

---

DEPARTMENT OF  
**ENGLISH**  
TU CHEMNITZ

---

**Kommentiertes  
Vorlesungsverzeichnis**

**Sommersemester 2023**

---

Philosophische Fakultät



TECHNISCHE UNIVERSITÄT  
CHEMNITZ

Dear Students,

Welcome to the new semester! We hope that, once again, we have compiled an exciting and inspiring course program for you.

As in previous semesters, course registration will be handled individually as well as the mode in which courses are taught. Be sure to check the course specifics closely and to register for all of your courses on time so that you are able to receive any additional course information from your lecturers directly. You will find information concerning registration procedures at the bottom of the respective course descriptions. If the course makes use of OPAL, be sure to click on the enrolment option on the course's OPAL page.

We have tried to finalise the timetables for the semester, yet some changes may still occur. Stay up-to-date by reading notifications sent through the English Mailing List and by visiting our homepage. The course program will be updated on a regular basis as changes come in.

Stay healthy and stay motivated in summer 2023,  
Your English Department staff

**Note:** Please make sure to check your university email regularly since OPAL uses this address by default. Alternately, you can also impose a forwarding rule in the university mail program to the provider of your preference.

**Contents:**

Important Events in Summer Semester 2023	iii
General Course Requirements for Students	iii
Contact Persons	v
Recommendations for Improving Your English Skills	v
Information for Erasmus students	ix
B.A. Courses English and American Studies, 2nd semester	1
B.A. Courses English and American Studies, 4th semester	17
B.A. Courses English and American Studies, 6th semester	25
Master Courses English and American Studies, 2 <sup>nd</sup> semester	32
Master Courses English and American Studies, 4 <sup>th</sup> semester	40
Other Courses	41
European Credit Transfer System (ECTS)	42
Index of Lecturers	43
Course Schedules	44

## Important Events Summer Term 2023

Weekday/s	Date	Event
Tue	3 April	Beginning of the lecture period
Fri, Mon	7 and 10 April	No classes, public holiday
Mon	1 May	No classes, public holiday
Thu	18 May	No classes, public holiday
Mon – Tue	29 – 30 May	No classes, public holiday
Fri	14 July	End of lectures
	17 July – 12 Aug	Examination period
TBA	TBA	ERASMUS meeting for 4th and 6th semester students

## General Course Requirements for Students

The general course requirements are 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 *Prüfungsvorleistung* (PVL) or *Prüfungsleistung* (PL).
- Come to class ready to participate. You should be eager to answer questions of the lecturer and participate in discussions with your peers.
- You 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 and 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 also 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. You should also 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 will only be given in case of illness.
- Using smartphones in class not only distracts 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 should complete additional tasks to further advance your progress in the course. Be sure to speak to your lecturer if you need more ideas for self-study. Here are a few suggestions:

- Try to find a second complementary text that relates to the assigned reading and analyse how it corresponds to the set text.
- Search for 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.

**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. Please note the following:

- Structural and stylistic standards need to be followed. They will usually be explained in class, summarized 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 4th or 6th semester and MA students in their 3rd semester.
- The thesis, argument and/or outline have 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 your lecturers right away if you have any questions about the course requirements.

## Contact Persons

Student Advisor

Dr. Mandy Beck

Language Programme

Dr. Isabelle van der Bom

Erasmus

Prof. Dr. Cecile Sandten (Milan)  
 Prof. Dr. Christina Sanchez-Stockhammer  
 (all other universities)

## A Note on Improving Your English Language Skills

As many of you have noticed or will notice soon, many people expect students of English to be able to speak and write perfectly. While we know that such expectations are often exaggerated and unrealistic, we still strive for our students to achieve a very good command of English. Apart from the importance of sound language skills for your later professional career, you need to be proficient in the language as a basis of your course work: reading books and scientific articles, writing term papers, giving presentations and participating in class discussions are only a few of the areas you will need good English skills for to be successful in your studies.

In order to help students with the admittedly long and laborious task of enhancing foreign language skills to a level adequate for the academic world, the English Department offers Practical Language Courses (PLCs) targeting the language problems of our students. Yet, students need to keep in mind that these courses merely represent the **MINIMUM** of the time and energy that you should invest to improve your linguistic competence sufficiently. In other words, you will need to spend more time on developing your skills outside of class, for example by **reading** (e.g. English and American newspapers and magazines, available in the library and, perhaps more conveniently, on the Internet), **listening** (e.g., English TV or radio channels or listening sources on the Internet), **writing** (e.g. for the Student Journal; see p. 6 sample essays, e-mails), **speaking** (e.g. at English Club events <http://www.tu-chemnitz.de/stud/club/kulturen/-wordpress/>; for details see p. 6), and practicing **grammar** and **vocabulary via** training websites or CD-ROM applications.

### Reference materials

In addition, students need good reference books to work effectively and successfully. The following list may serve as a guideline in finding helpful resources – more sources, esp. online language learning websites, can be found at

<https://www.tu-chemnitz.de/phil/english/sections/practlang/improve.php>

## Dictionaries

Every student is required to have a good monolingual dictionary, preferably a paper dictionary since electronic dictionaries do not provide the same amount of information as their traditional counterparts (yet). It is further advisable to have a good bilingual dictionary even though bilingual dictionaries are generally not allowed in tests and exams. We recommend:

### **Monolingual Dictionaries**

#### **For students in all semesters**

- Longman Dictionary of Contemporary English – with CD-ROM\* for 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 – with CD-ROM\* for a variety of other applications and exercises,
- Oxford Advanced Learners Dictionary – with CD-ROM\* for a variety of other applications and exercises, e.g., Guide to British and American Culture, Oxford Learner's Wordfinder Dictionary, a recording function, and grammar and vocab exercises
- Cambridge Advanced Learner's Dictionary – with CD-ROM\* for a variety of other applications and exercises, e.g., British und American pronunciation sound files, QUICKfind for automatic word search on the Internet, and thesaurus

#### **For higher semester students in particular**

- The American Heritage College Dictionary – with CD-ROM\*. With over 200,000 definitions and over 2,500 photographs and illustrations, an excellent dictionary for the size. It has over 400 usage notes which offer the student help with issues that even native speakers might have trouble with. A very good choice for advanced students.

### **Bilingual Dictionaries\*\***

- Collins/PONS Großwörterbuch - around 390,000 entries along with illustrations and maps and good usage notes on e.g. the modal verbs in English and German.
- Oxford-Duden German Dictionary

\* It is generally advisable to look for dictionaries supplemented by computer applications.

\*\* You should always purchase the full version; the smaller school or pocket editions are not sufficient for our purposes.

### **Supplementary Dictionaries**

- Oxford Collocations dictionary – provides information on how a word is used in context, i.e. how words can be combined to use English naturally
- Longman Language Activator – a dictionary combining word explanations with information on collocations and synonyms, including information on register and context-dependent usage
- The New Dictionary of Cultural Literacy – an encyclopedia providing learners with cultural background information on native-like language use (idioms, proverbs, mythology and folklore, conventions of written English, and many more)

### **Grammar Reference Books**

- Carter, R., & McCarthy, M. (2006). *Cambridge Grammar of English*. Cambridge: Cambridge University Press. [ISBN: 9780521674393]
- Swan, Michael (2005). *Practical English Usage*. Oxford: Oxford University Press. [ISBN: 9780194420983]
- Alexander, Louis G. (1988). *Longman English Grammar*. London: Longman. [ISBN: 9780582558922; This book is accompanied by a practice book, see Grammar Practice Books (c)]
- Biber, D., Conrad, S., & Leech, G. (2002). *Longman Student Grammar of Spoken and Written English* Harlow: Longman. [ISBN: 9780582237261]
- Sinclair, J. (2002). *Collins Cobuild English Grammar*. London: HarperCollins.
- Huddleston, R., & Pullum, G. K. (2005). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press. [ISBN: 9780521612883]

### **Grammar Practice Books**

- Hewings, M. (2005). *Advanced Grammar in Use*. Cambridge: Cambridge University Press. [ISBN: 9780521532914]
- Azar, B. S. (1999). *Understanding and Using English Grammar*. New York: Longman. [ISBN: 9780131933057]
- Alexander, L. G. (1990). *Longman English Grammar Practice. Self-study Edition with Key*. London: Longman. [ISBN: 9780582045002; This is the practice book for the Longman English Grammar by Alexander mentioned above – Grammar Reference Books (c)]
- Pollock, C. W., & Eckstut, S. (1997): *Communicate What you Mean: A Concise Advanced Grammar*. White Plains: Prentice Hall. [ISBN: 9780135201077]



**Please note:**

Several courses may also be taken by students not enrolled in the English and American Studies programme. These are marked separately. The numbers indicate the appropriate semester of study.

<b>B_AA</b>	=	<b>B.A. Anglistik/Amerikanistik</b>
<b>B_EE</b>	=	<b>B.A. Energy Efficiency &amp; Englishes</b>
<b>B_EG</b>	=	<b>B.A. Europäische Geschichte</b>
<b>B_Eu</b>	=	<b>B.A. Europastudien</b>
<b>B_Ge</b>	=	<b>B.A. Geschichte</b>
<b>B_InEn</b>	=	<b>B.A. Informatik NF Englisch</b>
<b>B_Ko</b>	=	<b>B.A. Interkulturelle Kommunikation</b>
<b>B_MK</b>	=	<b>B.A. Medienkommunikation</b>
<b>B_MP</b>	=	<b>B.A. Print &amp; Media Technology PMT</b>
<b>B_Pä</b>	=	<b>B.A. Pädagogik</b>
<b>B_Ps</b>	=	<b>B.A. Psychologie</b>
<b>M_AA</b>	=	<b>Master Anglistik/Amerikanistik</b>
<b>M_Ge</b>	=	<b>Master Geschichte</b>
<b>M_GI</b>	=	<b>Master Interkulturelle Germanistik</b>
<b>M_In</b>	=	<b>Master Informatik</b>
<b>M_Ko</b>	=	<b>Master Interkulturelle Kommunikation</b>
<b>M_MK</b>	=	<b>Master Medienkommunikation</b>
<b>SELAEn</b>	=	<b>Lehramt Grundschule</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 many of the BA course 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 course **Vocabulary Building** after completing the Placement Test.

The Placement 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 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 and your student ID with you when you come to take the test.

To sign up for the Placement Test or to get more information, please send an email to the Practical Language Programme Coordinator, Dr. Isabelle van der Bom: [isabelle.vanderbom@phil.tu-chemnitz.de](mailto:isabelle.vanderbom@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

You will then receive further information about available test dates and times.

