit Points allocation.

PVL: Oral presentation or alternative forms of assessment (details in class). (PVL: MA\_1, MA\_3)

PL: A substantial seminar paper (15-18 pages; MA\_1) or an oral exam (15 minutes; MA\_3).

**Set Texts/Required Reading:**

These editions only. I repeat, these editions only. And, just to make sure that all students use these editions only, let me say it once more: These editions only (use ISBN numbers to get the correct editions!).

- Thomas Kyd, *The Spanish Tragedy* (Arden Early Modern Drama) [ISBN: 978-1904271604]
- Christopher Marlowe, *Doctor Faustus* (Oxford World's Classics) [ISBN: 978-0199537068]

- Thomas Middleton and William Rowley, *The Changeling* (Revels Student Editions) [ISBN: 978-0719044816]
- John Webster, *The Duchess of Malfi* (Arden Early Modern Drama) [ISBN: 978-1904271512]

And don't forget: *No other editions allowed* (I am really serious about this), because we will be working with the critical apparatus provided by these editions.

We will be reading the plays in this order.

**Registration:**

By e-mail: eike.kronshage@phil.tu-chemnitz.de. Required information: Name, semester, student ID, and status (e.g. ERASMUS, AA student, EEE student etc).

**Schwerpunktmodul 5.4: Comparing Societies, Politics, and Cultures**

Prof. Dr. Klaus Stolz

**S: "We shall overcome": The social and political significance of music** (271434-106)  
M\_AA\_3, M\_Po\_3

Tuesday, 13:45–15:15, 2/N102 (C10.102)

First Meeting: 15.10.2019

**Content:**

Music is one of the few cultural phenomena that we find all around the world. English-speaking countries are no exception in this respect. While music has an aesthetic dimension that can be enjoyed irrespective of place and time, it may also fulfill particular social and even political functions. These functions will vary considerably across historical context, country, musical genre etc.: gospels and church hymns may support religious worship, knowledge about classical music can work as a marker of social class, reggae and punk may help to create identities for particular subcultures, protest songs may question social and political structures etc. In this seminar we will look at different English-speaking countries at different points in time in order to analyse particular forms of music and their social and political relevance.

**Objective:**

This seminar is meant to provide students with new insights into an important aspect of culture and society in many English-speaking countries. Furthermore, students will have the opportunity to practice comparative social and cultural research making use of the theories and methods introduced to them in the first semester. Together with the seminar in the second semester, this should prepare students for the task of writing their MA thesis.

**Requirements:**

Active participation in every session of the class, oral presentation (PVL) and oral exam (PL).

**Readings:**

Garrat, James (2018): *Music and Politics: A Critical Introduction*, Cambridge: Cambridge University Press.

Street, John (2012): *Music and Politics*, Cambridge: Polity Press

More literature is to be found on OPAL

**Registration:**

There will be a list at my door (Rh 39/225). Please register there or send me an email (klaus.stolz@phil.tu-chemnitz.de).

<b>Modul Master-Arbeit 6: MA Thesis and Colloquium</b>
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**Dr. Matthias Hofmann**

**K: Research colloquium  
M\_AA\_3**

**(271431-109)**

**Tuesday, 11:30 – 13:00, 2/39/233 (C46.233)**

**First Meeting: 22.10.2019**

<b>Please note: This course is not open to ERASMUS students.</b>
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**Content:**

This course provides students with a forum and appropriate tools for their upcoming Master's theses. Ideally, you will already have reviewed literature on linguistic topics of your choice. Taking your ideas for your theses as a starting point, we will begin by developing and critically discussing a range of possible research questions. Next, we identify potential data collection and/or data compilation methods before we investigate and subsequently apply possible (empirical) data analysis techniques. We will also briefly discuss more advanced analytical statistical methods and tools for applying these. Finally, we will concentrate on the sound description of linguistic and statistical data.

**Objectives:**

By the end of this colloquium, students can

- discriminate different approaches in linguistic research methodology from one another
- identify and adapt methodologies to research questions and projects
- deduct the suitability of different types of data from these methodologies
- analyze and describe their collected data appropriately

**Credit:**

In order to gain credit for this course (PVL) students must prepare a 25-minute presentation on the topic of their Master's theses in an international conference in Heizhaus in mid-July 2019.

**Recommended reading:**

Litosseliti, Lia (ed.). 2009. *Research Methods in Linguistics*. London: Continuum.

Podesva, Robert & Devyani Sharma (eds.). 2013. *Research Methods in Linguistics*. Cambridge: Cambridge University Press.

Rasinger, Sebastian M. 2008. *Quantitative Research in Linguistics. An Introduction*. London: Continuum.

Tagliamonte, Sali A. 2012. *Variationist Sociolinguistics. Change, Observation, Interpretation* (Language in Society 40). Oxford: Wiley-Blackwell.

Thieberger, Nicholas (ed.). 2012. *The Oxford Handbook of Linguistic Fieldwork*. Oxford: Oxford University Press.

