

## Liebe Studentinnen und Studenten,

herzlich willkommen im neuen Semester! Wir hoffen, dass wir für Sie ein gutes und interessantes Lehrprogramm zusammengestellt haben.

Leider standen bei der Drucklegung des KoVo die Räume noch nicht fest. Bitte berücksichtigen Sie die entsprechenden Aushänge im Flur der Anglistik/Amerikanistik (Reichenhainer Str. 39, 2. Stock). Bitte beachten Sie, daß der Unterricht für *Erstsemester* erst am Dienstag, 09. April beginnt, während die übrigen Veranstaltungen schon am Montag, 08. April anfangen. Informieren Sie sich daher über die Anfangstermine Ihrer Veranstaltungen. Über kurzfristige Änderungen gibt auch die Homepage der Fachgruppe Auskunft ([www.tu-chemnitz.de/phil/english](http://www.tu-chemnitz.de/phil/english)).

### Wichtige Termine im Sommersemester 2003:

Montag bis Mittwoch	24. März 02. April	ganztägig	Einschreibung Sprachpraxis
Freitag	04. April	09.00 Uhr	Placement Test in C 104
Montag	07. April	07.30 Uhr	Kursbeginn mit Ausnahme der Erstsemester
Montag	07. April	18.30 Uhr	Erstsemester-Begrüßung (Club der Kulturen, Thüringer Weg 3)
Dienstag	08. April	07.30 Uhr	Kursbeginn für Erstsemester
Dienstag	08. April	19.30 Uhr	1. Treffen des English Club (Club der Kulturen, Thüringer Weg 3)
Montag	14. April	07.30 Uhr	Kursbeginn Sprachpraxis
Freitag	18. Juli		Ende der Vorlesungen
Montag bis Freitag	21. Juli- 08. August		Prüfungsperiode

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

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**Please note:**

Several courses may also be taken by students not enrolled in "traditional" *Anglistik/Amerikanistik* or *Fremdsprachen in der Erwachsenenbildung*. These are marked separately:

<b>BMEKO (+ Zahl)</b>	<b>=</b>	<b>BA Medienkommunikation (+ Fachsemester)</b>
<b>BEUST</b>	<b>=</b>	<b>BA Europastudien</b>
<b>MIKK</b>	<b>=</b>	<b>Magister Interkulturelle Kommunikation</b>
<b>MKTK</b>	<b>=</b>	<b>Magister Kombiprofil Technikkommunikation</b>

## Chemnitz is 'going Africa' again: Afrika in Chemnitz 2003



Between **June 2<sup>nd</sup>** and **June 14<sup>th</sup>** you will– once again – have the opportunity to attend numerous lectures and discussions on varied topics concerning African cultures and societies, such as e.g. 'African Folk Tales', 'Ethnotourism in Morocco', 'African Images of Whites', 'Intellectual Perspectives on Racism, Liberation and the 'West', 'The Literature of Camus', 'The Conception of Time in Burkina Faso', 'Female Gender Mutilation' and more. Please note that you will also be offered the opportunity to learn African dancing and drumming; a **workshop** with Kwashie Safroh (Ghana) will be held on **June 7<sup>th</sup> and 8<sup>th</sup>**.

And, of course, do not forget the annual highlight: '**The African Evening**' with African food, African dance performances, music and much, much more will take place on **June 14<sup>th</sup>**.

For **further information** contact:

Tabea Putschli: [tabea.putschli@phil.tu-chemnitz.de](mailto:tabea.putschli@phil.tu-chemnitz.de)

Anne Schröder: [anne.schroeder@phil.tu-chemnitz.de](mailto:anne.schroeder@phil.tu-chemnitz.de)

For **programme updates** see:

[www.tu-chemnitz.de/phil/english/chairs/linguist/independent/Afrikawoche/aw2003/index.html](http://www.tu-chemnitz.de/phil/english/chairs/linguist/independent/Afrikawoche/aw2003/index.html)

