

**Technische Universität Chemnitz**  
**Fachgruppe Anglistik/Amerikanistik**  
**English Department**

Kommentiertes Vorlesungsverzeichnis SS 2001

Course syllabus, summer semester 2001

**Englische Sprachwissenschaft**

**Prof. Dr. Josef Schmied**

**Proseminar/Hauptseminar: Sociolinguistic Research Methodology, Theory and Practice in London (7400107)**

**3-teiliges Blockseminar, Beginn: 21.4.**

**Your special course for the British Studies Project**

This seminar prepares and concludes the study trip to London, where everything that we learnt in theory before should be tried out in practice.

A special guest from Britain will introduce us to the background of the wide diversity of English in London and how to do specific research projects on it. We will prepare field techniques in small groups, such as drafting questionnaires and practising group interviews; the dry practice will be complemented by real tasks during our study trip to London in June.

The workshop will combine practical exercises and theoretical discussions (e.g. on ethical problems of field work with minority groups).

The first part of the seminar will be during an intensive workshop on Saturday, April 21<sup>st</sup>, the second at the end of term.

Depending on students' qualifications a *Proseminar*- or a *Hauptseminarschein* can be obtained on the basis of student's commitment in the discussions and individual papers.

Related literature:

Neumann, William, Lawrence (1994). *Social Research Methods: Qualitative and Quantitative Approaches*. Needham Heights, Mass.: Simon & Schuster, 330-367.

A collection of papers can be obtained from the secretary's office (RH39/222) **at cost**.

**Anne Schröder**

**Proseminar: English in Africa – African English? (7400102), IKK**

**Blockveranstaltung: 27./28.4. + 22./23.6.**

"... there is no doubt that the development of English in Africa is one of the most exciting future possibilities of the world language..." (Manfred Görlach, 1991)

English was first heard in Africa in the 16<sup>th</sup> century and since then it has spread and – as a result of colonisation – become an official language in approximately one third of all African nations. However, English is certainly not spoken by one third of the continent's population! The degree to which English is spoken as a native or non-native variety in the various African countries depends very much on the respective colonial history, linguistic situation, language policy and language planning programmes. We will also have a look at the functions English serves in various African countries and at people's attitude towards this language. We will discover that 'African English' as such is not only yet another variety of English but in itself varied for all the above mentioned reasons. We will find distinctive features on all levels of linguistic description that will allow us to distinguish, e.g. between East African and West African English or between various national varieties. At the end we will see to what extent we agree or disagree with Görlach (1991) who does "not see an entity evolving that a linguist would be happy to call 'African English'."

**Please register with me personally in RH 39, Zi 221 or via: [anne.schroeder@phil.tu-chemnitz.de](mailto:anne.schroeder@phil.tu-chemnitz.de)**

**Please note that Angelika Keil offers a seminar on 'African Drama'. We recommend the participation in both seminars. The same holds for students of Joint Honours in 'Romanistik/Anglistik': Ulrike Brummert is offering a seminar on 'French in Africa'.**

**There is also going to be an 'African Evening', with dance, music and food on Friday, June 29<sup>th</sup> in the English Club.**

**Anne Schröder**

**Übung: Introduction to English Linguistics (7400101), IKK, MK, TK**

**Donnerstag, 13.30 - 15.00 Uhr, Beginn: 5.4.**

This course offers a broad outline of the basic concepts and methods in English Linguistics. We will ask what it means to adopt a more academic approach to language, and how the

results can be put into practical use. We will then examine the basic issues involved in the various subdisciplines, i.e. the study of pronunciation, word formation, sentence structure and meaning.

**This course is the prerequisite for all linguistic seminars, and will be accompanied by an obligatory tutorial.**

Required reading:

Korte, Barbara/Klaus Peter Müller/Josef Schmied (1997). *Einführung in die Anglistik*.  
Stuttgart: Metzler (chapter 1).

N.N.

**Tutorium: Introduction to English Linguistics (7400108 + 7400109), IKK, MK, TK**

**Dienstag, 13.30 - 14.15 Uhr oder Dienstag, 14.15 - 15.00 Uhr, Beginn: 10.4.**

This one-hour course is part of the *Übung Introduction to English Linguistics*, and as such mandatory for all participants. The contents and purpose of the course are practical activities designed as follow up, and to illustrate those concepts and methods introduced and discussed in the above-mentioned *Übung*. Students are free to attend either one of the classes, but should then stay with the class they have joined.

**Ellen Gorlow**

**Übung: Technical Writing (7400116), MK, TK**

**Dienstag, 13.30 - 15.00 Uhr, Beginn: 3.4.**

The main goal of this course is to help you develop your writing and communication skills so you can use them as functional and persuasive tools in your chosen career. Of course, learning to understand how the meanings of *functional* and *persuasive* can radically differ from document to document will be a significant part of our discussions. Therefore, each writing project will not only stress the broader concerns

of writing (such as, clarity of purpose, development of ideas, invention and sentence strategies), but will also introduce you to strategies of document design, audience accommodation, and visual rhetoric.

Prerequisites: What you should bring to the course are good writing skills and basic computer literacy. The writing skills needed are the ability to present a central idea, to develop supporting material, and to organize it well. A good grasp of English grammar is also essential. Entrance to the course depends on your performance and on a writing test.

Intended Audience: This course is designed for students who plan to enter the field of technical writing or for students preparing for technical careers. This course is appropriate for English, Computer Science, and Engineering majors and majors in other technical subjects. Preference will be given to students of English or Media and Technical Communications.

N.N.

**Proseminar/Hauptseminar: Language - Mind - Brain I: An Introduction to Psycholinguistics (7400105), IKK**

**Freitag, 11.45 - 13.15 Uhr, Beginn: 6.4.**

Psycholinguistics investigates the mental processes underlying human language behaviour. Drawing on theories and methodologies developed in linguistics, cognitive psychology and related fields, psycholinguists seek to construct and evaluate models of language processing. The course presents a broad overview of the theoretical foundations of the discipline, central findings and applications. We will first discuss what constitutes psycholinguistics, how the field emerged from the 'first cognitive revolution', and how it relates to 'traditional' linguistics and psychology. Next, we will look at selected models of language processing and review empirical evidence supporting them. Demonstrations of 'classic' experiments illustrate how such evidence is gathered and interpreted. Finally, we will consider implications of psycholinguistic findings for language teaching, language testing, clinical linguistics, and computational linguistics.

Requirements:

"Introduction to English Linguistics" and it is strongly recommended that you sign up to "Research Methods".

Credits:

1. Participation Credit: half-term test (for orientation only) + pass in final test
2. Qualified Credit: as (1) + presentation (approx. 20 mins) and paper

N.N.

**Proseminar/Hauptseminar: "Though this be madness, yet there is method in't.": Research Methods (7400106) IKK**

**Donnerstag, 11.45 , 13.15 Uhr, Beginn: 5.4.**

So you have a research question? This course is for you, if you are planning to conduct research for a thesis or if you simply want to understand how linguists, psychologists and social scientists substantiate claims empirically. Many of the approaches discussed in the seminar also have non-linguistic applications (e.g. market research). You will learn how to operationalise research questions in terms of general methods (e.g. experiment, survey, case study), how to design your investigation, and how to present, analyse and interpret your data.

The course offers a non-technical introduction to test theory and statistical data analysis. We will focus on rationales, concepts and worked examples rather than mathematical nitty-gritty. There will be no "higher maths", but you should be able to understand simple formulae and work with a calculator/spreadsheet.

At the end of the course, you will be able to operationalise a range of typical research questions and perform the apposite statistical analyses. You will also be in a position to read research papers and evaluate their methodological quality.

#### Requirements:

You need Introduction to English Linguistics (obligatory).