## B.A. Courses English and American Studies, 2<sup>nd</sup> Semester

### Basismodul 1.1: English Language Training: Basics

Jeff Phillips, B.A.

Ü: Pronunciation  
B\_AA\_2, SELAEn2

271412-S01-S02

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

First meeting: 03.04.2023  
First meeting: 05.04.2023

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

#### Content:

This course is intended to complement students' theoretical phonology/linguistics studies. A foundation for the course is laid with an introduction to the International Phonetic Alphabet. Using a range of media, we will look at the articulation of specific English sounds in different varieties of English, giving particular attention to those areas of English pronunciation that tend to be problematic for German speakers. The course puts focus on listening (and transcription) of standard dialects of English, and time is spent on in-class controlled-speech exercises to help students understand and, ultimately, reduce their individual pronunciation problems.

#### Materials

Students are asked to purchase the course pack (file number 44) from Copyshop Dietze (Reichenhainer Str. 55) before the first meeting.

#### Objectives:

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

- read IPA transcriptions of native English speakers and transpose these into normal orthography
- write a broad (IPA) transcription of sentences spoken by (standard) native speakers of English
- identify and hear the difference between the standard English sounds, regardless of (standard) dialect
- hear, identify and understand certain supra-segmental aspects of pronunciation (strong versus weak forms, linking, stress and intonation)
- and approximate the pronunciation of one variety in their own speech.

#### Prerequisites:

Successful completion of PVL *Integrated Language Course (ILC)*

#### Requirements for credits:

A 75-min PL exam (15-min oral plus 60-min written tests)

#### Registration:

Please register for this course as soon as possible, definitely **before Monday, April 03**, via the enrolment option at <https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38590971917>. Email [isabelle.vanderbom@phil.tu-chemnitz](mailto:isabelle.vanderbom@phil.tu-chemnitz) if you have any queries.

**Jeff Phillips, B.A.**

**Ü: Vocabulary Building  
B\_AA\_2, SELAEn2, Erasmus**

**271412-S03-S04**

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

**First Meeting: 03.04.2023  
First Meeting: 06.04.2023**

**Please note:** This course is open to ERASMUS and exchange students.

**Content:**

This course is designed to help students consolidate and improve their vocabulary as well as their vocabulary building skills. The course focuses on the general and specialized vocabulary found in informational texts (e.g. newspaper articles) as well as academic discourse (Academic Word List etc.). It helps students expand their command of English lexis by looking beyond the simple 'meanings' of words to other aspects like affixation, word formation, collocations, register, and style. It also addresses a variety of vocabulary building strategies including dictionary and thesaurus skills. There will be special sections on the use of transition words and the language of academic texts and presentations.

**Materials**

Students are asked to purchase a copy of the book: Mann, Malcolm & Taylore-Knowles, Steve., (2008). *Destination C1 & C2 Grammar and Vocabulary. Student's Book*. United Kingdom: Macmillan. ISBN: 978-0-230-03541-6 and course pack (file number 40) from Copyshop Dietze (Reichenhainer Str. 55) before the first meeting.

**Objectives:**

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

- understand and use general and specialized vocabulary usage in newspaper articles and academic texts
- use both British and American dictionaries as well as thesauri and on-line reference materials
- use at least three vocabulary building strategies
- and give a short talk with appropriate introductory, transitional and concluding phrasing.

**Prerequisites:**

Successful completion of PVL *Grammar*

**Requirements for credits:**

A 90-minute written exam

**Registration:**

Please register for this course as soon as possible, definitely **before Monday, April 03**, via the enrolment option at <https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38590971912>. Email [isabelle.vanderbom@phil.tu-chemnitz](mailto:isabelle.vanderbom@phil.tu-chemnitz) if you have any queries.

## Basismodul 1.3: Professional Skills

**Antonia Friebel**

**S: Principles in Second Language Acquisition  
B\_AA\_2, ERASMUS**

**271435-S02**

**Tuesday, 15:30-17:00, 2/W035 (C25.035)**

**First meeting: 04.04.2023**

### **Content**

Language is a complex and intriguing phenomenon, arguably unique to humans and certainly at the heart of our success as a species. In this course, we explore the role of nature and nurture in language learning, the leading models used to explain the processes of language acquisition, some applications of the theories and some unfolding perspectives wrought by the prominence of technology in our daily lives. The aim of this course is to broaden your knowledge on how we acquire language; specifically, how (language) learners acquire a second language (L2). In this class, we will compare the prevalent SLA theories, discuss how L2 learners acquire different elements of language (such as vocabulary, grammar and syntax), and also how certain factors – for example age, motivation, or the first language – may interfere with or facilitate the process of second language acquisition. In addition, we will explore how digital tools and technologies (such as language-learning apps or AI) are used in SLA.

### **Objectives**

By the end of the course, students are able to:

- give an account of the key theories that have defined the field of second language acquisition to date.
- compare and contrast different factors that influence the language acquisition process.
- integrate the perspectives of SLA into a global understanding of language learning.
- discuss and evaluate the role of digital tools and technologies in language learning.

### **Prerequisites**

Successful completion of the *Information Technology* PVL exam.

### **Requirements for credits**

A 90-min. written exam.

### **Literature**

Gass, S. M., & Mackey, A. (Eds.). (2013). *The Routledge handbook of second language acquisition*. Routledge. <https://doi.org/10.4324/9780203808184>

Saville-Troike, M., & Barto, K. (2018). *Cambridge introductions to language and linguistics: Introducing second language acquisition* (3rd ed.). Cambridge University Press.

VanPatten, B., Smith, M., & Benati, A. G. (2019). *Key Questions in Second Language Acquisition: An Introduction*. Cambridge University Press.

### **Registration:**

Please register on OPAL:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38832635905/CourseNode/1650508081878331009>

## Kernmodul 2.1: English Language and Culture

**Prof. Dr. Christina Sanchez-Stockhammer**

**V: History of the English Language and Culture**  
**B\_AA\_2, SELAEn2, B\_PMT\_2, M\_Ge\_2**

**271431-S01**

**Tuesday, 09:15-10:45, 2/N010 (C10.010)**

**First meeting: 04.04.2023**

### **Content**

When we look at the present state of the English language, we find some surprising irregularities – for example, the letter <i> </i> is pronounced differently in *child* and *children* (namely / aɪ/ and /ɪ/). However, many present-day irregularities can be explained by regular processes in the past. This lecture will give you an idea of how the English language has become the world-wide *lingua franca* it is today, and it will provide historical explanations for many present-day phenomena from the areas of phonology, morphology, syntax and lexis. You will get an overview of the evolution of the English language from its roots to the present and the most important historical events that influenced these developments. We will consider why and how languages change, look at short sample texts from all periods of the English language and discuss the relation between language and culture.

### **Objectives**

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

- discuss how languages change
- name the most important historical events influencing the English language
- understand how the English language has developed from its beginnings until the present
- provide historical explanations for many irregularities in present-day English.

### **Prerequisites**

Successful completion of the lecture *Introduction to English Language & Culture*

### **Requirements for credit**

Participation in class and tutorial and a 90-min. written exam at the end of the term.

### **Recommended reading**

Brinton, Laurel J. & Leslie K. Arnovick. 2006. *The English language: A linguistic history*. Oxford: Oxford University Press.

### **Selected readings**

Barber, Charles. 2000. *The English language: A historical introduction*. Cambridge: Cambridge University Press.

Baugh, Albert C. & Thomas Cable. 2002. *A history of the English language*. London: Routledge.

### **Registration**

Please register via OPAL by **25 March 2023**:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38907674630?10>

**Trixi Kind**

**T: History of the English Language and Culture**  
**B\_AA\_2, SELAEn2**

**271431-S08**

**Friday, 13:45-15:15, 2/D201 (C24.201)**

**First Meeting: tba during the first lecture**

**PLEASE NOTE: B\_AA\_\_2 students can choose *between* the following two seminars.**

**Marina Ivanova, M.A.**

**S: Language Production and Perception  
B\_AA\_\_2, SelaEn4, ERASMUS**

**271431-S06**

**Thursday, 07:30-09:00, 2/W021 (C25.021)**

**First Meeting: 06.04.2023**

**Content:**

Language is full of variation and the way we produce and perceive it depends on many complex factors that are studied in all fields of linguistics. For example, phonetics and phonology together with psycho- and sociolinguistics can explain why for some English speakers “bought” and “bot” are pronounced the same whereas for others “light” sounds like “right”; syntax and semantics can show why we tend to be initially confused by garden-path sentences (“The old man the boat.”, “The government plans to raise taxes were defeated.”) and pragmatics can account for the effects of implicature in different contexts (“We need to talk.”). Moreover, on a larger scale, language varieties are perceived with different subjective attitudes, e.g., whether a variety is deemed “prestigious” and what makes an accent “strong”. In the course of this seminar, we will explore factors that affect how language is intended to be perceived by the speaker vs how it is eventually perceived by the interlocutor. We will learn about planning a study on language perception and production, i.e., how to find a feasible research question, how to gather and analyze data and interpret the results, and how to report the study in a term paper. Finally, we will develop and carry out small experiments in speech production and perception.

**Objectives:**

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

- explain key concepts in language production and perception
- apply the key concepts in example scenarios including production-perception mismatches
- analyse spoken and written linguistic structures in a variety of contexts
- use widespread software for the analysis of spoken and written corpora (Praat and AntConc)
- plan and carry out a small experiment in production and perception

**Prerequisites:**

V Introduction to English Language & Culture

**Requirements for credits:**

Active participation and regular attendance are expected. Each student will give a presentation (PVL, 30 min.) and prepare questions for discussion. In addition, students are asked to consistently prepare their reading assignments and project assignments for class (20% of PL) and write a term paper at the end of the seminar (80% of PL, 10-12 pages).

**Selected resources:**

Beňuš, Š. (2021). *Investigating spoken English: A practical guide to phonetics and phonology using Praat*. Palgrave Macmillan.

Cruttenden, A., & Gimson, A. C. (2014). *Gimson's pronunciation of English*. Routledge.

Meyerhoff, M. (2006). *Introducing sociolinguistics*. Taylor & Francis.

Warren, P. (2013). *Introducing psycholinguistics*. Cambridge University Press.

**Registration:**

Please sign up for the course in OPAL by 31 March 2023:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38843154433>

**Katharina Maschke, M.A.**

**S: Language Awareness  
B\_AA\_2**

**271431-S06**

**Tuesday, 13:45-15:15, 2/W037 (C25.037)**

**First Meeting: 04.04.2023**

**Content:**

What is language? How does it affect us? In this seminar, we will dive into the concept of language and make ourselves more aware of our own language in the process. We will discover how language affects its surrounding areas of life, such as identity, learning or interpersonal relationships. Since you have already gained explicit knowledge about language in school and university classes, we will make sure to include what you bring to the table in this interactive seminar.