# Englische Sprachwissenschaft

Prof. Dr. Josef Schmied

**Vorlesung: Introduction to English Language and Linguistics**

**MKTK, BEUST**

**Mittwoch, 7.30-9.00 Uhr**

**(7400101)**

**Beginn: 16.04.**

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

Preparatory Textbook:

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

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

Prerequisite: regular classwork! 2 tests

**N.N.**

**Tutorial: Introduction to English Linguistics**

**Beginn: 2. Semesterwoche**

This tutorial complements the course *Introduction to English Linguistics* and is obligatory for its participants. The purpose and contents of the course are practical activities designed to follow up and illustrate those concepts and methods introduced and discussed in the above-mentioned class. We will read and analyze additional selected texts and clarify issues that are considered only briefly in the accompanying classes. Participation in the mid-term as well as in the final test is essential.

Prof. Dr. Josef Schmied

**Vorlesung: The Language of International Politics**

**Donnerstag, 7.30-9.00 Uhr**

**MIKK, BEUST (7400104)**

**Beginn: 17.04.**

This lecture will discuss special cases of the "language of persuasion". It applies general principles of linguistic analysis (like choice of words or connections in texts) to politic-specific text-types. An exemplary discussion will illustrate particular problems, e.g. "bias" in political interviews and reporting. Typical texts like party manifestos, parliamentary debates, political reportage, editorials, commentaries and letters-to-the-editor will be analysed in detail.

Textual emphasis will not be on "English, or British" political language, but international political language in English, ranging from London to Edinburgh and

Belfast, but also to Washington and Kuala Lumpur, Nairobi and Canberra, i.e. including the use of English as a second and international language. A special section will deal with the language of the European Union, the United Nations and other international organisations.

Materials will be presented on the seminar webpage:

<http://www.tu-chemnitz.de/phil/english/chairs/linguist/independent/kursmaterialien/LangPolitics/LangPolitics.htm>

Prerequisite: regular contributions in class

## **Prof. Dr. Josef Schmied**

**Hauptseminar: English in Africa**  
**Donnerstag, 9.15-10.45 Uhr**

**MIKK, BEUST (7400102)**  
**Beginn: 17.04.**

This seminar consists of two parts. In the first part sociolinguistic and linguistic features of English in Africa will be presented and discussed in a general survey and applied to several texts from East Africa. These texts can be found on the seminar webpage

<http://www.tu-chemnitz.de/phil/english/chairs/linguist/independent/kursmaterialien/africa/africa.htm>

In the second part (from June onward) students will present interpretations of texts of African English, either of their own choice or from the sample texts of East African English provided on the webpage.

Students are asked to make an oral contribution in class and hand in the modified version in HTML format by 31 July.

**On-line registration on the webpage by April 1<sup>st</sup>!!**

Preparatory Textbook:

Schmied, Josef (1991). *English in Africa. A Sociolinguistic Introduction*. London: Longman

Prerequisite: Zwischenprüfung

## **Prof. Dr. Josef Schmied/Prof. Belinda Maia**

**Blockseminar: Translation Theory and Practice**

**On-line registration completed!**

**14./15.02.03 + 12.04.03**

This course will give a broad survey of translation issues, from translation critique to culture- or addressee-specific issues, from terminological to technical problems. Practical tools like on-line dictionaries, memory systems and automatic checking options will also be discussed.

Student papers will analyse German - English translations in structural, cultural and readership-/media-specific perspectives.

Teaching programme: Presentation by Belinda Maia and discussion on 14/15 February

Feb.14: 03-07 p.m. Overview of translation theory and non-literary texts

Feb.15: 09-11 a.m. Application of translation theory to non-literary texts

Feb.15: 11 a.m.-12.30 p.m. Group work on texts

Feb.15: 02-04 p.m. Presentation of results

Feb.15: 04-06 p.m. Translation, terminology and corpora – presentation of the Languateca project and ongoing research

Student presentations for HS-Schein will be held on 12 April, 2003, 9 a.m. - 4 p.m.; the written version is to be handed in by 28 April, 2003.

Basic Reading:

Austermühl, Frank (2001). *Electronic Tools for Translators*. Manchester UK, Northampton MA: St. Jerome Publishing.