#### Credits:

1. Participation Credit: half-term test (for orientation only) + pass in final test
2. Qualified Credit: as (1) + presentation (approx. 20 mins) and paper

## **Anglistische Literaturwissenschaft**

**Prof. Dr. Werner Huber**

**Vorlesung/Übung: Einführung in die Literaturwissenschaft/Introduction to the Study of Literature (7400201), MK, TK, WK, IKK**

**Donnerstag, 9.30 - 11.00 Uhr, Beginn: 5.4.**

As an introduction to the study of literature, this lecture-cum-seminar course tries to lay the necessary foundations for a scholarly approach to literature and texts in general. This means that the study of literature will be situated within a wider context, i.e. the network of literary communication. The central aims of this course are three-fold and will comprise

- a discussion of literary genres and their specifics (fiction, poetry, drama, non-fiction),
- an introduction to the basic tools for the study of literature (stylistics, rhetorical figures, imagery, metrics, poetics),
- a brief outline of important critical approaches and methods.

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

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

NB: A tutorial, in which in-depth analysis and the close reading of a play will be practised, is also offered to go with this lecture course (see below).

Required reading:

The relevant chapters in Barbara Korte/Klaus Peter Müller/Josef Schmied (1997). *Einführung in die Anglistik*. Stuttgart, Weimar: Metzler (= Sammlung Metzler, 302).

N.N.

**Tutorium zur Vorlesung: Einführung in die Literaturwissenschaft/ Introduction to the Study of Literature (7400203), MK, TK, WK, IKK**

**Mittwoch, 13.30 - 15.00 Uhr, Beginn: 11.4.**

In this tutorial, which is meant as a supplement to the 'Einführungsvorlesung' outlined above, we will put into practice some of the skills and tools acquired there. At the centre of this course will be the discussion of a modern classic, Samuel Beckett's play *Waiting for Godot* (1953). Close reading of this text will go hand in hand with an exploration of more general principles and conventions of the study of literature, but there will also be room to consider such basic practical aspects as bibliography, the university library, how to organise your course of studies most effectively.

Participation is on a voluntary basis, but is highly recommended!

Required reading:

Beckett, Samuel (1997). *Waiting for Godot*. Ed. Manfred Pfister. Stuttgart: Reclam (= Reclams Fremdsprachentext, ISBN 3-15-009214-0).

**Prof. Dr. Werner Huber**

**Vorlesung: A Concise History of English Poetry: From the Renaissance to the Romantic Era (7400202), MK, TK, WK, IKK**

**Mittwoch, 9.30 - 11.00 Uhr, Beginn: 4.4.**

This lecture course is intended as a general introduction to the history of English poetry. As a survey it will progress along historical lines--from about 1557 (publication of the first major anthology of Elizabethan poetry) to 1837 (the beginning of the Victorian period). It will consider each significant period within this time-span in its wider historical, socio-political and cultural contexts and cover major authors, major themes and major genres. Special attention will be given to

- Shakespeare and the sonnet 'craze' of the later 16th c.,
- Metaphysical poetry of the 17th c. ,
- satirical (mock-heroic) poetry of the 18th c.,

- Pre-Romantic ('graveyard') poetry,

- the six 'canonical' poets of the Romantic Era: Blake, Wordsworth, Coleridge, Keats, Shelley, Byron.

Beginners may look to this course for orientation; more advanced students may consider attending it as a refresher course.

Recommended reading:

Löffler, Arno, and Eberhard Späth, eds. (1998). *English Poetry: Eine Anthologie für das Studium*. 3rd ed. Wiesbaden: Quelle & Meyer (= UTB 494).

**Prof. Dr. Werner Huber**

**Hauptseminar: Screening the Metropolis (7400205)**

**Montag, 17.00 - 20.15 Uhr (14-tägich), Beginn: 2.4.**

**Your special course for the British Studies Project**

**Please note: The first (introductory) session will take place in the English Club (Rh39/138) on Monday, April 2, 2001, at 5 pm.**

In the current academic year the British Studies Project has returned from the periphery (the Celtic Fringe) to the centre (Englishness). In this context we may well equate the centre with the metropolis (i.e. London) and make representations of the metropolis the object of our study. The theme of 'the country vs. the city' also features strongly within the centre/periphery dichotomy and, by implication, within the British Studies Project. To varying degrees, these polarities then are also valid for 'lesser' metropolitan centres in the British Isles (Edinburgh, Glasgow, Belfast, Swansea, Dublin, Manchester, etc.), some of which will also provide material for structural comparisons.

The medium of film is particularly suited to an investigation of the kind proposed here, as it creates an intermedial link between literary representations and the complexity of urban images. The experience of urban reality (whether in fiction or in film) will be our central perspective in considering cultural specifics deriving from the political and symbolic geography, history, architecture, and sociology of the metropolis concerned. It is important in this context, as a hermeneutic precaution, to take account of the images/myths that cities project beyond their physical appearance and how these images may influence the act of artistic/creative representation.

Considering the fact that this year's British Study Field Trip will take us to London in June, the main emphasis of this course will naturally be on representations of London in contemporary films (as, for example, in *Notting Hill* or *Four Weddings and a Funeral*).

I propose the following films for extensive study: *Trainspotting*, *Twin Town*, *The Buddha of Suburbia*.

Required reading:

Kureishi, Hanif (1991). *The Buddha of Suburbia*. New ed. London: Faber. (ISBN 0571142745).

Copies will be available from UNIVERSITAS *Buchhandlung* as early as possible.

Additional material (xerox copies, filmscripts) will be available in Room Rh 39/213 (Mrs Podsiadly) from 10 March onward. In order to facilitate the distribution of such material students are asked to register for this seminar before 1 March.

**Prof. Dr. Werner Huber**

**Hauptseminar: English Liter@ture @nd the (New) Medi@ (7400204), MK**

**Dienstag, 17.00 - 18.30 Uhr, Beginn: 3.4.**

This seminar is about the creative interaction between English literature and the media old and new. The presence of the media in literary texts of the 20th century as a theme or a motif is fairly obvious and hardly requires further comment. However, at this point in time it may be necessary to ask the aesthetic question, i.e. in what way have the media influenced the structure and style of recent plays and novels. Each of the texts selected for detailed study raises this issue in an interesting way:

Samuel Beckett's monodrama *Krapp's Last Tape* (1958) uses tapes and a tape recorder as an intriguing formal device to reify and symbolize memory and identity. Stephen Poliakoff's *City Sugar* (1976) is a play about radio and youth culture (phone-in programmes). Patrick Marber's *Closer* (1997) deals with love in the time of e-mail. Mark Ravenhill's *Faust (Faust Is Dead)* (1997) demonstrates how in the age of Bill Gates the media (video cameras, mobile phones, etc.), more than being mere paraphernalia, have become integral attributes of the *dramatis personae*. Geoff Ryman's *253* (1998) is one of the best-known examples of 'hyperfiction', or, as its subtitle has it, "a novel for the Internet about London Underground in seven cars and a crash."

Required reading:

Poliakoff, Stephen (1990). *City Sugar*. Ed. Ralf Weskamp and Martin Middeke. Textband. Frankfurt am Main: Diesterweg. (ISBN 3-425-04844-9).

Copies will be available from UNIVERSITAS *Buchhandlung* as early as possible.

[www.ryman-novel.com](http://www.ryman-novel.com) (= Geoff Ryman, *253*)

Additional material (xerox copies) will be available in Room Rh 39/213 (Mrs Podsiadly) from 10 March onward. In order to facilitate the distribution of such material students are asked to register for this seminar before 1 March.