**Objectives:**

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

- actively add to their knowledge about language
- state and explain features of language
- draw connections between language and its environment
- reflect on their own use of language in different contexts

**Prerequisites:**

V Introduction to Linguistics (1st semester)

**Requirements for credits:**

Active participation, term paper (PL, 10-12 pages)

**Literature:**

TBA

**Registration:**

Please sign up for the course via OPAL until March 28, 2023:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38844235779>



## Kernmodul 2.3: English Literatures and Cultures I

**Dr. Indrani Karmakar**

**S: Theories and Methods  
B\_AA\_2, SELAEn6**

**271432-S02**

**Wednesday, 07:30-09:00, 2/N006 (C10.006)**

**First meeting: 05.04.2023**

### **Content**

This course provides an accessible introduction to the theories and methods in literary studies and its four pillars: author, text, reader, and context. We will engage in critical investigations of five influential theoretical approaches in our field: Marxism, Psychoanalysis, Gender and Queer Theory, New Criticism and Formalism, and Postcolonial Studies. For each of these five areas, there will be a discussion of a seminal theoretical text in the first week, followed by a hands-on session in the second week, in which we will use the theoretical/methodological framework to analyse a given literary text (a poem or a short story). In addition, the seminar will provide students with useful tools and methods to analyse literary texts.

### **Objectives**

Like all scientists, scholars of literature need methods in order to engage with their objects of study (i.e. literary texts). The methods and theories presented in this seminar will enable students to study literature from different perspectives and with greater precision than before. In other words, we will put the "Wissenschaft" into "Literaturwissenschaft".

### **Prerequisites**

Successful completion of the lecture *Introduction to the Study of Literatures in English*. You are required to carefully study alternately a complex theoretical text and a short literary text (a poem, a collection of poems, a short story) from week to week, which results in a high reading load.

### **Requirements for credits**

Active participation in every session of the class is expected (there will be regular in class reading quizzes).

PVL: Oral presentation (20 minutes) (see Studienordnung, p. 1349) or similar form of presentation.

PL (for B\_AA\_2): Term paper (10-12 pages) (see Studienordnung, p. 1349)

PL (for SELAEn6, B\_Pä\_\_4): Final exam (Klausur).

### **Set texts**

A reader with seminal material will be available at the Copyshop Dietze (Reichenhainer Str. 55). at the beginning of the semester.

### **Tutorial**

The seminar will be accompanied by a weekly tutorial. Time and venue will be announced at the first meeting.

### **Registration**

Please register via email ([indrani.karmakar@phil.tu-chemnitz.de](mailto:indrani.karmakar@phil.tu-chemnitz.de)) with your name, study programme, semester and the title of this seminar by **Tuesday, 28 March 2023**.

## Kernmodul 2.6: British Social and Cultural Studies

**Prof. Dr. Klaus Stolz**

**V: Einführung in die Großbritannien-Studien**

**271434-S01**

**B\_AA\_\_2, SELAEn4, B\_EG, B\_EuKA, B\_EuSA, B\_EuWA; B\_InEn, B\_Ko\_\_2, B\_Pä\_\_2, B\_Ps\_\_6, M\_In, M\_Ko**

**Thursday, 09:15-10:45, 2/B101 (C22.101) und BBB (tba)**

**First Meeting: 13.04.2023**

### **Inhalt**

Die Vorlesung gibt zunächst einen Überblick über die Hauptphasen der gesellschaftspolitischen Entwicklung Großbritanniens seit 1945. Danach werden zentrale gesellschaftliche Probleme Großbritanniens thematisiert. Im letzten Teil der Vorlesung sollen die grundlegenden Strukturen des politischen Systems dargestellt und in ihrem Wirkungszusammenhang verständlich gemacht werden.

### **Qualifikationsziele**

Kenntnisse über die Grundstrukturen von Wirtschaft und Gesellschaft, Politik und Kultur Großbritanniens, sowie über den Wandel des gesellschaftspolitischen Grundarrangements seit 1945; Verständnis der für das Land spezifischen Verbindung von Tradition und Umbruch; Erklärungskompetenz für die Entwicklungsformen und Ausprägungen der britischen Kultur und ihrer gesellschaftlichen Grundlagen.

### **Voraussetzungen für die Teilnahme**

Der regelmäßige Besuch der Vorlesung wird vorausgesetzt, weil sie die Basisbegriffe und Grundkenntnisse für den erfolgreichen Abschluss des B.A.-Moduls im 4. Studiensemester (Seminar „British Society, Culture and Politics“) bzw. eines entsprechenden Moduls in anderen Studienfächern und -gängen vermittelt. Für die Nachbereitung der Vorlesungsthemen sind eigenständige Material- und Literaturrecherchen erforderlich.

### **Vor- und Prüfungsleistungen im B.A.-Modul**

Klausur am Ende des Semesters (PVL). Die Leistungen für den Modulabschluss (PL) sind im Seminar *British Society, Culture and Politics* im 4. Studiensemester zu erbringen. Teilnahme- und Leistungsscheine für andere Studienfächer und -gänge: Die Voraussetzungen für die Scheinvergabe werden zu Beginn der Vorlesung erläutert.

### **Literatur**

Roland Sturm (Hrsg.) (2019): Länderbericht Großbritannien, Bonn: Bundeszentrale für politische Bildung, Schriftenreihe Band 10438. Unbedingt empfohlen. Der Band kann für 4,50€ + Versandkosten bei der BpB bestellt werden.

### **Format**

Zur Hälfte in Präsenz, zur Hälfte online synchron über BBB. Die Vorlesungen stehen außerdem als Podcast im OPAL zur Verfügung.

### **Einschreibung**

Bitte bis **spätestens 6. April 2023** im OPAL als Teilnehmer eintragen:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38460325888>

**Titia Ladewig**

**T: Einführung in die Großbritannien-Studien**

**TBA**

## B.A. Courses English and American Studies, 4<sup>th</sup> Semester

### Basismodul 1.2: English Language Training: Skills

Jeff Phillips, B.A.

**Ü: Speaking and Presentation Skills in a Multimedial Context**  
B\_AA\_4, SELAEn4

271412-S05-S06

**Tuesday, 11:30-13:00 (Group A), 2/W056 (C25.056)**  
**Thursday, 13:45-15:15 (Group B), 2/W056 (C25.056)**

**First meeting: 04.04.2023**  
**First meeting: 06.04.2023**

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

#### **Content:**

This course is designed to develop and improve students' presentation skills. Students will be exposed to and practice a variety of presentation styles including persuasive (argumentative), informative and explanative/instructive. Presentation delivery including body language, eye contact and voicing will be highlighted and the structure of an effective presentation, including the use of effective visual aids, will be emphasized. The course will also expose students to the art of debating and how to facilitate and participate in group discussions to become an effective group leader/member. Students will be required to give critical feedback to their peers and to evidence adherence to feedback in subsequent presentations. Although the focus of the course is on oral communication, there will be some research required in order to provide a realistic level of Content: in the presentations and discussion/debate.

#### **Objectives:**

By the end of this course, students will

- have improved their understanding of presentation styles in English
- have improved their delivery of presentations in English
- have increased their confidence and effectiveness in presenting in English
- have obtained a high degree of spoken accuracy and fluency
- be able to use a variety of visual aids to support their oral delivery
- be able to facilitate and participate in group discussion and debate
- and be able to provide and adhere to critical feedback.

#### **Prerequisites:**

Successful completion of Module 1.1 *English Language Training: Basics and of Listening* (PVL).

#### **Requirement for Credits**

15-minute oral exam

#### **Registration:**

Please register for this course as soon as possible, definitely **before Monday, April 03**, via the enrolment option at <https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38590971913>.

Email [isabelle.vanderbom@phil.tu-chemnitz](mailto:isabelle.vanderbom@phil.tu-chemnitz) if you have any queries.

**Jeff Phillips, B.A.**

**Ü: Writing  
B\_AA\_4**

**271412-S07-S08**

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

**First meeting: 03.04.2023  
First meeting: 06.04.2023**

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

**Content:**

This course aims at improving the participants' non-fictional writing skills with regard to students' academic as well as professional careers. Students will learn how to write application documents in English (CV, Cover Letter, Statement of Purpose and Goals), which are important for their semester abroad as well as their professional life outside of university. In terms of academic writing, students will learn to write argumentative essays, a skill necessary not only for Practical Language Classes in general but also for written assignments and term papers in their other courses. We will look at writing from the process- rather than the product-perspective, emphasizing the steps of drafting and editing. Moreover, skills in summarizing and describing will be trained, and questions of style and register, the creation of coherence and cohesion as well as the accurate use of vocabulary and grammar will play a major role throughout the course.

**Materials**

Students are asked to purchase the course pack (file number 41) from Copyshop Dietze (Reichenhainer Str. 55) before the first meeting.

**Objectives:**

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

- compose CVs, Cover Letters and Statements of Purpose and Goals
- compose argumentative essays
- compose summaries and descriptions
- make informed judgments concerning register and style of a given text
- and use stylistically appropriate expressions and structures in their own writing, esp. formal language.

**Requirements for credits:**

4 written texts (PL)

**Prerequisites:**

Successful completion of module 1.1 *English Language Training: Basics* and of *Reading* (PVL)

**Registration:**

Please register for this course as soon as possible, definitely **before Monday, April 03**, via the enrolment option at <https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38590971914>. Email [isabelle.vanderbom@phil.tu-chemnitz](mailto:isabelle.vanderbom@phil.tu-chemnitz) if you have any queries.

## Kernmodul 2.4: English Literatures and Cultures II

**PLEASE NOTE: B\_AA\_4 students must choose *one* of the following two seminars if they have not completed a previous seminar of this module in the winter term.**

**Dr. Indrani Karmakar**

**S: Migration, Home and Diaspora in Anglophone Literature** **271432-S04**  
**B\_AA\_4, B\_EuKA4, B\_EuSA\_4, B\_EuWA\_4, B\_Ko\_4, B\_Pä\_4, M\_EG\_4, SELAEn4, ERASMUS,**  
**SGphilSS**

**Tuesday, 15:30-17:00, 2/W021 (C25.021)**

**First Meeting: 04.04.2023**

### **Content**

Postcolonial literature is abundantly influenced by the experiences of people's movement in a world still carrying the legacies of colonialism and becoming increasingly globalised yet worryingly unequal. The concept of diaspora (meaning: "dispersal") is productively used in relation to people's movement across national borders – chosen or forced – which often seems to challenge the notion of a fixed national identity. In this course, we focus on literature emanating from different diasporas, that is groups or communities of migrants in North America and the UK. Reading key theoretical texts to understand such concepts as hybridity, cultural diversity and diasporic identity, we will explore fiction – short stories and novels – to understand how the literary productions have engaged with a range of concerns apropos of migration and diaspora, namely, legacies of colonialism; home and belonging; the post 9/11 volatile socio-political atmosphere; "emergency diasporas" emerging from the ongoing refugee crisis

### **Objectives**

The objectives of this course are to introduce students to a significant corpus of contemporary Anglophone literature on migration and diaspora. Students will read the creative texts in conjunction with key theoretical texts to define the conceptual tools of diaspora, hybridity, and multiculturalism. Students will be able to critically examine these concerns in relation to literary texts, analyse the texts' narrative and aesthetic strategies and broaden their understanding of Anglophone literature across borders.