Baker, Mona (1992). *In Other Words: a Coursebook on Translation*. London, New York: Routledge.

Robinson, Douglas (1997). *Becoming a Translator*. London, New York: Routledge.

Texts to be supplied.

**Prof. Dr. Josef Schmied**

**Übung: Examenskurs**

**(7400103)**

**Donnerstag 11.30-13.00 Uhr (14-tägig)**

**Beginn: 17.04.**

Nach einer Einführung in Verlauf und mögliche Inhalte der schriftlichen und mündlichen Prüfungen gebe ich einige Anregungen zur Vorbereitung und, mit Hilfe der Lektüreliste, einen Überblick über die Teilgebiete der Sprachwissenschaft, die auch als Spezialgebiete gewählt werden können. Im Hauptteil des Kurses werden alle Gebiete wie in den Examensklausuren ausgehend von Texten beispielhaft diskutiert, wobei jeweils eine intensive Vorbereitung der TeilnehmerInnen erforderlich ist.

Ein spezielles *workshop* wird der Erstellung von Abschlußarbeiten gewidmet sein, wo abgeschlossene Abschlußarbeiten aus der Sprachwissenschaft vorgestellt und zukünftige Themen diskutiert werden.

Im Verlauf des Semesters sollte jede/r TeilnehmerIn eine Probeklausur abgeben.

Recommended preparatory reading:

<http://www.tu-chemnitz.de/phil/english/chairs/linguist/independent/kursmaterialien/exam/sw-exam.htm>

**Dr. Anne Schröder**

**Proseminar: English-German Contrastive Linguistics MIKK, BEUST (7400105)**

**Donnerstag, 13.45-15.15 Uhr**

**Beginn: 10.04.**

Despite the fact that English and German belong to the same language family and are thus, genetically speaking, very close, learners of English with a German language background – even with little or no linguistic knowledge - also observe many striking differences at all levels of linguistic description. In this class, we will systematically approach the similarities and differences between these two

languages at the phonological, morphological and syntactical level by linking our findings to theoretical approaches, i.e. language typology, and applied linguistics, i.e. to the question of how to (better) learn and teach 'English as a Foreign Language'.

Prerequisites: Einführungskurs 'Introduction to English Linguistics'

Registration: For this course, you should register with Anne Schröder, Rh 39, Room 221.

**Dr. Anne Schröder**

**Proseminar: Lexicology**  
**Freitag, 9.15-10.45 Uhr**

**MIKK (7400106)**  
**Beginn: 11.04.**

Almost everything we do with language is related in some way or another to words, and 'Lexicology' can be paraphrased as 'the linguistic study of words'. However, as we will see in this class, the vagueness of the term 'word' as well as linguistic solutions to this problem need to be discussed first before we can continue to discover the importance of morphological complexity and the relevance of idiomatic expressions. Thus, we will see subsequently how the lexical dimension of language relates to other subfields of linguistics, such as phonology, syntax, morphology, semantics, language acquisition, language change and language variation and how the findings of lexicology can be and have been useful for the art of dictionary making, i.e. lexicography.

References:

David Singleton (2000). *Language and the lexicon*. London: Arnold.

Prerequisites: Einführungskurs 'Introduction to English Linguistics'

Registration: For this course, you should register with Anne Schröder, Rh 39, Room 221.

**Christoph Haase**

**Proseminar: Introduction to phonetics and phonology MIKK, BEUST (7400107)**  
**Dienstag, 17.15-18.45 Uhr** **Beginn: 08.04.**

In this course we try to develop theoretical and conceptual underpinnings for the issues of phonetics and phonology introduced in the "Introduction to English Linguistics". We will focus on the anatomy and physiology of speech production and segmental articulation in the first sessions. The main part of the course is reserved for a closer look at phonological principles, i.e. in a wider sense the correlation of sound and meaning in a natural language. The phonemic organization of speech will be elucidated together with a differentiation of a variety of methodological perspectives on the topic, current and past. In another segment of the course the approach of generative phonology will feature as a prominent topic.

### References:

Clark, John and Colin Yallop (2002). *An introduction to phonetics and phonology*. Second Edition. Oxford: Blackwell.