**Dr. Marie-Luise Egbert**

**Proseminar: Garden Images/Imaginary Gardens (7400208), MK, IKK**

**Dienstag, 7.45 - 9.15 Uhr, Beginn: 3.4.**

The English are often thought of as a people of gardeners: not only did they give the world the landscape garden, an artistic and intellectual achievement that was widely copied. Gardening is also one of the most popular pastimes among the English, who are avid readers of gardening journals, listen to BBC Radio Four's "Gardener's Question Time" and compete in rearing the most beautiful flowers and the most succulent fruits to be presented at annual garden festivals. Indeed, such is the fascination with gardens that it may not be going too far to call it a part of 'Englishness'. Not surprisingly then, gardens also make an appearance in English literature. Beyond merely providing a setting, they are at times made to carry a symbolic potential. By looking at a selection of texts across the centuries, we shall investigate what gardens occur in them and what contribution they make to the meaning of the text.

Required reading:

Barnes, Julian. *England, England*. London: Picador, 1999 [1998].

Lively, Penelope. *Next to Nature Art*. London etc.: Penguin, 1984.

Wilde, Oscar. "The Selfish Giant". In: idem. *Complete Short Fiction*. London: Penguin, 1994 [1888].

**Dr. Marie-Luise Egbert**

**Proseminar: Translating Literature (7400209), MK, IKK**

**Dienstag, 9.30 - 11.00 Uhr, Beginn: 3.4.**

Translation is a widespread phenomenon in many areas of public life. In the EU, for instance, decisions could not be put into practice if it were not for a host of translators and interpreters who transfer oral texts and written documents into the various languages of the member states. Translation, therefore, is of great practical relevance in politics, but it is equally indispensable in cultural life. Thus, it is through translation that such landmarks of world literature as Shakespeare's plays, Joyce's *Ulysses*, or Marcel Proust's *A la recherche du temps perdu* were made accessible to those who could not read the original English or French. Crucial as it is, translation has hardly ever received public attention, much less so the problems of translation. If the differences between languages and cultures often prove an obstacle to translation as such, the situation becomes even more intricate where literary translation is concerned. How does one translate a given author without sacrificing the particular flavour of his/her style, and what does one do with rhymes that work in one language but not in another? These are only some of the problems inherent in literary translation which we will deal with in this course. Participants will also have the opportunity to try their hand at translating short pieces of fiction and poetry.

Required reading:

Gerzymisch-Arbogast, Heidrun. *Übersetzungswissenschaftliches Propädeutikum*. Tübingen, Basel: Francke, 1994 (= UTB 1782).

**Dr. Angelika Keil**

**Proseminar: Approaches to Literary Texts (7400206), MK, IKK**

**Donnerstag, 15.15 - 16.45 Uhr, Beginn: 5.4.**

This course is intended as an introduction to critical theory. We will focus on the differences between and similarities of various literary theories such as Feminist Criticism, Deconstructive Criticism, New Historical and Cultural Criticism, and Psychoanalytic Criticism.

The reading list for this course will be posted on the notice board in spring.

**Dr. Angelika Keil**

**Proseminar: African Drama (7400207), MK, IKK**

**Donnerstag, 17.00 - 18.30 Uhr, Beginn: 5.4. und 11.4. sowie ein Blockseminar Ende Juni/Anfang Juli**

This course is intended to give an introduction to African drama by providing a systematic reading of some exemplary texts, thus giving students a base to enable them to appreciate and critically approach African literature in English. We will try to become aware of the Eurocentric perspective we apply to phenomena outside our own culture.

The reading list for this course will be posted on the notice board in spring, but will definitely include Alemseged Tesfai's "The Other War" and Athol Fugard's "Sizwe Bansi Is Dead".

The first session is obligatory.

**Please note that Anne Schröder offers a seminar on 'English in Africa'. We recommend the participation in both seminars.**

## **Amerikanistik**

**Prof. Dr. Evelyne Keitel**

**Hauptseminar: Die amerikanische Kultur 1776 - 1826 (7400302)**

**Montag, 15.15 - 16.45 Uhr, Beginn: 2.4.**

Ziel dieses Seminars ist es, die in der Vorlesung vorgestellten, großen Entwicklungslinien der amerikanischen Kultur durch intensive Textarbeit zu vertiefen. Gegenstand der Diskussion sind die Werke von Benjamin Franklin, Thomas Paine, Thomas Jefferson, Alexander Hamilton, James Madison, St John de Crèvecoeur, John and Abigail Adams, Charles Brockden Brown, Washington Irving, James Fenimore Cooper und Catharine Maria Sedgwick.

**Prof. Dr. Evelyne Keitel**

**Vorlesung: Die amerikanische Literatur- und Kulturgeschichte Teil II: Von der Revolution bis zur Romantik (7400301), IKK, MK, TK, WK**

**Montag, 17.00 - 18.30 Uhr, Beginn: 2.4.**

In dieser Vorlesung werden die zentralen Strukturen der amerikanischen Literatur- und Kulturgeschichte vorgestellt und diskutiert. Gegenstand der Vorlesungen im Sommersemester sind unter anderem der Unabhängigkeitskrieg, die Gründung der Republik, die Regierungszeit der ersten sieben Präsidenten, die Expedition von Lewis and Clark, die ersten amerikanischen Autoren, die Funktion der Verführungsromane, Coopers Lederstrumpf-Romane, die territorialen Expansionen, der Goldrausch, der Eisenbahnbau, die Transzendentalisten (Emerson, Thoreau) und die "dunklen" Romantiker (Poe, Melville, Hawthoren), ebenso wie die Popular Culture des Antebellum (Theater, Minstrel Shows, Showboats).

Empfohlene Texte:

Baym, Nina, ed. (1989). *The Norton Anthology of American Literature*. New York, London: Norton.

Zapf, Hubert, ed. (1997). *Amerikanische Literaturgeschichte*. Stuttgart: Metzler.

Boyer, Paul S., ed. (1993). *The Enduring Vision*. New York: DC Heath.

**Prof. Dr. Evelyne Keitel**

**Proseminar: Detective Fiction (7400303)**

**Dienstag, 15.15 - 16.45 Uhr, Beginn: 3.4.**

This course centers on introducing the development of the genre from Edgar Allan Poe's stories, via pulp fictions of the late 19<sup>th</sup> century, the Golden Age (Agatha Christie, Dorothy L. Sayers) and the Hard-Boileds (Dashiell Hammett, Raymond Chandler) of the 20s and 30s, to the psychological turn of the 50s (Patricia Highsmith). Considerable time will be dedicated to the New Golden Age of the 80s and 90s which is represented by writers like Sue Grafton and Sara Paretsky. Each week we will read and discuss paradigmatic detective texts and/or watch movies that grew out of the different phases of the genre (like the *film noir*).

Recommended Literature:

Keitel, Evelyne, ed. (1998). *Detecting Women*. Stuttgart: Reclam-Fremdsprachentexte.