### **Prerequisites:**

Students must have successfully completed the *Introduction to the Study of Literatures in English* and the *Kernmodul 2.3 English Literatures and Cultures I* (does not apply to visiting students).

### **Requirements for Credit:**

Active participation in every session of the class is expected (there will be regular in class reading quizzes).

PVL: Oral presentation (20 minutes) or similar form of presentation.

PL: Term paper (10-12 pages)

### **Set Texts/Required Reading:**

#### **These books need to be purchased:**

Cole, Teju. *Everyday is for the Thief*. Lagos. Cassava Republic, 2007.

Khair, Tabish. *Just Another Jihadi Jane*. Reading: Periscope, 2016.

Kincaid, Jamaica, *Lucy*. New York: Farrar, Straus and Giroux, 1990.

A Reader with seminar materials will also be available at available at the Copyshop Dietze (Reichenhainer Str. 55)

### **Registration:**

Please register via email ([indrani.karmakar@phil.tu-chemnitz.de](mailto:indrani.karmakar@phil.tu-chemnitz.de)) with your name, study programme, semester and the title of this seminar by **Tuesday, 28 March 2023**.

**Dr. Mandy Beck**

**S: Border Narratives**

**271432-S05**

**B\_AA\_4, B\_EuKA4, B\_EuSA\_4, B\_EuWA\_4, B\_Ko\_4, B\_Pä\_4, M\_EG\_4, SELAEn4, ERASMUS, SGphilSS**

**Friday, 9:15-10:45, 2/W021 (C25.021)**

**First Meeting: 14.04.2023**

**Content**

The topic of borders has attracted interest across several disciplines for many years, ranging from literary to cultural studies, postcolonial to migration studies, or even affective to psychological approaches, due to its multiple implications for aesthetic, cultural, socio-political or mere spatial issues. Recent developments like the refugee crisis in Europe, the COVID-19 crisis, or the renewed tensions at the border between Northern Ireland and the Republic of Ireland after Brexit exemplified the consistent relevance of borders – whether it is in the sense of the general “debordering” strategy in the EU or a “rebordering” (McCall 2012) of nation states in the face of illegal immigration, security or health threats. Based on these observations and imminent questions of how to conceptualise borders, this seminar seeks to illuminate how borders are “presented, marked, represented, medialized” (Schimanski/Wolfe 2007) by contemporary writers, such as Mohsin Hamid, Jan Carson, and others, as well as how current events influence the perception and depiction of borders.

**Objectives**

Students are made familiar with different conceptualisations of borders, for example, by Walter D. Mignolo, Thomas Nail, Johan Schimanski and others, to reflect on the different manifestations of borders and to develop a critical understanding of how borders function in diverse contexts. This will be enhanced by a discussion of selected literary works and their representation of associated themes, like flight, migration, ethnonational conflicts, anxiety, or xenophobia.

**Prerequisites**

Students must have successfully completed the *Introduction to the Study of Literatures in English* and the *Kernmodul 2.3 English Literatures and Cultures I* (does not apply to visiting students).

**Requirements for Credit**

Close readings of primary, theoretical as well as secondary texts, discussions and oral presentations. For the PVL, each student can either do an oral presentation (approx. 20 minutes) or complete a written task (1500-2000 words), and write a substantial seminar paper (10-12 pages) for the PL.

**Set Texts**

A reading list will be announced at the beginning of the semester.

A reader with secondary texts will also be available at the Copyshop Dietze (Reichenhainer Str. 55).

**Registration:**

Please register via email ([mandy.beck@phil.tu-chemnitz.de](mailto:mandy.beck@phil.tu-chemnitz.de)) **until Monday, 3 April 2023.**

## Kernmodul 2.5: American Social and Cultural Studies

**Dr. Daniel Ziesche**

**S: The White Working Class in US Politics and Culture**

**271434-S02**

**B\_AA\_3\_4, SELAEn6, B\_EG, B\_EuKA, B\_EuSA, B\_EuWA, B\_Pä\_4, M\_Ko, ERASMUS**

**Wednesday, 15:30 – 17:00, 2/W044 (C25.044)**

**First meeting: 12.04.2023**

### **Content**

When Donald Trump entered office in 2016 his electoral victory was initially widely regarded as the victory of a voting group which had been largely neglected by both parties in recent decades: the white working class (WWC). Only after some time had passed, a more nuanced picture emanated, which showed that while working class voters in general increasingly voted Republican since the 1990s, voting behaviour among the WWC as well as value and identity shifts are highly complex and that, in fact, the WWC was not the often-claimed “bulk” of Trump’s voters. A longstanding centrepiece of US economics and politics, the position of the WWC has shifted massively in recent decades, largely due to its rapid shrinking. While it is still the largest single electoral group, it is often claimed that it has been politically neglected in recent years, with massive repercussions on these communities. Within the course, we will trace the historical origins of the white working class and its changed political and economic role as we follow its transition from the centre to the fringes of political attention and its unlikely comeback in recent years and its part in the so called “culture war” currently raging within US society.

### **Objectives**

Participants will gain a deepened understanding of the concept of “class” and its relevance for the American political system and society. On the social and cultural level, we will discuss the struggle and survival of (white) working class values, culture and identity and its impact on American popular culture. Within the seminar, methods and theories of political and social science as well as cultural studies will be discussed and applied to case studies. Students will learn to critically engage, discuss and analyse different sources and data material.

### **Prerequisites**

Successful completion of the lecture Einführung in die USA-Studien (passed exam; except Erasmus)

### **Requirements for credits**

Active participation in class, 15-minute oral presentation (PVL) and a written term paper of 10-12p (PL). SELAEn and Erasmus students can choose between a term paper or three essays to be handed in on specific dates during the lecture period.

### **Readings**

A reader as well as an additional reading list will be provided via the OPAL directory of the course (see below).

### **Registration**

Please sign up via OPAL by **6 April 2023**:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38968393732>

<b>Kernmodul 2.6: British Social and Cultural Studies</b>
---

**Dr. Daniel Ziesche**

**S: Cultures of Protest: Social Movements and Political Activism in the UK**

**271434-S03**

**B\_AA\_3\_4, SELAEn6, B\_EG, B\_EuKA, B\_EuSA, B\_EuWA, B\_Pä\_4, M\_Ko, ERASMUS**

**Monday, 15:30 – 17:00, 2/W037 (C25.037)**

**First meeting: 17.04.2023**

**Content**

Social movements and political activism have a long and rich history in the UK. The seminar will encompass early modern appearances in the form of the labour movement and the women's suffrage movement over the 'classic' social movements such as the environmental movement and the anti-war movement up to more recent phenomena of civic political protest such as the Occupy movement, contemporary populist movements and the current surge in climate activism. During the past decades, civic engagement and forms of activism underwent remarkable changes. Perhaps most obviously, the forms of organization are different now than they were a hundred years ago as activism itself is a versatile and dynamic phenomenon. Modes of protest and who participates in protests change over time, currently, multiple forms of political activism adapt to the challenges of the digital age and the opportunities of social media. While until recently, western democracies have been facing a steady decline in civic and political engagement, recent years have seen the numbers in political participation rise. Whether of modern or post-modern origin: social movements and forms of political activism can be productively analysed by employing theoretical frameworks from political science, sociology, anthropology and cultural studies.

**Objectives**

Participants will gain deepened insight into the political system of the UK and the specific role of social movements and civic engagement within Western-democratic systems. Within the seminar, methods and theories of political and social science as well as cultural studies will be discussed and applied to individual case studies in order to gain an encompassing understanding about social movements and other forms of political activism. Students will learn to critically engage, discuss and analyse different sources and data material.

**Prerequisites**

Successful completion of the introductory lecture to UK Studies (passed exam).

**Requirements for credits**

Active participation in every session of the class, 15-minute oral presentation (PVL) and a written term paper of 10-12p (PL). SELAEn and Erasmus students can choose between a term paper or three essays to be handed in on specific dates during the lecture period.

**Readings**

A reader as well as an additional reading list will be provided via the OPAL directory of the course (see below).

**Registration:**

Please sign up via OPAL by **6 April 2023**:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38968393733>



## Spezialisierungsmodul 5.1: Advanced English Language and Culture

**Prof. Dr. Christina Sanchez-Stockhammer**

**S: Research Seminar – Chatbots: Chat GPT and all that  
B\_AA\_6, B\_EE\_6**

**271431-S02**

**Monday, 13:45-15:15, 2/N006 (C10.006)**

**First Meeting: 03.04.2023**

### **Content**

This course provides students with a forum and appropriate tools for their upcoming Bachelor's theses in English and Digital Linguistics. For instance, we will discuss how to develop and operationalise linguistic research questions, how to formulate hypotheses and how to collect, analyse and interpret linguistic data.

This semester's hands-on task focusses on chatbots. We will first get to know how chatbots work and have evolved, and explore some linguistic and ethical questions revolving around their use. Then we will explore what Chat GPT can do, what its limitations are, and discuss possible ways of dealing with this.

Participants will reflect on the content of the class in the form of a portfolio.

### **Objectives**

By the end of this seminar, students can:

- retrieve relevant information from academic texts
- develop their own research questions
- draw on a wide range of research methods for their own research
- identify appropriate methods for specific research questions
- present and describe research data in an adequate manner.

### **Prerequisites**

Portfolio, including the research proposal/exposé written in the Research Colloquium I

### **Requirements for credit**

In order to receive credits for this course (PL), students will have to work on their portfolios, including presentations (5000 words/10 pages).

### **Recommended reading**

Booth, Wayne C., Gregory G. Colomb & Joseph M. Williams. 2008. *The craft of research*. 3rd edn. Chicago: University of Chicago Press.