Davis, John F. (1998). *Phonetics and phonology*. Stuttgart: Klett.

Ladefoged, Peter. (1993). *A course in phonetics*. Ft. Worth: Harcourt.

Prerequisites: Introduction to English linguistics, passed with good results

Registration: Number of participants is restricted to 25, organized on a first come - first serve basis. Please register via email ([christoph.haase@phil.tu-chemnitz.de](mailto:christoph.haase@phil.tu-chemnitz.de)) or personally by March 31<sup>st</sup>.

## **Christoph Haase**

**Hauptseminar: Semantic perspectives**  
**Donnerstag, 13.45-15.15 Uhr**

**MIKK (7400108)**  
**Beginn: 10.04.**

Semantics as the study of meaning has always been one of the most debated areas in linguistics. This leads to a vast variety of approaches and ideas which this course tries to systematize and evaluate. The approaches to semantics are affected by foundational and methodological differences across linguistic subdisciplines. Among the traditions considered are the logic-philosophical approach, the cognitive approach and the pragmatic approach. We will try to apply the approaches to current and important phenomena in the study of meaning such as ambiguity, vagueness, prototypicality, entailment and context. Other issues will concern the problem of anaphora, tense and aspect and modality. Additionally, this broad presentation of the study of semantics tries to shed light on the interrelationships of the approaches, especially in the field of lexical semantics which will be the focus of the seminar.

### References:

Cruse, Alan (2000). *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: OUP.

Lyons, John (1996). *Linguistic Semantics*. Cambridge: CUP.

Levin, Beth and Steven Pinker (1995). *Lexical & conceptual semantics*. Cambridge, Mass.: Blackwell.

Prerequisites: Mid-term exam, profound interest in linguistic issues

Registration: Number of participants is restricted to 25, organized on a first come - first serve basis. Please register via email ([christoph.haase@phil.tu-chemnitz.de](mailto:christoph.haase@phil.tu-chemnitz.de)) or personally by March 31<sup>st</sup>.

## **Anja Graube**

**Proseminar: The Foreign Language Classroom – Current Theoretical Issues and Practical Applications**  
**Montag, 13.45-15.15 Uhr**

**Beginn: 07.04.**

This course combines both foundations of Second Language Acquisition and Teaching Methodology. Based on a survey of current trends in SLA (linguistic, sociocultural, cognitive), the course looks at applications of theoretical findings in

TESL/TEFL methodology. The course will establish a common basis for the Communicative Approach to Second Language Teaching with a special emphasis on the development of communicative skills and communicative techniques respectively. The course will broaden the participants' understanding of the concept of tasks in second/foreign language teaching and guide them in creating their own task portfolio. Finally, testing and assessment techniques will also be discussed.

The course is geared towards students majoring in *Fremdsprachen in der Erwachsenenbildung* and constitutes the foundation for a follow-up in fall 2003 – *New Technologies in Foreign Language Teaching*.

Suggested Reading:

Brown, H. Douglas (2001). *Teaching by Principles*. An Interactive Approach to Language Pedagogy. 2<sup>nd</sup> edition. White Plains, NY: Longman.

## Anglistische Literaturwissenschaft

Prof. Huber expects to be on sabbatical leave ("Forschungsfreisemester") during the summer term of 2003. The following courses are warmly recommended as alternatives with an English-Literature interest (and the possibility to acquire a 'Schein'):

- Prof. Dr. E. Keitel (American Studies):  
HS: Gothic Novels, Tue 15:30-17:00
  
- Prof. Dr. G. Peters (General and Comparative Literature):  
HS: Laurence Sterne, *Tristram Shandy*, Thu 11.30-13:00  
V: Hörspielmacher, Tue 15:30-17:00