**Prof. Dr. Evelyne Keitel, Dr. Randi Gunzenhäuser, Gunter Süß**

**Hauptseminar: Popular Culture in den Zeiten des Internet (Forschungskolloquium) (7400304), nur für Examenskandidaten**

**Dienstag, 17.00 – 18.30 Uhr, Beginn: 3.4.**

Die multimedialen Hypertexte (wie z.B. Computerspiele) suchen sich gegenwärtig ihren Platz im Repertoire der Kulturphänomene. Computerspiele werden im 21. Jahrhundert eine ähnlich wichtige Rolle übernehmen, wie sie im 20. Jahrhundert der Film innehatte. Die multimedialen Spiele werden weiterhin die Entwicklung der Hard- und Software beschleunigen, multimediale Hypertexte werden sich immer mehr ausdifferenzieren, und sie werden - wie bisher - mit bereits existierenden Kulturphänomenen (wie Video, Roman, Fernsehen etc.) interagieren. Diese gegenseitige Beeinflussung und Befruchtung verläuft keineswegs beschaulich, sondern explosiv, expansiv und durchdringend. Sie bringt viele neue Hybride hervor (wie interaktives Kino, gemeinsames Online-Erleben etc.). Diese Entwicklung ist heute bereits in Büchern, in Filmen, in Werbespots, im Fernsehen etc. sichtbar. Aus den skizzierten Prozessen erwächst eine gänzlich neue Ästhetik der *Popular Culture*. Gegenstand des Forschungskolloquiums ist es, diese Prozesse anhand der einschlägigen Texte und der maßgeblichen Theorien (von Brecht bis Baudrillard) zu erarbeiten. In dem Forschungskolloquium kann ein Hauptseminarschein im Bereich Amerikanistik erworben werden. Weitere Informationen sind ab Mitte bis Ende Februar 2001 zu erhalten unter <http://www.tu-chemnitz.de/phil/amerikanistik/seminarseiten/>

**Gunter Süß**

**Proseminar: Introduction to the Analysis of Film (740030), MK**

**Donnerstag, 9.30 - 11.00 Uhr, Beginn: 5.4.**

In this course we will discuss and analyze film as a cultural text with a specific language. Students will be introduced to different aspects of the cinematic code (shots, continuity, editing, narrative, mis-en-scene, film sound) and to different genres. Additionally, we will address questions of ideology.

Movies discussed in this course may include:

- *Plan 9 from Outer Space* (dir. Ed Wood)
- *Rear Window* (dir. Alfred Hitchcock)
- *All that Heaven Allows* (dir. Douglas Sirk)
- *Angst essen Seele auf* (dir. Rainer Werner Fassbinder)
- *Trainspotting* (dir. Danny Boyle)
- *Blade Runner - Directors Cut* (dir. Ridley Scott)
- *American Beauty* (dir. Sam Mendes)

- *Dogfight* (dir. Nancy Savoca)

Students are expected to watch the movies outside of class in the *Medienzentrum*. A class page for this course will be available at <http://www.tu-chemnitz.de/phil/amerikanistik/seminarseiten> by the beginning of the semester.

Recommended reading:

Bordwell, David, and Kristin Thompson (1997). *Film Art: An Introduction*. New York: McGraw Hill (any edition).

**Gunter Süß**

**Proseminar: Popular Music (7400305)**

**Donnerstag, 13.30 - 15.00 Uhr, Beginn: 5.4.**

"Hey hey, my my, Rock 'n' Roll will never die." (Neil Young)

"Rock 'n' Roll is dead." (Lenny Kravitz)

In this course we will analyze popular music as a form of cultural expression. This means: we will take popular music serious. At the beginning of the semester we will look at the history of popular music and we will wrestle with more theoretical questions, such as "What is culture?", "What is a text?", "What is our specific reading of a particular song?".

Building upon this knowledge we will deal with specific theories of popular culture (Adorno, Gramsci, Barthes, Foucault) and we will analyze songs and videos of some especially interesting artists like Madonna, Tori Amos, Public Enemy, De La Soul, Neil Young, Bruce Springsteen, Prince, Nirvana, Pearl Jam, the Red Hot Chili Peppers or Metallica.

Recommended reading:

Storey, John (1993). *An Introductory Guide to Cultural Theory and Popular Culture*. New York: Harvester Wheatsheaf.

Garofalo, Reebee (1997). *Rocking Out: Popular Music in the USA*. Needham Heights: Allyn & Bacon.

Negus, Keith (1997). *Popular Music in Theory: An Introduction*. Hanover: Wesleyan University Press.

A class page for this course will be available at <http://www.tu-chemnitz.de/phil/amerikanistik/seminarseiten> by the beginning of the semester.

**Britische und Amerikanische Kultur- und Länderstudien**

**Prof. Dr. Hans Kastendiek**

**Vorlesung: Einführung in die Großbritannienstudien (7400401), IKK**

**Montag, 13.30 - 15.00 Uhr, Beginn: 9.4.**

Die Vorlesung gibt einen einführenden Überblick über die Entwicklung Großbritanniens seit 1945 und über einige Grundstrukturen von Wirtschaft und Gesellschaft, Politik und Kultur. Dabei wird insbesondere gefragt, wie sich der internationale Positionsverlust (Auflösung des Empire und "relative economic decline") und die innere Entwicklung des Landes seit den siebziger Jahren (gesellschaftspolitische Polarisierung, Thatcherismus, Herausbildung von New Labour) auf die Gesellschafts- und Politikorganisation ausgewirkt haben.

Begleitlektüre:

Kastendiek, Hans, Karl Rohe und Angelika Volle, Hrsg. (1998). *Länderbericht Großbritannien. Geschichte - Politik - Wirtschaft - Gesellschaft*. Neuausgabe. Bonn: Bundeszentrale für pol. Bildung (kann dort gratis - bis auf die Portokosten - bestellt werden: Postfach 1369, 53003 Bonn).

McDowall, David (1999). *Britain in Close-Up*, new ed., Longman: Harlow (ca. DM 50,00).

**Prof. Dr. Hans Kastendiek**

**Proseminar: Britain in Close-Up (7400404), IKK**

**Mittwoch, 9.30 – 11.00 Uhr, Beginn: 4.4.**

The course deals with basic patterns of and current issues in British politics and society. Participants are requested to present reports on topics like "Postwar Consensus"; "Relative Economic Decline"; "Social Class and Education"; "Elections and the Party System"; "New Labour - New Britain?"; "North and South: Divided Britain?"; "The Importance of Not Being English: Scotland, Northern Ireland and Wales"; "Britain and Europe" etc. but they are also encouraged to choose further topics they are interested in.

Literature: see lecture course above.

**Prof. Dr. Hans Kastendiek**

**Proseminar: Understanding the USA (7400403), IKK**

**Dienstag, 11.45 - 13.15 Uhr, Beginn: 3.4.**

This course addresses students who attended my lecture course "Einführung in die USA-Studien" in a previous term. Participants are offered the opportunity to explore selected topics of US-American society and culture and to discuss their findings in the plenary sessions. Topics on offer include, e. g. "Immigration", "Segmented Society", "US-American Values", "The American Dilemma", "Poverty", "Political Institutions and the Political Process", "Media and Politics".

Further proposals can be included into the program, of course.

#### Literature:

Lösche, Peter (1989). *Amerika in Perspektive. Politik und Gesellschaft der Vereinigten Staaten*. Darmstadt: Wiss. Buchgesellschaft; or Peter Lösche (1997). *Die Vereinigten Staaten. Innenansichten. Ein Versuch, das Land der unbegrenzten Widersprüche zu begreifen*. Hannover: Fackelträger-Verlag.

Adams, Willi Paul und Peter Lösche, Hrsg. (1998). *Länderbericht USA*. 3. Aufl. Bonn: Bundeszentrale für politische Bildung (kann dort – bis auf die Portokosten – kostenlos angefordert werden: Postfach 1369, 53003 Bonn).

**Prof. Dr. Hans Kastendiek**

**Hauptseminar: Thatcherism and Its Impact on British Politics and Society (7400402),  
IKK**

**Dienstag, 15.15 - 16.45 Uhr, Beginn: 3.4.**

Like her or not: no contemporary British Prime Minister has shaped Britain in the way and to the extent Mrs Thatcher did (and many authors argue that Tony Blair's notions of a "New Britain" are to be seen as a legacy of her "reign" as well). Hence, it can be argued that we cannot understand the development of British politics and society since the 1970s and the present state of British affairs without an understanding of "Thatcherism" and its outcomes.