Bortz, Jürgen & Nicola Döring. 2006. *Forschungsmethoden und Evaluation: für Human- und Sozialwissenschaftler*, 3rd edn. Heidelberg: Springer-Verlag.

Crowley, Terry. 2007. *Field Linguistics: A Beginner's Guide*. Oxford: Oxford University Press.

Johnson, Keith. 2008. *Quantitative Methods in Linguistics*. Malden: Blackwell.

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

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

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

### **Registration**

Please register via OPAL by **25 March 2023**:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38907674632?25>

**Prof. Dr. Christina Sanchez-Stockhammer**

**K: Research Colloquium  
B\_AA\_4**

**271431-S05**

**Tuesday, 11:30-13:00, 2/N102 (C10.102)**

**First meeting: 04.04.2023**

### **Content**

This course accompanies students through the BA writing process and provides them with presentation skills for academic conferences. We will have a mixture of presentations and discussions of linguistic topics in the broadest sense. Student suggestions are very welcome.

### **Objectives**

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

- write a project proposal and an abstract for their projects
- present their research projects to an academic audience
- critically evaluate their projects and discuss their own work within a wider research context
- discuss linguistic research papers

### **Prerequisites**

Successful completion of module 2.1 *English Language and Culture*

### **Requirement for credit**

PVL: Throughout the semester, students are required to work on their portfolios including a BA proposal/exposé (2,500 words, 5 pages).

### **Recommended reading**

Bortz, Jürgen & Nicola Döring. 2006. *Forschungsmethoden und Evaluation: für Human- und Sozialwissenschaftler*. 3rd edn. Heidelberg: Springer.

### **Registration**

Please register via OPAL by **25 March 2023**:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38907674631?18>

**Spezialisierungsmodul 5.2: English Literatures and Cultures****Prof. Dr. Cecile Sandten****K: Research Colloquium I  
B\_AA\_4****271432-S08****Tuesday, 09:15-10:45, 2/39/233 (C46.233)****First meeting: 04.04.2023****Content**

The 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, of discussions and thesis presentations. Each student will present an oral report (approx. 15 minutes) (PVL).

**Set Texts/Required Reading**

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

**Registration**

Please register via e-mail ([lisa-marie.poehland@zlb.tu-chemnitz.de](mailto:lisa-marie.poehland@zlb.tu-chemnitz.de)) with your name, semester, student ID and status (e.g. ERASMUS) **by Monday, 28 March 2023**.

**Spezialisierungsmodul 5.3: British and American Social and Cultural Studies****Prof. Dr. Klaus Stolz****K: Forschungskolloquium I  
B\_AA\_4****271434-S05****Tuesday, 17:15-18:45, 2/N005 (C10.005)  
Nach erster Sitzung: Blocksitzungen, times tba****First Meeting: 11.04.2022****Inhalt**

In diesem Forschungskolloquium werden Formen und Methoden wissenschaftlichen Arbeitens in den Kultur- und Länderstudien wiederholt und eingeübt. BA 4. Semester Studierende sollen ein Exposé für ihre BA-Arbeit erstellen; BA 6. Semester Studierende erhalten die Gelegenheit, die Konzeption und/oder einzelne Aspekte ihrer laufenden BA Arbeit zu präsentieren. Unterrichtssprache ist Deutsch und Englisch. Es wird sowohl gemeinsame Sitzungen von BA 4 und BA 6 als auch getrennte Sitzungen geben.

**Ziele**

Das Kolloquium soll die Studierenden in die Lage versetzen, eigenständig kultur- und sozialwissenschaftliche Fragestellungen zu bearbeiten.

**Format**

Blockseminar (Termine tba) + OPAL tasks

**Einschreibung**

Bitte bis **spätestens 6. April 2023** im OPAL als Teilnehmer eintragen:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38474022912>

## B.A. Courses English and American Studies, 6<sup>th</sup> Semester

### Basismodul 1.2: English Language Training: Skills

Ü: Translation in a Digital Context

B\_AA\_6, SELAEn6

271412-S09-S10

Monday, 17:15-18:45 (Group A), 2/W056 (C25.056)

First Meeting: 03.04.2023

Tuesday, 13:45-15:15 (Group B), 2/W056 (C25.056)

First meeting: 04.04.2023

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

#### Content:

In this course, students will learn to translate texts both correctly and effectively. Various approaches to translating such as text analysis, text typology, contrastive analysis, free and narrow translation etc. will be used to assist the students in identifying and solving translation issues and problems. A range of texts and text genres will be used in order to provide students with hands-on experience in dealing with authentic texts and in developing strategies for dealing with a variety of texts in the future. Attention will be paid to such issues as interference, "false friends", genre and register, structural differences between source and target language, cultural appropriateness, and transferring ideas versus word-for-word translations. Skills in working with dictionaries and reference books will be trained, and students will be introduced to research skills and research resources, especially those offered by the internet.

#### Materials

Students are required to have good monolingual and bilingual dictionaries. In addition, they are asked to purchase the course pack (file number 42) from Copyshop Dietze (Reichenhainer Str. 55) before the first course meeting.

#### Objectives:

By the end of this course students will be able to

- translate texts of various genres effectively and with an awareness of the target readership and culture
- recognize and use vocabulary appropriately with regard to register, style and genre
- apply translation principles and strategies successfully
- translate texts for various practical applications
- and use research tools to aid in translating.

#### Prerequisites:

Successful completion of module 1.2 *English Language Training: Skills*.

#### Requirements for credits:

90-minute written PL exam

#### Registration:

Please register for this course as soon as possible, definitely **before Monday, April 03**, via the enrolment option at <https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38590971918>.

Email [isabelle.vanderbom@phil.tu-chemnitz](mailto:isabelle.vanderbom@phil.tu-chemnitz) if you have any queries.

PLEASE NOTE: Students should consult other department websites at the beginning of the semester for additional courses that can be taken for modules 4.1-4.7 (*Ergänzungsmodule*).

## Spezialisierungsmodul 5.1: Advanced English Language and Culture

**Prof. Dr. Christina Sanchez-Stockhammer**

**S: Research Seminar  
B\_AA\_6**

**271431-S02**

**Tuesday, 11:30-13:00, 2/A001 (C21.001)**

**First Meeting: 04.04.2023**

### **Content**

This course provides students with a forum and appropriate tools for their upcoming Bachelor's theses in English and Digital Linguistics. The first few sessions focus on carrying out linguistic research in general. We will identify and work through the research process using several case studies and apply the lessons learned to your own research questions. In later sessions, we will identify potential data collection methods before we investigate and subsequently apply descriptive statistics. Finally, we will concentrate on the sound description of linguistic data.

### **Objectives**

By the end of this seminar, students can:

- retrieve relevant information from academic texts
- develop their own research questions
- draw on a wide range of research methods for their own research
- identify appropriate methods for specific research questions
- present and describe research data in an adequate manner.

### **Prerequisites**

Portfolio, including the research proposal/exposé written in the Research Colloquium I

### **Requirements for credit**

In order to receive credits for this course (PL), students will have to work on their portfolios, including presentations (5000 words/10 pages).

### **Recommended reading**

Booth, Wayne C., Gregory G. Colomb & Joseph M. Williams. 2008. *The craft of research*. 3rd edn. Chicago: University of Chicago Press.

Bortz, Jürgen & Nicola Döring. 2006. *Forschungsmethoden und Evaluation: für Human- und Sozialwissenschaftler*, 3rd edn. Heidelberg: Springer-Verlag.

Crowley, Terry. 2007. *Field Linguistics: A Beginner's Guide*. Oxford: Oxford University Press.

Johnson, Keith. 2008. *Quantitative Methods in Linguistics*. Malden: Blackwell.

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

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

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

### **Registration**

To receive further information about the online session in the first week, during which we will discuss the teaching format (hybrid or online), please register via OPAL by **25 March 2023**:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/34269757442>

**Prof. Dr. Christina Sanchez-Stockhammer**

**K: Research Colloquium  
B\_AA\_6**

**271431-S05**

**Monday, 15:30-17:00, 2/D301 (C24.301)**

**First meeting: 04.04.2023**

### **Content**

This course accompanies students through the BA writing process and provides them with presentation skills for academic conferences. We will have a mixture of presentations and discussions of linguistic topics in the broadest sense. Student suggestions are very welcome.

### **Objectives**

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

- write a project proposal and an abstract for their projects
- present their research projects to an academic audience
- critically evaluate their projects and discuss their own work within a wider research context
- discuss linguistic research papers

### **Prerequisites**

Successful completion of module 2.1 *English Language and Culture*

### **Requirement for credit**

PVL: Throughout the semester, students are required to work on their portfolios including a BA proposal/exposé (2,500 words, 5 pages).

### **Recommended reading**

Bortz, Jürgen & Nicola Döring. 2006. *Forschungsmethoden und Evaluation: für Human- und Sozialwissenschaftler*. 3rd edn. Heidelberg: Springer.

### **Registration**

To receive further information about the online session in the first week, during which we will discuss the teaching format (hybrid or online), please register via OPAL by **25 March 2023**:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/34269757441>

## Spezialisierungsmodul 5.2: English Literatures and Cultures

**PLEASE NOTE: B\_AA\_6 students must choose *one* of the following two seminars.**

**Prof. Dr. Cecile Sandten**

**S: SCHLINGEL: International Film Festival for Children and Young Audiences** 271432-S01  
**B\_AA\_6, SELAEn6, StGenSS**

**Tuesday, 11:30-13:00, 2/W066 (C25.066)**

**First meeting: 04.04.2023**

### **Content**

Storytelling is an ancient form of entertainment and education – from the epics by the Greek poet Homer, the medieval sagas of gods and heroes to orally transmitted folk tales in a broad range of countries. For more than 100 years cinema has been the continuation of this tradition – on celluloid. Therefore, an educational program for children and young adults does not only include the studying of texts, but also films. Since 1996, the International Film Festival "SCHLINGEL" has provided a great forum for this task. It offers young viewers the opportunity to watch international, often independent films that would otherwise be unknown to a German audience. The films, whose heroes are primarily children and young adults, tell exciting stories and convey profound messages that are both universal, and conversely, culturally specific. More than 160 films from a broad range of countries will be screened during the festival week. In addition, international guests (e.g. film directors, young actors) as well as international juries will be present throughout the festival.

### **Objectives**

In this seminar, students will first be provided with theoretical texts related to children's films as well as hands-on material with regard to film analysis techniques that will help them to deepen their understanding of films and support them in the creation of educational material for children. Secondly, students of this seminar will learn how to translate the subtitles of a film and be introduced to tasks that are required for the active participation in the film festival. Since the Chair of English Literatures cooperates with the "SCHLINGEL" Film Festival, students of this seminar will be requested to participate actively in support of the festival (**23/09 – 30/09/23**).