### Prof. Dr. Evelyne Keitel

**Hauptseminar: Gothic Novels**

**Dienstag, 15.30-17.00 Uhr**

**(7400303)**

**Beginn: 08.04.**

Am Ende des 18. Jahrhunderts kehrt – in Gestalt der *Gothic Novels* – in der englischen Literatur das zurück, was von Aufklärung, Empirismus und Klassizismus aus dem Bewußtsein verdrängt worden war: das Unkonventionelle, Fremde, Übernatürliche. Die ästhetische Leistung des englischen Schauerromans liegt in der sprachlichen Durchdringung und Vermittlung extremer Gefühle. Der Einfluß der *Gothic Novels* des 18. und frühen 19. Jahrhunderts auf die englische und amerikanische Erzählliteratur ist enorm: *Tales of the Supernatural* werden (unter anderem) weitergesponnen von Mary Shelley (*Frankenstein*), Charles Brockden Brown, Edgar Allan Poe, Bram Stoker, Henry James und Stephen King.

Das Seminar richtet sich an Studierende, die während des Forschungssemesters von Prof. Huber einen Seminarschein in englischer Literaturwissenschaft erwerben



wollen (in Ausnahmefällen und nach Absprache kann auch ein Seminarschein in Amerikanistik ausgestellt werden).

**Voraussetzung für die Teilnahme an diesem Seminar ist die Bereitschaft, vier Schauerromane und mehrere ästhetische Theorien zu lesen und aktiv an den Seminardiskussionen teilzunehmen. Es wird dringend empfohlen, die Romane bereits während der Semesterferien zu lesen.**

Primärliteratur:

Horace Walpole, *The Castle of Otranto*;  
Ann Radcliffe, *The Mysteries of Udolpho*;  
Matthew Gregory Lewis, *The Monk*;  
Jane Austen, *Northanger Abbey*.

**Sabine Baltes, M.A.**

**Vorlesung/Übung: Einführung in die Literaturwissenschaft/Introduction to the Study of Literature (Theories and Methods)**

**BEUST(7400203)**

**Dienstag, 11.30-13.00 Uhr**

**Beginn: 08.04**

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

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

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

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

**NB:** A tutorial in which in-depth analysis and close reading will be practiced is also offered to go with this lecture course (see below).

Required reading: will be announced during first session

**N.N.**

**Tutorium zur Vorlesung: Einführung in die Literaturwissenschaft/Introduction to the Study of Literature**  
**Details to be announced**

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 literary classic (details to be announced). Close reading 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!

**Sabine Baltes, M.A.**

**Proseminar: Jonathan Swift, Irish Tracts and Poems**  
**Mittwoch, 9.15–10.45 Uhr**

**BEUST (7400204)**  
**Beginn: 09.04.**

Take a glance at any textbook on literary history and you will find that Jonathan Swift is certainly best known for his famous prose satire *Gulliver's Travels*, which, on account of its complexity, keeps scholars at variance to this day. However, Swift was more than a brilliant satirist, he was also passionately interested in the concerns of his native country of Ireland. He wrote a wide range of pamphlets which immortalized him as the "Hibernian Patriot," the champion of Ireland's liberty against economic exploitation and political injustice at the hands of England. We shall therefore concentrate on a selection of his pamphlets and poems, classics like the *Drapier's Letters* and *A Modest Proposal* as well as curiosities like *A Serious Poem upon William Wood* and *A Character, Panegyric, and Description of the Legion Club*, in order to reconstruct Swift's views of Ireland, Ireland's troubled relations with England, the philosophy and politics of Mercantilism, and the role of pamphlets in eighteenth-century political discourse, a genre which was an important vehicle of propaganda and – as its great variety of forms and styles reveals – often of quite a high literary standard.

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

Required reading:

*Swift's Irish Pamphlets: An Introductory Selection*, ed. Joseph McMinn. Gerrards Cross: Colin Smythe, 1991. (ISBN 0-86140-328-2)

Registration:

To register, students are to send an e-mail to [sbaltes@uni-muenster.de](mailto:sbaltes@uni-muenster.de) by 15 March, stating their name, semester standing and subjects.