#### Literature:

Gamble, Andrew (1994). *The Free Economy and the Strong State. The Politics of Thatcherism*. 2<sup>nd</sup> ed. Basingstoke, London: Macmillan.

Ludlam, Steve and Martin J. Smith, eds. (1996). *Contemporary British Conservatism*. Basingstoke, London: Macmillan.

Kastendiek, Hans, Richard Stinshoff and Roland Sturm, eds. (1999). *The Return of Labour – A Turning Point in British Politics?* Berlin, Bodenheim: Philo Verlag.

**Uwe Wenzel**

## **Hauptseminar: The New Deal in Perspective: American Politics and Society since the 1930s (7400405), IKK**

**Montag, 15.15 - 16.45 Uhr, Beginn: 9.4.**

The term "New Deal" marks the major period of domestic reform in the United States. After his election victory in 1932, President Franklin D. Roosevelt - reacting to the Great Depression - initiated a number of reforms of America's economy and social welfare system. More intense than ever before, the American government engaged itself in the regulation of the country's economy to alleviate the fate of those Americans affected by the crisis, mainly workers, African Americans and the poor. Throughout the reform period, the government established major legislation in the areas of social security, public works, and labor relations, among others. As a consequence, the United States established a European-type social system, but also the Washington government grew to extraordinary power, and the process of policy-making changed considerably.

Since the 1970s, the social policies which originated from the New Deal Era have been the focus of heated political controversies. Republican presidents Ronald Reagan and George Bush as well as their Democratic successor Bill Clinton have placed a reform (or dismantling) of the welfare system at the centre stage of their political programs.

In the course of the semester we will focus on the context and on the history of the New Deal period, but we will also develop a long-term perspective in order to understand the more recent discussions about the structure of the US welfare system.

A seminar reader containing all relevant articles will be provided at the beginning of the semester. Every student is expected to read the required texts and participate actively in the seminar discussion. For a "Schein", BBW-students will have to prepare a book review and to complete a written test at the end of the semester. Other participants will have to hand in a *Hausarbeit*.

### Literature:

Hamby, Alonzo L., ed. (1981). *The New Deal. Analysis & Interpretation*. 2<sup>nd</sup> ed. New York, London: Longman.

Leuchtenburg, William E. (1963). *Franklin D. Roosevelt and the New Deal, 1932-1940*. New York: Harper & Row.

Skocpol, Theda (1995). *Social Policy in the United States. Future Possibilities in Historical Perspective*. Princeton, N.J.: Princeton University Press.

Weir, Margaret, Ann Shola Orloff and Theda Skocpol, eds. (1988). *The Politics of Social Policy in the United States*. Princeton, N.J.: Princeton University Press.

## **Fachdidaktik Englisch**

**Dr. Joachim Seifert**

**Übung: Einführung in die Fachdidaktik Englisch (7400110)**

**Montag, 9.30 - 11.00 Uhr, Beginn: 9.4.**

Die Übung macht die Termini der Fachdidaktik bekannt, erläutert die didaktischen Prinzipien und gibt eine grundlegende Einführung in das Fach. Die vier Zieltätigkeiten des FSU werden untersucht und Wechselbeziehungen hergestellt. Welche Rolle spielt die Fachdidaktik in Verbindung mit den Disziplinen der Anglistik/ Amerikanistik (Kultur- und Länderstudien, Literatur, Linguistik, hier besonders der "Grammatik"). Fachdidaktik ist nicht nur schlechthin ein Fach, das für "alle Schulformen, die Lehrer" von Signifikanz ist, sondern eine Disziplin für Lerner und Lehrende gleichermaßen. Wie lerne ich zu lernen? Wie lerne ich zu lehren? Wie lehre ich zu lernen? Wie lehre ich zu lehren? Alles ist als eine Einheit zu sehen, wobei es Besonderheiten zwischen Erwachsenen und Kindern zu beachten gilt. Deshalb wendet sich die Vorlesung an **alle** Einsteiger in das Fach, **an alle** Lehrämter **und an alle** MA-Studiengänge, besonders natürlich an die StudentInnen im Kombinationsprofil "Fremdsprachen in der Erwachsenenbildung".

Literatur:

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

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

**Dr. Joachim Seifert**

**Übung: Gestaltung von Vorträgen, OHP-Folien, Fragen der Moderation von Talkrunden und Diskussionen (7400111), MK**

**Montag, 11.45 - 13.15 Uhr, Beginn: 9.4.**

Die Übung wendet sich an alle StudentInnen der Anglistik/ Amerikanistik im Grundstudium, die Rat und Anleitung bei der Gestaltung von Seminarreferaten und dazugehörigen Folien bzw. Handouts suchen.

Wie gestalte ich Referate, daß sie auch für die Zuhörer interessant und nachvollziehbar sind? Wie steigere ich meinen thematischen Vortrag so, daß auch Höhepunkte erkennbar werden? Welche Medien beziehe ich mit ein um die verschiedenen Lernertypen gleichermaßen zu erfassen? Handouts um jeden Preis? Wenn ja, wie gestalte ich ein Handout oder auch Folien, damit sie "ankommen"? Welche Rolle spielt die Wandtafel, die in sehr vielen Räumen auch außerhalb von Schulen aller Art vorhanden sind? Diese und weitere Fragen sind Gegenstand der Übung, die zwar ein fakultatives Angebot, aber für alle StudentInnen von hohem Stellenwert ist. Die Veranstaltung endet mit einem Leistungsnachweis, der durch Halten eines Referats, das anschließend von allen Teilnehmern kritisch betrachtet wird, zu erbringen ist.

Literatur:

Ulf Borgwardt u.a. (1993). *Kompendium Fremdsprachenunterricht*. München: Hueber.

**Dr. Joachim Seifert**

**Hauptseminar: Formen eines Offenen Unterrichts unter besonderer Berücksichtigung der Projektarbeit (7400112)**

**Dienstag, 9.30 - 11.00 Uhr, Beginn: 3.4.**

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

Literatur:

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

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

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

**Dr. Joachim Seifert**

**Hauptseminar: Didaktische Fragen eines Sachfachunterrichts in der Fremdsprache Englisch; bilinguales Profil an Gymnasien und fachsprachliche Ausbildung im Rahmen der Erwachsenenbildung (7400113)**

**Dienstag, 11.45 - 13.15 Uhr, Beginn: 3.4.**

Das Hauptseminar eignet sich für **alle** Lehrämter und für **alle** MA-Studenten, namentlich für solche des Kombinationsprofils "Fremdsprachen in der Erwachsenenbildung". Wir widmen uns den verschiedensten Methoden der Textarbeit. Auch Fragen der Fachtextarbeit werden berührt, um der Spezifik von Berufsschulen und Einrichtungen der Erwachsenenbildung näherzukommen. Außerdem wird sich ein Teil des Seminars mit Fragen der Einbeziehung des Computers und seiner Möglichkeiten in den Sprachlehr- und -lernprozeß befassen. Was ist Bilingualität und was versteht man unter bilinguaem Sachfachunterricht? Was vermag er und was vermag er nicht auf dem Weg zur Europatauglichkeit unseres Fremdsprachenunterrichts.

Literatur:

Rampillon, Ute (1989). *Lerntechniken im Fremdsprachenunterricht – Handbuch*. München: Hueber.

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

Diverse themenrelevante Zeitschriftenartikel, die von mir rechtzeitig in einem kleinen Handapparat zur Verfügung gestellt werden.