### **Requirements for credit**

Active participation in every session of the class is expected. A presentation or partner or group work is also expected as part of the general course work. A final presentation with a poster is required for the course exam (SELAEn6); for the PVL, B\_AA\_6, StGenSS students can either do an oral presentation (approx. 20 minutes) or complete a written task (of altogether 1500-2000 words). The module 5.2 will be completed with an oral exam of 30 minutes (one topic from this seminar and one topic from the research colloquium).

### **Set Texts/Required Reading**

A reader with seminal material will also be available at the Copyshop Dietze (Reichenhainer Str. 55).

### **Registration**

Please register via e-mail ([kati.bartsch@phil.tu-chemnitz.de](mailto:kati.bartsch@phil.tu-chemnitz.de)) with your name, semester, student ID **until Tuesday, 28 March 2023**.



**Dr. Mandy Beck**

**S: Genre and Metagenre  
B\_AA\_6, ERASMUS**

**271432-S07**

**Wednesday, 09:15-10:45, 2/W059 (C25.059)**

**First Meeting: 05.04.2023**

### **Content**

“Genre” is a collective term for a sort of texts that have specific characteristics in common with regard to form, content, style, or even function. Apart from the major genres of poetry, fiction and drama, there are numerous subgenres (e.g. sonnets, short stories, comedies, etc.) or in-between genres (e.g. epic, dramatic monologue, novel in verse, dialogue novel, closet drama, etc.), but also other variations that escape clear-cut categories, because they challenge or reflect on generic conventions. The ambiguities of certain literary texts, especially from the twentieth century, are furthermore indicated by categories such as “metatheatre” (Lionel Abel) and “metafiction” (Linda Hutcheon), or self-reflexive literature in form of the “anti-novel”, the “anti-play” and experimental poetry. Therefore, this seminar deals with literary genres beyond the conventional classifications, in order to discuss the wide scope of literature’s reinvention in the twentieth century.

In addition to a survey of the main genres and their core features, we will focus on texts that deviate from them, as Samuel Beckett’s shorter plays *Act Without Words I & II*, *What Where*, Angela Carter’s longer fiction, or poetry by Edwin Morgan, Stevie Smith and others. These readings will be enhanced by relevant theoretical texts on different genres, narratology, postmodern writings, experimentalism, gender and more.

### **Objectives**

This seminar seeks to re-evaluate the reliability of generic features of literary texts for a categorisation and analysis, thereby making students aware of the texts’ playful engagement with common expectations towards genres. On top of that, various issues will be explored on the basis of theoretical/critical material, such as self-reflexiveness, experimental and subversive strategies.

### **Prerequisites**

In order to participate, students of English and American Studies need to have completed the *Kernmodul 2.3 English Literatures and Cultures I* and *2.4 English Literatures and Cultures II* successfully.

### **Requirements for Credit**

Close readings of primary, theoretical as well as secondary texts, discussions and oral presentations. For the PVL, each student can either do an oral presentation (approx. 20 minutes) or complete a written task (1500-2000 words).

The module 5.2 will be completed with an oral exam of 30 minutes (one topic from this seminar and one topic from the research colloquium).

### **Set Texts**

A reading list will be announced at the beginning of the semester.

A reader with secondary texts will also be available at the Copyshop Dietze (Reichenhainer Str. 55).

### **Registration:**

Please register via email ([mandy.beck@phil.tu-chemnitz.de](mailto:mandy.beck@phil.tu-chemnitz.de)) **until Monday, 3 April 2023.**

**Prof. Dr. Cecile Sandten**

**K: Examenskolloquium/Research Colloquium  
B\_AA\_4, B\_AA\_6, SELAEn8**

**271432-S08**

**Tuesday, 09:15-10:45, 2/39/233 (C46.233)**

**First Meeting: 04.04.2023**

**Content**

The 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 theoretical and primary texts, of discussions and presentations of students' own writings (e.g. title, abstract, introduction). Each student will present an oral report about their thesis (approx. 15 minutes) (PVL).

**Set Texts/Required Reading**

A reader with seminal material will also be available at the Copyshop Dietze (Reichenhainer Str. 55).

**Registration**

Please register via e-mail ([kati.bartsch@phil.tu-chemnitz.de](mailto:kati.bartsch@phil.tu-chemnitz.de)) with your name, semester, student ID and status **until Tuesday, 28 March 2023**.

**Spezialisierungsmodul 5.3: Advanced British and American Social and Cultural Studies**

**Prof. Dr. Klaus Stolz**

**S: Research Seminar  
B\_AA\_6**

**271434-S04**

**Wednesday, 11:30-13:00, 2/N002 (C10.002)  
After first meeting: Blockseminar (times tba)**

**First Meeting: 12.04.2023**

**Content**

In this research seminar we will look at one nation of the Anglophone world in detail. Class discussions will include historical, social, cultural and political issues. Examining topical studies from a wide range of disciplinary perspectives, we will also critically reflect on the theoretical and methodological approaches used.

**Objectives**

This class pursues two major objectives. First of all, by concentrating on one nation of the English-speaking world only, this seminar allows students to look beyond the surface in order to gather a deeper and more differentiated insight into the process of nation-building. Secondly, our focus on topical studies allows them also to gather a deeper insight into the social research process. As such, this research seminar is meant to support students designing and conducting their own BA thesis projects.

**Requirements**

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

**Readings**

**Registration**

Please register via OPAL by **6 April 2023**:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38460325891>

**Prof. Dr. Klaus Stolz**

**K: Forschungskolloquium II  
B\_AA\_6, SELAEn8**

**271434-S05**

**Tuesday, 17:15-18:45, 2/N005 (C10.005)  
Nach erster Sitzung: Blockseminar, times tba**

**First Meeting: 11.04.2022**

**Inhalt**

In diesem Forschungskolloquium werden Formen und Methoden wissenschaftlichen Arbeitens in den Kultur- und Länderstudien wiederholt und eingeübt. BA 4. Semester Studierende sollen ein Exposé für ihre BA-Arbeit erstellen; BA 6. Semester Studierende erhalten die Gelegenheit, die Konzeption und/oder einzelne Aspekte ihrer laufenden BA Arbeit zu präsentieren. Unterrichtssprache ist Deutsch und Englisch. Es wird sowohl gemeinsame Sitzungen von BA 4 und BA 6 als auch getrennte Sitzungen geben.

**Ziele**

Das Kolloquium soll die Studierenden in die Lage versetzen, eigenständig kultur- und sozialwissenschaftliche Fragestellungen zu bearbeiten.

**Format**

Blockseminar (Termine tba) + OPAL tasks

**Einschreibung**

Bitte bis **spätestens 6. April 2023** im OPAL als Teilnehmer eintragen:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38474022912>

## M.A. Courses English and American Studies, 2<sup>nd</sup> Semester

### Basismodul 1: Translation

Mag. Johannes Pfundt

U: Translation English-German in Digital Contexts  
M\_AA\_\_2

271412-S13

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

First meeting: 11.04.2023

#### Content:

This course focuses on the challenges involved in translating into one's first language in general and German in particular. Key principles of translation such as equivalence; translatability; strategies of adaptation; target readership orientation and stylistics will be explored and used in analyzing 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 should be able to:

- assess a variety of English to German translation tasks using linguistic, textual, stylistic and genre conventions.
- have a firm understanding of locating and using meaningful resources for the translation process.
- critically evaluate and assess their peers as well as their own translations.

#### Prerequisites:

Successful completion of the *Translation German-English* (PVL)

#### Requirements for credits:

90-minute written PVL exam

#### Registration:

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

**Prof. Dr. Christina Sanchez-Stockhammer**

**S: (Inter-)Cultural Translation Theory & Digital Technologies  
M\_AA\_2**

**271431-S04**

**Monday, 15:30-17:00, 2/D301 (C24.301)  
2/D301**

**First meeting: 03.04.2023**

### **Content**

What exactly is translation? And what role does equivalence play? In this class we will discuss possible criteria for what constitutes a good translation. We will identify possible ways of dealing with challenging aspects such as the translation of names, culture-specific concepts and idioms, and discuss the appropriateness of sample translations.

We will work with online tools (e.g. dictionaries and corpora), consider the special case of film dubbing and the role of literary translations. Finally, we will investigate the performance of machine translation tools such as DeepL and Google Translate and discuss recent technological developments in the field.

In this class we will discuss translation from English and into English from a general linguistic perspective. We will use examples from German and other languages, which enables participants with different linguistic backgrounds and different levels of German to participate actively in the discussion. The practical translation part can either be a translation from any language into English, or from English into German.

### **Objectives**

By the end of this seminar, students will be able to:

- identify various levels of equivalence
- justify their own decisions when translating
- discuss a translation's quality
- deal with challenging translation issues
- apply theoretical considerations to their own practical translation projects
- use online translation tools in a more efficient way.

### **Prerequisites**

For native German speakers: *Translation German-English in Digital Contexts* and *Translation English German in Digital Contexts*

For non-native German speakers: *Grundkurs Deutsch A1* and *Grundkurs Deutsch A2*

### **Requirements for credit**

A project report (5,000 words) on a practical translation task (PL).

### **Recommended reading**

Baker, Mona (3<sup>rd</sup> edition 2018). *In other words: A coursebook on translation*. London: Routledge.

House, J. (2018). *Translation: The basics*. London: Routledge.

Hohenadl, Christa & Renate Will. 1994. *Into German. Ein systematisches Übersetzungstraining*. Ismaning: Hueber.

Koller, Werner. 1997. *Einführung in die Übersetzungswissenschaft*. 5th edn. Wiesbaden: Quelle und Meyer.

Königs, Karin. 2004. *Übersetzen Englisch-Deutsch. Ein systemischer Ansatz*. 2nd, rev. edn. Munich: Oldenbourg.

### **Registration**

Please register via OPAL by **25 March 2023**:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38907674633?34>

<b>Basismodul 3: Professional Skills</b>
--

**Anna-Katharina Scholz, M.A.**

**Ü: E-Learning: Learning English with Corpora and Digital Tools  
M\_AA\_2; ERASMUS**

**271431-S07**

**Tuesday, 15:30-17:00, 2/N102 (C10.102)**

**First meeting: 04.04.2023**

**Content:**

Adaptive learning, gamification and performance support will become more than mere buzzwords in this course on the theory and practice of integrating technology in language teaching practices. Effective instructional materials must be designed and deployed in full knowledge of how we learn languages and how we encode, retain and retrieve information. Therefore, alongside exploring relevant theoretical frameworks, students will practice using various e-learning applications, media and services to determine their value as tools for conducting diagnostic assessments, developing the key language skills and increasing engagement. Moreover, students will practice how to work with corpora in order to design corpus-based learning materials and tasks.