Wray, Alison & Aileen Bloomer. 2006. *Projects in Linguistics: A Practical Guide to Researching Language* (2nd edn.). London: Hodder.

**Registration:**

Please register via e-mail (matthias.hofmann@phil.tu-chemnitz.de) on or before 7 October 2019.

**Prof. Dr. Cecile Sandten**

**K: Examenskolloquium/Research Colloquium  
M\_AA\_3 (B\_AA\_5: voluntary)**

**(271432-106)**

**Tuesday, 9:15 – 10:45, 2/39/233 (C46.233).**

**First meeting: 15.10.2019**

**Content:**

The Examenskolloquium/Research Colloquium is open to students who are preparing for their final oral and written exams. It is intended to give students a platform to present their projects and to raise questions and/or difficulties they may be facing at an early stage of their research. Further, students are encouraged to engage in critical discussions, and gain feedback from their peers concerning their research projects. We will also discuss a wide range of general topics and individual topics required for final exams.

**Requirements for credits:**

The format of this seminar consists of a close reading of texts, discussions and thesis presentations (abstract, outline, or single chapters). Each student will present an oral report (approx. 15 minutes), chair a session or prepare questions for a discussion (PVL).

**Set Texts/Required Reading:**

A reader with seminal material will be provided at the beginning of the semester.

**Registration:**

There will be a list at the door of my office (Rh 39/214). Please register there.

**Prof. Dr. Klaus Stolz**

**Research Colloquium  
M\_AA\_3**

**(271434-104)**

**Wednesday, 17:15 – 18:45, 2/W066 (C25.066)**

**First meeting: 16.10.2019**

This colloquium is meant for Master students who are writing or will write their MA thesis in British and American Social and Cultural Studies. We will discuss practical questions of writing a thesis such as: finding a topic, searching for literature, bibliography, citation, layout etc. In the second part of this colloquium students will present their Master projects (work in progress) in order to get credits (PVL) for module 6.

**Registration:**

Please register on the list at my door (Rh 39/225).

## Other Courses

**Prof. Dr. Cecile Sandten**

### **Doctoral Colloquium**

**(271432-D109)**

4-tägiges Blockseminar jeweils, 9:00 – 16.30 Uhr

Meetings will be arranged in due course.

Room: Rh 233 oder 022

#### **Content:**

This course aims to provide support for post-graduate students who are developing their dissertation ideas and first draft outlines. The focus of this seminar will be on research in English Literature (including close readings of secondary theoretical texts and primary texts, but also the students' own written work). Post-graduate candidates who engage in interdisciplinary approaches and topics beyond English Literature are most welcome to participate to enhance the group's interdisciplinary awareness.

#### **Objectives:**

This seminar will also offer special supervision through individual counseling. Moreover, the seminar will support doctoral and post-doctoral candidates on a professional level, especially with regard to topics such as scholarly writing for publication, pedagogic issues of teaching at university level, as well as information on how to apply for positions in the job market. In addition, support to present their work at (international) conferences will be given, as well as information on careers and funding support for scholarship applications and opportunities for gaining key supplementary qualifications (in cooperation with the Forschungsakademie TUC).

#### **Prerequisites:**

Participants must have completed a Magister, Master or Doctoral thesis graded at least 2.0.

## European Credit Transfer System (ECTS)

The *European Credit Transfer System* (ECTS) is a standardized system for the approval of university courses within the European Union. It gives students the opportunity to have their academic credits recognized at any university within the EU. This applies not only to students from TUC who partake in an exchange program but also to our guests and those who change their place of study within Germany or the EU. The ECTS is running parallel to the credit systems already existing at the respective universities.

The ECTS consists of two components:

- (1) In the **credit system**, course achievements – the amount of work required of a student for the individual courses – are evaluated annually.
- (2) The **grading scale** has been implemented to guarantee a common European standard for the assessment of individual achievements (from A = excellent to F = fail). But if an ERASMUS university uses another system we can convert everything.

### Incoming students

For the courses at our department, students will receive Credit Points according to the type of course they attend:

Lecture	3 Credits
Seminar	5 Credits
Practical Language Course	3 Credits (2 LVS), 6 Credits (4 LVS)

**Index of Lecturers:**

<b>Name</b>	<b>Office</b>	<b>Phone</b>	<b>E-mail*</b>
Albrecht, Sven	230	35371	sven.albrecht
Beck, Mandy	213	34445	mandy.beck
Coposescu, Danny	212	36710	daniel-alexandru.coposescu
Dheskali, Jessica	218	352925	jessica.dheskali
Ebermann, Dana	221	32736	dana.ebermann
Goredema, Prue	231	46152	teurayi.goredema
Hofmann, Dr. Matthias	220	38558	matthias.hofmann
Kronshage, Dr. Eike	215	39245	eike.kronshage
Pfundt, Johannes	209	32302	johannes.pfundt
Phillips, Jeff	019	34255	jeff.phillips
Rammler, Tracy	204	31997	tracy.rammler
Sandten, Prof. Dr. Cecile	214	37353	cecile.sandten
Schmied, Prof. Dr. Josef	222	34226	josef.schmied
Stolz, Prof. Dr. Klaus	225	37297	klaus.stolz