**Dr. Joachim Seifert**

**Übung: Prüfungskolloquium Fachdidaktik (7400114)**

**Mittwoch, 7.45 - 8.30 Uhr, Beginn: 4.4.**

Die Veranstaltung dient der optimalen Vorbereitung auf das erste Staatsexamen und wiederholt überblickshaft die wesentlichen Prüfungsschwerpunkte. Das Kolloquium lebt von studentischen Beiträgen und Diskussionen. In diesem Kolloquium kann kein Schein erworben werden.

***Praktika (SPÜ, Blockpraktika, Praktika im Rahmen des Kombinationsprofils "FS in der EB") (7400115)***

**Alle Praktika und entsprechende Termine werden bitte persönlich mit mir abgesprochen. Dazu ist erstmals am Mittwoch der ersten Studienwoche des Sommersemesters 2001 von 8.30 – 9.00 Uhr im Raum RH 39/025 Gelegenheit und dann jeden Mittwoch zur gleichen Zeit in der "Praktikumsberatung".**

## **The English Language Practice Programme**

***What, When, Where...***

- **Placement Test: Friday 30<sup>th</sup> March starting at 9.00 a.m. in N 010** in the new building, **Reichenhainerstr. 70**, for all students in their 1st semester of English & American Studies (as well as for those who failed it last time). Please bring (a) a pencil (b) an eraser (c) your matriculation number with you. The written test, which will take 2 hours, will be followed by a brief oral test of pronunciation and free-speaking ability. Some of the oral tests will take place immediately after the written section, and some after lunch. Depending on the number of participants, students should be prepared to be available up to 4pm. Results should be available by the following Monday. They will be hung next to the door of RH 39 Zi. 2.07 and Zi. 2.09.
- **Signing-up for courses:** Please remember that the number of participants in each class [except Foundation Course] is limited. This means that you must sign up for courses in advance, on the basis of "first come, first served". The registration forms will be up in the corridor outside Room 2.09, RH 39, **from Monday 26th March to**

**Wednesday 4<sup>th</sup> April.** If your name is on the list, you are committing yourself to participation. Any course that has less than five participants when the lists close will most probably be cancelled. **Please note: You should not put your name down on more than one list for any one course. e.g. it is not acceptable for you to sign up for two Translation 1 courses in order to give you time to decide which you would like to do. This only creates false statistics, fills up the lists unnecessarily, meaning that students who could theoretically still do the course no longer do so because the lists appear to be already full. Anybody who does this is depriving other students of a place and their name will be put on the waiting-list for that course. Be Warned!!**

**ALL** Language Practice courses will begin this summer semester on **Monday, 9th April**. Due to uncertainties regarding the staff availability, we cannot guarantee that all the courses listed here will definitely take place. In addition, to avoid confusion due to possible changes, neither this KoVo nor the *Vorlesungsverzeichnis* contain details of where classes will take place. You are advised to find this out in good time; please consult our notice-board on the 2<sup>nd</sup> floor of RH. 39, or the door of Zi. 2.09/2.07.

Room / timetable changes will also be posted there, as well as on the door of the Sprachlabor (Weinholdtbau SR 36).

In timetabling our courses, we have tried to avoid clashes with Literature, Linguistics and Cultural Studies classes where possible, especially in the very busy 1st and 2nd semesters, and to give you the chance to do more than one Language Practice course in a day. Inevitably, collisions will occur, especially with other subjects. Chemnitz students of English follow some 45 different subject combinations - it is simply impossible to avoid occasional timetable clashes.

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

### **What to do when:**

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

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

### **Grundstudium**

1. **Foundation Course** (if you don't pass the Placement Test)
2. **Integrated Language Course I** (once you have passed the Placement Test)
3. **Integrated Language Course II**
4. **Grammar I**

5. **Translation I** (Do NOT wait until the last semester before your ZP. You might need more than one Translation course. You are anyway recommended to take more than one Translation I course, if possible, which is why we are putting on a new course called "Translation I Part 2")

6. **Translation I Part 2**

**Listening & Reading Comprehension, Pronunciation, and Vocabulary Building** should ideally all be taken earlier rather than later, i.e. as early in your Grundstudium as they fit into your timetable without completely overloading you with work.

### **Hauptstudium**

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

We would remind you that - unlike learning English at school - the courses offered within the language practice side of your studies represent the **minimum** - perhaps one seventh - of the time and energy that you should invest to improve your linguistic competence to the extent required by the time you (take your final exams &) leave the University. You are expected to work on your own in developing your skills, for example through reading (e.g. English and American newspapers and magazines, available in the library and, perhaps more conveniently, on the **Internet**), writing (e.g. *Referate* in English), speaking (e.g. at **English Club** events, every Tuesday evening, & sometimes on Fridays - see Club posters or the Web page at: [www.tu-chemnitz.de/stud/club/english/](http://www.tu-chemnitz.de/stud/club/english/) for details. Or even better: Sign up to the English Club list and we'll send you a mail once a week to inform you of what's going on), and generally mobilising your English, for instance through a period of **study or work abroad** - something which every student of English should do for **at least six months** (see comment on this and recognition of work done abroad at the end of the Language Practice section). We are

very happy to advise you on expanding your competence in the language; however, our courses represent only the tip of the iceberg, and the remaining part is up to you!

### **A semester or year abroad**

- Financial regulations and restrictions are making a lengthy period of time in an English-speaking country increasingly difficult for students. Nonetheless, we **very strongly** recommend it if somehow possible, for the following reasons (among others) - which will also have an effect on the recognition for credits here in Chemnitz of what you do during your time abroad:
- It offers you the chance to experience all kinds of everyday and constant communicative situations such as we cannot realistically imitate in the classroom.
- It requires you to 'live' the language - assuming you don't spend much of your time with German speakers (if you do, you are wasting your time and money!), you will be in a 'total immersion' situation where you must use the language to survive!
- It helps you realise that an English native speaker - whether Australian, American, British, Canadian, Irish or whatever - not only uses a different language to that used in Germany but also thinks, processes experiences and reacts in a totally different way in short, that language, communication and social behaviour are all culturally influenced/dependent.
- It gives you the chance to SPEAK, SPEAK, SPEAK in English - something which you sadly have relatively little chance to do back in Chemnitz (but don't forget the English Club)!

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

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

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

### **Assessment**

You will see from the details below that each course is divided up into groups of testing elements (e.g. Translation I has 4 groups: i. homework translations; ii. False Friends tests; iii. mid-term test translation; iv. end-term translation); a grade below 4.0 in any one of these groups usually means that a participant has failed that course. Within each group,

compensation is possible, e.g. a 5 in one False Friends test can be balanced out by a 3 in the next one. Please also note the following:

- No more than **two** absences (for whatever reason) are normally permitted. We're not being unkind here - if you miss more than 2 sessions, you could lose 25% of the course input.
- Homework must be submitted by the deadline. Work handed in late will NOT be graded and will NOT count towards the assignments required; it also might not be corrected.
- If you miss a class for whatever reason, it is **your responsibility** to find out what was done the previous week - absence in one week will not be accepted as a reason for not passing a test the next week.
- Any required tests - including any given in a week when you were absent - **must** be done before a course credit (*Schein*) can be awarded for the course in question.

The various courses also have their own individual requirements, as listed below. Different grading criteria apply for the various main exams (*ZP*, *Magisterprüfung*, *Staatsexamen*) - see the relevant *Prüfungsordnung*. We advise you to consult the *Prüfungsordnungen* **well in advance** (i) so that you know which course credits you must have in order to be permitted to take the exam in question and can plan your studies accordingly; (ii) so that you know what kind of exam awaits you - something important for deciding which optional courses to take.

If you have any problems that you would like to discuss or advice about learning English, do not hesitate to ask any of your teachers, or go to see the Sprachpraxis Coordinator, Martin von Schilling, preferably during one of the office hours (Sprechstunden).