**Objectives:**

By the end of the course, students are able to:

- identify opportunities for integrating new media in instructional settings
- critically reflect on chief controversies in the context of e-learning
- assess the appropriateness of different tools and types of activities for different learning contexts using sound pedagogical criteria
- to design language learning activities by using a variety of digital tools for different learner cohorts

**Prerequisites**

None

**Requirements for credits**

PVL: an e-learning project and a written report (around 2000 words/5 pages)

**Literature**

TBA

**Registration**

Please register via OPAL by 3 April 2023:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38787317760>

<b>Basismodul 4: Cultural Encounters</b>
--

**Prof. Dr. Cecile Sandten**

**S: The 19<sup>th</sup> Century Industrial Novel**  
**M\_AA\_2, SGphilSS**

**271432-S03**

**Wednesday, 09:15-10:45, 2/W035 (C25.035)**

**First meeting: 05.04.2023**

**Content:**

This seminar focuses on the exploration of the Industrial Revolution through literature: The 1840s in Britain were a time of rapid urban and economic expansion and change, great social hardship and increased social tension, which resulted in strikes, violent clashes and the emergence of "the first working-class party", the Chartists. The term "industrial novel" refers to a group of literary works, also known as "social-problem novels" or "Condition-of-England novels", written by middle-class writers concerned about both the treatment of the working class and also the threat of social instability it seemed to pose. In this seminar we will be looking at the social, economic and political history of the mid-century: the technological breakthroughs in production and distribution; social distress in the Northern English industrial towns; and issues such as the rise of the trade union movement and Chartism.

**Objectives:**

Our main questions are: How is the Industrial Revolution represented and depicted in literary texts? Which issues of the time do the writers engage in? And how did the "working-class problem" find expression? We will tackle these questions by reading two novels closely: Charles Dickens' *Hard Times* (1853), which was the "master's" excursion into the industrial North (his "Coketown" is based on Manchester and Preston), and Elizabeth Gaskell's *Mary Barton* (1848), which was not just the most influential industrial novel of its time and still the best-known of the genre but also the first novel by an author who, as a vicar's wife, was familiar with poverty in Manchester. How are these novels significant – aesthetically and ideologically – 160 years later? To broaden the scope, we will go on an excursion to the "Sächsisches Industriemuseum" in order to become familiar with the exhibits that pay tribute to the particular temporal setting of the two novels – thus enhancing the "cultural encounter". Brian Percival's (dir. 2004) adaptation of Elizabeth Gaskell's novel *North and South* will round off this seminar. Students will also be required to attend the international conference "Making the City: Transformative Processes in (Post)Industrial Urban Spaces", 29 June – 1 July 2023, convened by the Chair of English Literatures at TUC.

**Prerequisites:**

Master-students need to have successfully completed their BA in English as well as the seminar pertaining to the MA-Modul 4, "Cultural Encounters".

**Requirements for credits:**

The format of this seminar will consist of oral presentations and discussions. Each student will give an oral presentation (approx. 20 minutes), and chair a session or prepare questions for discussion (PVL). For the PL, students have to write a substantial seminar paper (15-20 pages).

**Set Texts:**

Charles Dickens (1994 [1853]): *Hard Times*. London: Penguin Popular Classics. Elizabeth Gaskell (1997 [1948]): *Mary Barton: A Tale of Manchester Life*. London: Penguin Classics. Further recommended reading:

Friedrich Engels (1845): *The Condition of the Working Class in England*.

**Registration**

Please register via e-mail (kati.bartsch@phil.tu-chemnitz.de) with your name, student-ID, study programme, course title and semester **until Tuesday, 28 March 2023**.



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

Jun.-Prof. Dr. Jennifer Schluer

**S: Methodology of Adult Education: Digital Feedback Methods  
M\_AA\_2, ERASMUS**

**271435-S01**

**Thursday, 11:30-13:00, 2/W044 (C25.044) & online (BBB)**

**First meeting: 06.04.2023**

**This seminar will be taught in a blended format. Details will be announced in the seminar/syllabus.**

### **Content**

In this seminar, we will take a closer look at digital feedback methods. Especially adult learners typically have heterogeneous linguistic, cultural and professional profiles as well as different motivations for enhancing their proficiency in the English language. Individualized feedback is therefore crucial to help them improve, and digital tools offer manifold possibilities for this. In the first weeks, you will be familiarized with the theoretical literature about feedback before we move on to its practical application. You will have the chance to explore different digital feedback methods, including technology-mediated feedback in written, audio and video format as well as their multimodal combination via screencasting and social media. We will also discuss the affordances and limitations of technology-generated feedback provided by AWE software and AI. This course will be part of the DFM project ("Pedagogical orientation for digital feedback", <https://stiftung-hochschullehre.de/projekt/dfm/>) and you will have the opportunity to participate in an international conference to discuss your ideas and deepen your knowledge ("Spotlight on Language Teaching: Digital Feedback in Research and Practice", <https://www.tu-chemnitz.de/phil/english/sections/tesol/digifed2023.php>).

### **Objectives**

By the end of the course, you should be able to

- describe important characteristics of feedback
- distinguish between different digital feedback methods
- produce digital feedback by applying assessment criteria and utilizing digital tools
- critically assess the produced feedback and reflect on potential improvements
- create and present a task description for the purposeful integration of digital feedback in teaching

### **Prerequisites**

Successful completion of the Intercultural Second Language Acquisition PVL exam

### **Requirements for credits**

Successful completion of the required assignments (PVL). Details will be announced in the seminar/syllabus.

### **Literature**

Schluer, J. (2022). *Digital feedback methods*. Narr Francke Attempto.

### **Enrolment/Registration**

Please register via OPAL (button "Course Registration") by April 4, 2023:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38786465792/CourseNode/103238453939138>

## Schwerpunktmodul 5.2: English as a Global Language

Asya Yurchenko

**S: Qualitative and Quantitative Digital Research Methods**  
M\_AA\_2, M\_In\_2, M\_In\_4, M\_SM\_2, B\_InEn4

271431-S03

Thursday, 15:30-17:00, 2/N102 (C10.102)

**First Meeting: 06.04.2023**

### Content

In this course we will familiarize ourselves with a wide variety of qualitative and quantitative data collection and analysis methods in linguistics. Some of the qualitative and mixed methods we will learn about are discourse analysis, surveys & interviews, linguistic landscapes, and corpus linguistics. In the second half of the seminar, we will learn about a variety of statistical methods as well as techniques such as data visualization, text mining, and web scraping while also learning how to program with R.

### Objectives

By the end of the course, you will:

- have learned about and practiced a variety of qualitative, quantitative, and mixed research methods;
- be able to choose the appropriate descriptive and/or inferential statistical methods for the analysis of data;
- have acquired basic programming skills in R and are able to use it for data analysis, text mining, data visualization, and web scraping.

### Prerequisites

None

### Requirements for credits

5 assignments (of ca. 5 pages each) handed in at various points throughout the semester.

### Literature

- Çetinkaya-Rundel, M., & Hardin, J. (2021). *Introduction to Modern Statistics*. OpenIntro.
- Litosseliti, L. (Ed.). (2010). *Research Methods in Linguistics*. Continuum.
- Winter, B. (2020). *Statistics for Linguists: An Introduction Using R*. Routledge.
- Wickham, H., & Grolemund, G. (2017). *R for Data Science: Import, Tidy, Transform, Visualize, and Model Data*. O'Reilly.

### Registration

Please register via OPAL by 5 April 2023:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38867075073>

## Schwerpunktmodul 5.3: English Literatures, Postcolonial Theories and Literatures

**Prof. Dr. Cecile Sandten**

**S: First Nations Canadian Life Writings  
M\_AA\_2**

**271432-S06**

**Wednesday, 11:30-13:00, 2/D316A (C24.316.1)**

**First meeting: 05.04.2023**

**Content:**

Among Canada's First Nations there is the need for self-determination, to restore Aboriginal sensibility, and the need to consolidate and gain recognition for their contributions to writing and story-telling in Aboriginal languages and in the dominant languages (here English). Often, First Nations Canadians do not have access to their own cultures and their own communities because of colonisation, adoption into non-Aboriginal families, foster homes, assimilation, and lack of status. Nonetheless, many First Nations people recognise the power of stories among their peoples.

**Objectives:**

Therefore, this seminar will look at a selection of life stories as-told-to, as-told-by or as-told-about First Nations Canadians. These stories will introduce seminar participants to the history, society, cultures, politics, and institutions of Canada as seen through the eyes and told through the words of First Nations people. Further, we will examine the genre of biography and autobiography, as well as the notion of storytelling and oral tradition. An excursion to the Grassi Museum für Völkerkunde zu Leipzig will be on the agenda.

**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 is required and part of the Credit Points allocation. The format of this seminar will consist of oral presentations and discussions. Each student will give an oral report (approx. 20 minutes), chair a session or prepare questions for a discussion (PVL) and write a final term paper (15-18 pages) (PL) for the module exam.

**Set Texts:**

**These books need to be purchased:**

Campbell, Maria. *Halfbreed* (Toronto: McClelland and Stewart, 1973)

Culleton, Beatrice. *In Search of April Raintree* (Winnipeg: Pemmican Publishers, 1983)

Harper, Kenn. *Give me my Father's Body: The Life of Minik, The New York Eskimo*. (Vermont: Steerforth Press, 1986/2000)

Seminal theoretical texts will be provided in the OPAL course.

**Registration:**

Please register via e-mail (kati.bartsch@phil.tu-chemnitz.de) with your name, semester, student ID and status **until Tuesday, 28 March 2023**.

**Schwerpunktmodul 5.4: Comparing Societies, Politics, and Cultures****Prof. Dr. Klaus Stolz****S: What is Wales and When was it?****271434-DS07****M\_AA\_2, M\_In\_2, M\_In\_4, M\_Po\_2, M\_Po\_4, Erasmus****Wednesday, 11:30-13:00, 2/N002 (C10.002)****First Meeting: 12.04.2023****After first meeting: Blockseminar (times tba)****Content**

Wales is probably the least known constituent nation of the United Kingdom. In this seminar we will discuss studies focussing on different aspects of Welsh nationhood, historical, cultural, social and political. We will raise questions like where do the Welsh come from, what does it mean to be Welsh, how and when is Welshness politically mobilised. In doing so we will analyse how – in the words of the eminent Welsh historian Gwynn A. Williams – “the Welsh make and remake Wales day by day”, but also how social scientists try to make sense of these conscious and unconscious processes of nation-building.