\*[name.surname]@phil.tu-chemnitz.de

**Secretaries:**

<b>Chair /Section</b>	<b>Name</b>	<b>Phone</b>	<b>Fax</b>	<b>E-mail*</b>
English Language and Linguistics	Messner, Annegret	34279	834279	annegret.messner
English Literature	Zenner, Heike	34285	834285	heike.zenner
American Studies	Zenner, Heike	34285	834285	heike.zenner
British and American Cultural and Social Studies	Messner, Annegret	34279	834279	annegret.messner
Practical Language Program	Messner, Annegret	34279	834279	annegret.messner

\*[name.surname]@phil.tu-chemnitz.de

**Postal address:**  
**Visitors address:**

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**E-mail:**  
**www:**

### Stundenplan Bachelor Anglistik/Amerikanistik (1. Studiensemester) WS 2018/19

Zeitraum	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
7.30 – 9.00		Ü Goredema: Information Technology & Study Skills (Group A)	<b>V Hofmann &amp; Onanuga: Introduction to English Language and Culture</b>		
9.15 – 10.45	<b>Tutorium zu V Hofmann &amp; Onanuga: Introduction to English Language and Culture</b>	Ü Goredema: Information Technology & Study Skills (Group B)	<b>V Sandten: History of Literatures in English: Reading the Canon and Beyond</b>	<b>V Stolz: Einführung in die USA-Studien</b>	
11.30 – 13.00	Ü Phillips: Grammar (Group A)	Ü Phillips: Grammar (Group B)	<b>V Beck: Introduction to the Study of Literatures in English</b>		
13.45 – 15.15	Ü Phillips: ILC (Group A)				
15.30 – 17.00	Ü Phillips: ILC (Group A)	Ü Phillips: Foundation Course (depending on PT result)			
17.15 – 18.45	<b>Tutorium zu Beck: Introduction to the Study of Literatures in English</b>	Ü Phillips: Foundation Course (depending on PT result)			
19.00 – 20.30					

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### Stundenplan Bachelor Anglistik/Amerikanistik (3. Studiensemester) WS 2018/19

Zeitraum	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
7.30 – 9.00				V Hofmann & Onanuga: Applied Linguistics	
9.15 – 10.45		Ü Pfundt: Reading		S Beck: Short Stories and Flash Fiction	
11.30 – 13.00		S Sandten: Reading "The Troubles": Northern Irish Literature	Ü Phillips: Listening (Group A)	T zu Hofmann & Onanuga: Applied Linguistics	
13.45 – 15.15					
15.30 – 17.00	S Rammler: The Civil Rights Movement and American Public Memory			Ü Phillips: Listening (Group B)	
17.15 – 18.45	S Rammler: Racial and Ethnic Relations in the U.S.				
19.00 – 20.30					

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### Stundenplan Master 1. Semester Anglistik/Amerikanistik WS 2018/19

Zeitraum	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
<b>7.30 – 9.00</b>					
<b>9.15 – 10.45</b>		S Hofmann: Intercultural and Digital English World-Wide	Ü Goredema: Intercultural Second Language Acquisition Theory		
<b>11.30 – 13.00</b>		S Stolz: Theories and Methods in Comparative Social Science	S Dheskali: English as an International Academic Language		
<b>13.45 – 15.15</b>		Ü Pfundt: Translation German-English in Digital Contexts			
<b>15.30 – 17.00</b>		S Kronshage: Beyond Shakespeare			
<b>17.15 – 18.45</b>		S Kronshage: Encountering the Other in Shakespeare			

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### Stundenplan Master 3. Semester Anglistik/Amerikanistik WS 2018/19

Zeitraum	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
7.30 – 9.00			Ü Goredema: Curriculum Planning & Materials Development		
9.15 – 10.45		K Sandten: Research Colloquium	Ü Pfundt: Multimedia Skills for Conferences, Meetings and Business (9:30 – 11:00)	Ü Pfundt: English for Academic Purposes for Non-Native Speakers	
11.30 – 13.00		K Hofmann: Research Colloquium	S Sandten: Voices of Their Own: Indian English Women Writers		
13.45 – 15.15		S Stolz: "We shall overcome": The social and political significance of music  S Ebermann: Native and Non-Native English Language Systems		S Albrecht: Projekt Management and Digital Project Communication	
15.30 – 17.00		S Kronshage: Beyond Shakespeare	U Goredema: Classroom Observation & Practical Language Teaching		
17.15 – 18.45		S Kronshage: Encountering the Other in Shakespeare	K Stolz: Research Colloquium		

Ü Sandten: Doktoranden und Postdoc-Ausbildung, 4 Termine, jeweiliges Datum wird in Kürze kommuniziert

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