Please note that the use of monolingual dictionaries is permitted in *Klausuren*, the *Zwischenprüfung* and the final exams (*Magister* and *Staatsexamen*). See the comments at the end of the practical-language section for details and our recommendations concerning language practice books.

For details of course credit (*Schein*) and *Semesterwochenstunden* requirements, please consult the current English & American Studies *Wegweiser* and the Studies Advisors ([Dr. Egbert](#), Zi. 219, Tel: 531 4286). But in principle ALL courses (except "Preparation for Final Exams" & Theatre Workshops) count towards the *Semesterwochenstunden* that you need.

## Basic Studies (Grundstudium)

### Foundation Course (TK 1<sup>st</sup> Semester)

Tuesday, 9.30 – 13.15 (NN)

First meeting: 10.4.

If your performance in the Placement Test does not reach the level required for admission to the Integrated Language Course, you will be required to take the Foundation Course. This also applies to students of TK in their first semester.

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

Required books:

1. Headway Upper Intermediate (available from the Universitas bookshop)
2. a good monolingual dictionary (preferably the Longmans *Dictionary of English Language and Culture* - see book list below).

This course will, depending on demand, be followed by a 2 week Intensive Course in March.

### **Integrated Language Course I (TK 1<sup>st</sup> Semester)**

**Monday, 9.30 – 13.15 (Naumann)**

**First meeting: 9.4.**

*or*

**Tuesday, 9.30 – 13.15 (Naumann)**

**First meeting: 10.4.**

*or*

**Wednesday, 9.30 – 13.15 (Mc Guinness)**

**First meeting: 11.4.**

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

Grammar is explicitly covered where it occurs in the teaching context, and also in self-access with weekly tests.

#### Course requirements:

1. regular tests on self-access grammar material
  1. 2-3 pieces of written work
  2. occasional tests on grammar & vocabulary discussed during previous class-hours
  3. oral performance - content and language - during the semester
  4. final test (written work and oral exam)

A final grade of less than 4.0 in **any one** of these 5 elements will cause you to fail the course; if you are unable to attend a class-hour for whatever reason, it is up to you to find out (e.g. in the course leader's *Sprechstunde* or by talking to other members of the course) what came up in that class-hour and what homework was set.

Required books: a good monolingual dictionary (see book list below) and Alexander, L.G. *Longman English Grammar Practice for Intermediate Students*. Harlow: Longman

### **Integrated Language Course II (TK 2nd Semester)**

**Tuesday, 11.45 –13.15 (Mc Guinness)**

**First meeting: 10.4.**

*or*

**Wednesday, 13.30 – 15.00 (Naumann)**

**First meeting: 11.4.**

*or*

**Thursday, 11.45 – 13.15 (Naumann)**

**First meeting: 12.4.**

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

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

#### Course requirements:

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

Required books: as for ILC I.

### **Listening and Reading Comprehension**

**Monday, 17.00 – 18.30 (NN)**

**First meeting: 9.4.**

*or*

**Tuesday, 13.30 – 15.00 (Naumann)**

**First meeting: 10.4.**

*or*

**Wednesday, 11.45 – 13.15 (Naumann)**

**First Meeting: 11.4.**

*or*

**Thursday, 15.15 – 16.45 (NN)**

**First meeting: 12.4.**

*or*

**Friday, 9.30 – 11.00 (Naumann)**

**First meeting: 20.4.**

The main purpose of this course is to improve your listening and reading capability by developing strategies, including understanding intonation & stress, predicting & paraphrasing (perception at word- & sentence-level), listening & reading for information, and understanding different accents. It is based on authentic material covering different textual types for both listening and reading comprehension (e.g. news broadcasts, interviews; newspaper articles, popular-scientific articles, short stories). The course format will include private studies, language-laboratory work, and regular consultations with the teacher.

Course requirements:

1. homework (1-2 self-access texts on tape **and** a text to read **and** the relevant exercises each week); weaker students will be given additional assignments to help them reach the required level.
1. 2+ reading tests
2. 2+ listening tests
3. end-term test (1 reading & 1 listening test)

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

The **Scheine** will be given out by **Martin von Schilling**, not the class teachers.

**Pronunciation**

**Monday, 15.15 – 16.45 (v. Schilling)**

**First meeting: 9.4.**

*or*

**Tuesday, 13.30 – 15.00 (NN)**

**First meeting: 10.4.**

*or*

**Wednesday, 13.30 - 15.00 (NN)**

**First meeting: 11.4.**

*or*

**Wednesday, 13.30 - 15.00 (v. Schilling)**

**First meeting: 11.4.**

**NB** If there are **less than 10** participants in a Pronunciation course, the course in question **will most probably be cancelled**.

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

Course requirements:

1. 1 mid-term test, one written, one oral, & transcription exercise
1. 1 final test, one written, one oral, & transcription exercise

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

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

### **Vocabulary Building (TK 2nd Semester)**

**Monday, 13.30 – 15.00 (NN)**

**First Meeting: 9.4.**

*or*

**Monday, 15.15 – 16.45 (NN)**

**First Meeting: 9.4.**

*or*

**Thursday, 13.30 – 15.00 (NN)**

**First meeting: 12.4.**

Vocabulary Building expands your vocabulary via finding the meaning of particular words in selected texts, learning to define them using other English words already known (the native-speaker pattern), then using the original words correctly in practical contexts. Short written assignments and exercises are employed to reinforce this procedure. You will grow aware of the extent to which command of a language also means the ability to express an idea in a number of different ways. The course will also comprise a section on presentation skills and the language of presentations. Students will be required to prepare and hold a presentation in the course of the semester.

Course requirements:

1. suitable preparation of homework and active in-class participation

1. 2 short essays
2. mid-term test (gap-filling and multiple-choice/synonym exercises)
3. final test (multiple-choice exercises; sentences; short essay).
4. Presentation assessment

Required material will be available in the copy shop. Required book: a good monolingual English dictionary . Recommended book: *English Vocabulary in Use* (with key). See book list below.

### **Grammar I (TK 3rd Semester)**

**Wednesday, 9.30 - 11.00 (Naumann)**

**First meeting: 11.4.**

*or*

**Thursday, 9.30 - 11.00 (Naumann)**

**First meeting: 12.4.**

*or*

**Friday, 11.45 – 13.15 (Naumann)**

**First meeting: 20.4.**

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

- identifying and correcting the most common mistakes (focus on interference problems)
- analysing sentence structures and discussing various grammar points within the framework of texts i.e. discussing grammar in context and not simply quoted at sentence level in isolation of its source
- working through grammar exercises and tasks in order to reinforce and systematise what students may already know

#### Course requirements:

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

Required material: The materials needed (commonly called a "Skript" in German, NOT in English) will be available from the Copyshop

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

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### **Translation I**

**Tuesday, 11.45 – 13.15 (v. Schilling)**

**First Meeting: 10.4.**

*or*

**Wednesday, 11.45 – 13.15 (NN)**

**First Meeting: 11.4.**

*or*

**Friday, 9.30 - 11.00 (v. Schilling)**

**First Meeting: 20.4.**

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

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

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

#### Course requirements:

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

A book on false friends will be provided. This is intended for self-study.

## **Basic & Advanced Studies**

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

## **Translation I Part 2**

**Monday, 13.30 – 15.00 (v. Schilling)**

**First meeting: 9.4.**

*or*

**Tuesday, 13.30 – 15.00 (v. Schilling)**

**First Meeting: 10.4.**

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

## **Theatre Workshop**

**Wednesday, 18.30 - 20.00 (Mc Guinness)**

**First meeting: 11.4.**

The theatre workshop is an extra-curricular option which is intended to provide our students with the opportunity to improve their language skills in an environment free of classroom restrictions. Whether you have acted in the past or not is immaterial - we don't aspire to winning Oscars! If you do have previous acting experience, all the better, but it is by no means a prerequisite to taking part. Even if you don't want to tread the boards, we will also be looking for people to help with lighting, make-up, set-design, props, etc.