**Objectives**

Based on the seminar “Theories & Methods” in the first semester, this is the first of two seminars in which the tools of comparative social research will be applied.

Looking at one social group from a variety of disciplinary, theoretical and methodological perspectives serves at least two different objectives: 1. it is meant to give students a deeper insight into the various aspects of Wales and Welsh national identity. And 2. it provides students with an ideal training ground to sharpen their conceptual and analytical tools and to discuss theoretical and methodological questions.

**Requirements for credit**

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

**Literature**

Please see OPAL website of the seminar.

**Registration**

Please register via OPAL by **6 April 2023**:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38460325889>

## M.A. Courses English and American Studies, 4<sup>th</sup> Semester

### Modul 6: MA Thesis and Colloquium

**Dr. Isabelle van der Bom**

**S: Thesis Consultation**  
M\_AA\_\_4

**271412-S14**

**Tuesday, 11:30-13:00, 2/W061 (C25.061)**

**First Meeting: 11.04.2023**

**Content:**

In addition to the subject-specific input students receive from their supervisors while writing their Master's thesis, there is a wealth of assistance offered in individual thesis consultations at the heart of this course. Whether your queries pertain to formulating a research question, staying on topic, academic language, determining when to stop writing, proofreading, publishing your thesis or anything in between, you will have access to detailed feedback, guidance and coaching wherever it is required. The course will begin will include group sessions, writing workshops and individual consultation appointments.

**Prerequisites:**

Students are expected to have completed their coursework and should be actively working on their thesis.

**Registration:**

Please register for this course as soon as possible, definitely **before Monday, April 03**, via the enrolment option at <https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/38590971921>. Email [isabelle.vanderbom@phil.tu-chemnitz](mailto:isabelle.vanderbom@phil.tu-chemnitz) if you have any queries.

**Jun.-Prof. Dr. Jennifer Schluer**

**K: Research Projects inTESOL**  
MA\_AA\_\_4

**271435-S03**

**Thursday, 13:45-15:15, 2/N006 (C10.006) & online at BBB:**

<https://webroom.hrz.tu-chemnitz.de/gl/jen-bjt-t3r-trl>

**This seminar will be taught in a blended format. Details will be announced in the seminar/syllabus.**

**Content**

This course is open to anyone who would like to conduct a research project in the field of TESOL at TU Chemnitz. It addresses Master students and doctoral candidates who want to talk about thesis-related questions, including those who still need to pass the "TESOL research colloquium" but were unable to attend or finish that course in winter term (MA\_AA\_\_3).

The colloquium will provide you with the opportunity to discuss and refine your plans for your MA project or doctoral dissertation. You will be asked (a) to present your ideas, plans and progress, (b) to provide feedback to your peers throughout the course, and (c) to submit an (updated) thesis proposal towards the end of the term.

**Objectives**

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

- define a research topic and research question(s) for their MA thesis or doctoral thesis,
- select appropriate research methods that fit their research goals,
- sketch a research plan and timeline for their project,
- analyze empirical data, also by using specialized software for quantitative and qualitative analyses,
- present their project ideas and/or thesis in written, oral and multimodal ways,
- provide feedback to their fellow students and engage in critical discussions.

**Prerequisites**

PVL Intercultural Second Language Acquisition Theory/ Introduction to English Language Teaching  
PVL Methodology of Adult Education

Moreover, you should have completed the two PL courses of module 5.1:

PL Curriculum Planning & Materials Development

PL Classroom Observation & Practical Language Teaching

For doctoral candidates: Completed MA degree in the field of TESOL/ English Language Teaching

**Requirements for credits**

Presentation of your research project (PVL). Details will be announced in the seminar/syllabus.

**Literature**

A list of relevant literature will be provided.

**Enrolment/Registration**

Please register via OPAL (button "Course Registration") by April 4, 2023:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/31127404552/CourseNode/1625021965475582007>

## Other Courses

**Prof. Dr. Cecile Sandten**

**K: Doctoral Colloquium, Doktoranden- und Postdoc-Ausbildung**  
**4-tägiges Blockseminar, jeweils 9:00-16.30 Uhr**

**271432-D109**

Meetings will be arranged in due course.

**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 or Master 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). However, if an ERASMUS student's 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

Name	Office in Rh39	Phone	Email*
Beck, Dr. Mandy	213	34445	mandy.beck
Friebel, Antonia	218	35510	antonia.friebel
Ivanova, Marina			marina.ivanova
Ladewig, Titia	216	982398	
Karmakar, Dr. Indrani	215	39245	indrani.kamarkar
Kind, Trixi			trixi.kind
Maschke, Katharina			katharina.maschke
Pfundt, Johannes	207	37430	johannes.pfundt
Phillips, Jeff	203	34255	jeff.phillips
Sanchez-Stockhammer, Prof. Dr. Christina	223	3244	christina.sanchez
Sandten, Prof. Dr. Cecile	214	37353	cecile.sandten
Schluer, Jun.-Prof. Dr. Jennifer	231	34205	jennifer.schluer
Scholz, Anna-Katharina	219	39810	katharina.scholz
Stolz, Prof. Dr. Klaus	225	37297	klaus.stolz
van der Bom, Dr. Isabelle	209	32302	isabelle.vanderbom
Yurchenko, Asya	TBA	TBA	asya.yurchenko
Ziesche, Dr. Daniel	205	39515	daniel.ziesche

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

## Secretaries

Chair /Section	Name	Phone	Fax	E-mail*
English Language and Digital Linguistics British and American Cultural and Social Studies	Gründer, Sarah	32554	832554	sarah.gruender
English Literatures Practical Language Program	Bartsch, Kati	34029	834029	kati.bartsch

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

**Postal address:**

**Visitors address:**

**Phone/Fax:**

**E-mail:**

**www:**

TU Chemnitz, 09107 Chemnitz

Institut für Anglistik/Amerikanistik, Philosophische Fakultät der  
TU Chemnitz, Reichenhainer Str. 39, 2. Stock, 09126 Chemnitz

(0371) 531 + [Telefon-/Faxnummer]

english@phil.tu-chemnitz.de

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

## Course Schedules

### B.A. English and American Studies, 2<sup>nd</sup> Semester, Summer 2023

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:30-09:00			S Karmakar Theories and Methods 2/N006 (C10.006)	S Ivanova Language Production 2/W021	
09:15-10:45		V Sanchez-Stockhammer History of the English Language and Culture 2/N010 (C10.010)		V Stolz Einführung in die Großbritannien-Studien 2/B101 (C22.101)	
11:30-13:00			Ü Phillips Pronunciation (Group B) 2/W056 (C25.056)	Ü Phillips Vocabulary Building (Group B) 2/W056 (C25.056)	
13:45-15:15	Ü Phillips Vocabulary Building (Group A) 2/W056 (C25.056)	S Maschke Language Awareness 2/W037 (C25.037)		S Friebe Principles in Second Lang. Acquisition 2/W035 (C25.035)	T Kind History of the English Lang. 2/D201 (C24.201)
15:30-17:00	Ü Phillips Pronunciation (Group A) 2/W056 (C25.056)				
17:15-18:45					
19:00-20:30					

T Ladewig: Einführung in die Großbritannien-Studien, room and date tba

**B.A. English and American Studies, 4<sup>th</sup> Semester, Summer 2023**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:30-09:00					
09:15-10:45		K Sandten Examenskolloquium/ Research Colloquium 2/39/233 (C46.233)			S Beck Border Narratives  2/W021 (C25.021)
11:30-13:00	Ü Phillips Writing (Group A)  2/W056 (C25.056)	S Sandten SCHLINGEL  2/W066 (C25.066) --- Ü Phillips Speaking and Presentation Skills [...] Context (Group A) 2/W056 (C25.056)			
13:45-15:15	S Sanchez-Stockhammer Research Seminar  2/N006 (C25.006)			Ü Phillips Speaking and Presentation Skills [...] Context (Group B) 2/W056 (C25.056)	
15:30-17:00	S Ziesche Cultures of Protest  2/W037 (C25.037)	S Karmakar Migration, Home and Diaspora in Angl. Lit. 2/W021 (C25.021)	S Ziesche White Working Class  2/W044 (C25.044)	Ü Phillips Writing (Group B)  2/W056 (C25.056)	
17:15-18:45		K Stolz Forschungskolloquium I  2/N005 (C10.005)			

**B.A. English and American Studies, 6<sup>th</sup> Semester, Summer 2023**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:30-09:00					
09:15-10:45		K Sandten Examenskolloquium/ Research Colloquium 2/39/233 (C46.233)	S Beck Genre and Metagenre 2/W059 (C25.059)		
11:30-13:00		S Sandten SCHLINGEL  2/W066 (C25.066) --- K Sanchez-Stockhammer Research Colloquium  2/N102 (C10.102)	S Stolz Research Seminar (Block.)  2/N002 (C10.002)		
13:45-15:15	S Sanchez-Stockhammer Research Seminar 2/N006 (C25.006)	Ü Phillips Translation in a Digital Context (Group B) 2/W056 (C25.056)			
15:30-17:00					
17:15-18:45	Ü Phillips Translation in a Digital Context (Group A) 2/W056 (C25.056)	K Stolz Forschungskolloquium II 2/N005 (C10.005)			

**M.A. English and American Studies, 2<sup>nd</sup> Semester, Summer 2023**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
07:30-09:00					
09:15-10:45		Ü Pfundt Translation English- German in Digit. Contexts 2/W056 /C25.056)	S Sandten First Nations Canadian Life Writings 2/D316A (C24.316.1)		
11:30-13:00			S Stolz What is Wales? (Blocks.)  2/N002 (C10.002)	S Schluer Methodology of Adult Education 2/W044 (C25.044)	
13:45-15:15				K Schluer Research Projects in TESOL 2/N006 (C10.006)	
15:30-17:00	S Sanchez-Stockhammer (Inter-)Cultural Translation Theory & Digit. Technology 2/D301 (C24.301)	Ü Scholz E-Learning  2/N102 (C10.102)		S Yurchenko Qualit. and Quantit. Digital Research Methods 2/N102 (C25.102)	
17:15-18:45					
19:00-20:30					

**M.A. English and American Studies, 4<sup>th</sup> Semester, Summer 2023**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
07:30-09:00					
09:15-10:45			S van der Bom Thesis Consultation  2/W061 (C25.061)		
11:30-13:00					
13:45-15:15				K Schluer Research Projects in TESOL 2/N006 (C10.006)	
15:30-17:00					
17:15-18:45					
19:00-20:30					

K Sandten: Doctoral Colloquium, 4-day block seminar, 9am-4.30pm, dates TBA