This semester we hope put on a comedy or possibly a selection of sketches. This however very much depends on staff availability and the number of people participating will determine which play we choose to do. Please ask one of the staff members at the beginning of the semester, when we will know if we can offer the workshop or not.

## **Advanced Studies (Hauptstudium)**

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### **Integrated Area Studies**

You have the option of taking this course with either an American or an Irish emphasis. This does not mean, of course, that you are forbidden to take the other part; however, only one course credit in IAS is required. This semester we will try to offer IAS Éire and Northern Ireland (N.I.) plus ONE other IAS course. We cannot, however, guarantee that the second course will take place as we are unsure if we have a suitably qualified native speaker to teach it. Please note that IAS, while concerned with the countries and societies in question, is primarily part of the practical-language programme; accordingly, inadequate linguistic performance in the various aspects of the course will result in a failing grade. The aim of the courses is to help you learn

- to find the relevant information from a wide variety of sources;
- to organise such information into a form suitable for oral and written presentations, and to appreciate and apply the difference between the two;
- to communicate the information in a clear and ordered fashion;
- to extract and process the important information from presentations by others in the class.

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

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### **IAS - Éire and Northern Ireland**

**Thursday, 11.45 – 13.15 (Mc Guinness)**

**First meeting: 12.4.**

The main goals of the course are to

- improve your ability to research topics and interpret the meaning and connotation of the language encountered during research
- develop a familiarity with the land and the people and more specifically gain an insight into contemporary society in Northern Ireland and its troubled past.
- improve your linguistic competence through the presentation and discussion of various topics relating to Ireland, North and South.

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

#### Course requirements:

- oral presentation on chosen topic
- written version of presentation
- assessment of oral skills
- short final exam on material covered during semester
- To enable us to cover as much of contemporary Northern Ireland as possible, students will be expected to be familiar with the main historical events in Ireland from 500 - 1850. Some of these will be covered again in more detail in class and you will be expected to be able to contribute to the discussions!!!

**Compulsory pre-course reading:** IAS Preparation Pack which is available in the Kettler copy shop.

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### **IAS - United States of America/GB/Éire and Northern Ireland**

**Wednesday, 15.15 –16.45 (NN)**

**First Meeting: 11.4.**

Due to uncertainties regarding staff availability, it is, at present, not possible to determine which, if any, of the three options can be offered for the second IAS course this semester. Please consult the class registration lists at the beginning of the semester or ask a member of staff. The requirements for all of the three options named above are, however, very similar to those described for IAS Éire and Northern Ireland.

### **Oral & Written Production (=O&WP)**

**Tuesday, 9.30 – 11.00 (Mc Guinness)**

**First Meeting: 10.4.**

*or*

**Thursday, 9.30 – 11.00 (Mc Guinness)**

**First meeting: 12.4.**

The course uses 'Information Tasks' to improve the *clarity* with which facts and concepts are communicated in everyday life; 'Scenarios' to develop *flexibility* in situations needing persuasion where the other person's response is unpredictable, requiring instant reaction to unforeseen stimuli and appropriate language; and 'Seminar Skills' to sharpen the *effectiveness* of contributions to more formal discussions, whether as speaker or audience. Situations of a more professional nature are taken, and stress is laid on *fluency* and relatively natural communication within the context of meaningful communicative activities, where necessary using notes, rather than pre-writing texts. Related written elements emphasise structured writing of the introduction-development-conclusion pattern. O&WP thus takes the 'information-gap' skills of ILC II and the 'presentation/reception' element of IAS a stage further, while also acting as the bridge between the written presentations of these courses and the more 'academic' skills required in Essay-Writing and final-exam essays.

The course further develops awareness of different lexical possibilities and registers when communicating orally and of the frequent absence of precise one-to-one equivalents in German and English, or, where they might seem to exist, that they may be inappropriate.

#### Course requirements:

1. suitable performance - language & content - in all Information Tasks & Scenarios
1. suitable preparation & delivery - language & content - in all oral presentations
2. submission of the required pieces of writing
3. suitable performance in final test (Scenario, presentation/discussion, written item)

### **Grammar II**

**Tuesday, 13.30 – 15.00 (Mc Guinness)**

**First meeting: 10.4.**

*or*

**Thursday, 13.30 – 15.00 (Mc Guinness)**

**First Meeting: 12.4.**

Grammar II focuses on fields which often cause Hauptstudium students problems, especially due to interference. It uses a contrastive 'hands-on' approach, participants being required to

1. explain a grammatical item - sometimes for German as well! - reinforcing their grasp of the principles involved;
1. compare authentic sentences in German and English and draw conclusions as to (a) how each language conveys the same message, underlining where methodology is similar, where it differs and interference often occurs; (b) why the item is used in the given context and what other options exist;
2. apply the knowledge gained to English or German texts, reinforcing the idea of how/where/why one language uses vocabulary and the other grammar to convey the same message, the emphasis here on grammatical alternatives complementing the more lexical approach in some other courses.

Course requirements:

1. satisfactory selection and explanation of homework texts.
1. satisfactory preparation of and participation in discussions - language and content.
2. final test (probably an oral exam, based on the areas discussed)

## **Translation II**

**Friday, 11.45 - 13.15 (v. Schilling)**

**First meeting: 20.4.**

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

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

Course requirements:

1. mid-term test translation

1. end-term test translation
2. False Friends: short tests during the term, approx. bi-weekly
3. a number of texts written as homework.

A book on false friends will be provided. This is intended for self-study.

## Essay Writing

**Monday, 13.30 – 15.00 (NN)**

**First meeting: 9.4.**

This course develops and improves the free-writing skills imparted in IAS and O&WP, while reinforcing the introduction-development-conclusion pattern practised in O&WP and the importance of planning. A "Basic points to bear in mind" section is followed by the examination and discussion of well-written and badly-written essays, after which you start to write your own essays, experimenting with the various kinds and supported by underlying work on vocabulary and grammar. As an offshoot of written work, you will assemble a 'checklist' of your own weak points classified into four areas (grammar, lexis, style, interference from mother tongue). Essay-Writing is intended as a follow-up to IAS and O&WP, but can also be useful as preparation for final exams.

### Course requirements:

1. thorough preparation of material; suitable performance (language/content) in discussions
1. a number of essays submitted for correction
2. final test

## Practice for Final Exams

**Friday, 9.30 - 13.15 (Mc Guinness)**

**First meeting: 20.4.**

PFE offers you the chance to hone under exam conditions the skills necessary for *Staatsexamen/Magisterprüfung Sprachpraxis*. Participants write and submit a final-exam-length translation each week, discussed in class the following week. The discussion emphasises the concept that "free translation" often achieves a better rendition of the original than slavishly sticking to the text, and enables you to develop a feeling for how freely you can, and sometimes must, translate. Every third week, the in-class test will take the form of an essay, returned a week later on an individual basis. Translations and essay work are designed to train your skills in identifying weaknesses & developing checking techniques, and looking at what you have written through the reader's eyes - "Have I communicated?"

The material covers two semesters, so that you have the possibility of 10 months' practice on the run-in to your practical-language final exams, if you wish; if you do the course over only one semester, you will cover only half of the P&P verbs. Please bring one of the

recommended monolingual dictionaries with you; texts will be provided. If you can make it to only one half of the session, come and discuss it with me as soon as possible. PFE can also be altered to accommodate special wishes, e.g. the discussion and practice of particular grammatical and/or lexical points. There is no course credit for this course.