**Dr. Marie-Luise Egbert**

**Proseminar: Julian Barnes  
Dienstag, 11.30-13.00 Uhr**

**BEUST (7400201)  
Beginn: 08.04.**

Of the nine novels that Julian Barnes has written to date, *Flaubert's Parrot* (1984) and *A History of the World in 10 Chapters* (1989) are probably the most widely known. Barnes's fiction-writing reveals an interest in how human identity on the one hand and history on the other are constructed, and the latter aspect has earned some of his fiction the label of 'historiographic (meta)fiction'. A study of three of this outstanding writer's novels helps students gain an understanding of the 'possible worlds' of literature and may force them to revise their notions of such staple categories as 'fact' and 'fiction'. What is more, Barnes's observations about (English) society and culture make his texts stimulating reading that is agreeably seasoned with a pinch of humour.

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

Required reading:

Barnes, Julian (1985). *Flaubert's Parrot*. London: Picador (ISBN 0-330-28976-4).  
First publ. 1984.

----- (1990). *A History of the World in 10½ Chapters*. London: Picador (ISBN 0-330-31399-1). First publ. 1989.

----- (1999). *England, England*. London: Picador (ISBN 0-330-37344-7). First. publ. 1998.

Registration:

To register, students are to send an e-mail to [marie-luise.egbert@phil.tu-chemnitz.de](mailto:marie-luise.egbert@phil.tu-chemnitz.de) by 15 March, stating their name, semester standing and subjects.

**Dr. Marie-Luise Egbert**

**Proseminar: Opening the Black Box: Translation Theory from St Jerome to Walter Benjamin  
Dienstag, 13.45-15.15 Uhr**

**BMEKO (7400202)  
Beginn: 08.04.**

Even though translation studies is still fairly new as an academic discipline, reflection on translation per se is as old as the practice itself. Translators' remarks about their work afford us a glimpse of the nature of the translation process, at the same time mirroring contemporary views on language and literature. They can also help to explain or defend a translator's textual decisions. The focus of this course will be the study of primary sources, ranging from St Jerome's comments on his Bible translation and Martin Luther's "Sendbrief vom Dolmetschen" (1530) to Friedrich Schleiermacher's "Über die verschiedenen Methoden des Übersetzens" (1813) and Walter Benjamin's "Die Aufgabe des Übersetzers" (1923). A folder containing master

copies of the seminar reading will be available at Frau Podsiadly's office (RH 39/213) by the end of February.

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

Required reading:

Albrecht, Jörn (1998). *Literarische Übersetzung. Theorie. Geschichte. Kulturelle Wirkung*. Darmstadt: Wissenschaftliche Buchgesellschaft (ISBN 3-534-10915-5), Part I: 9-160.

Apel, Friedmar (1983). *Literarische Übersetzung*. Stuttgart: Metzler. (ISBN 3-476-12206-9), Chapters IV and V.

Registration:

To register, students are to send an e-mail to [marie-luise.egbert@phil.tu-chemnitz.de](mailto:marie-luise.egbert@phil.tu-chemnitz.de) by 15 March, stating their name, semester standing and subjects.

## **Amerikanistik**

**Prof. Dr. Evelyne Keitel**

**Vorlesung: Die amerikanische Literatur- und Kulturgeschichte, Teil VI:  
Das 20. Jahrhundert (7400301)  
Montag, 15.30-17.00 Uhr Beginn: 07.04.**

Der sechste (und letzte) Teil der Vorlesungsreihe zentriert sich um die politischen und kulturellen Entwicklungen des 20. Jahrhunderts: Erster und Zweiter Weltkrieg werden ebenso thematisiert wie die geisteswissenschaftlichen Strömungen (Naturalismus, Modernismus, Beat, Postmoderne) und die Phänomene der Populärkultur (Film, Fernsehen, Pop Art, abstrakter Expressionismus).

Eine Anmeldung ist nicht erforderlich. Der Besuch der Vorlesungsteile I bis V wird nicht vorausgesetzt.

**Prof. Dr. Evelyne Keitel**

**Hauptseminar: Gothic Novels (7400303)  
Dienstag, 15.30-17.00 Uhr Beginn: 08.04.**

siehe Abschnitt „Anglistische Literaturwissenschaft“.

**Prof. Dr. Evelyne Keitel**

**Übung: Examenskolloquium**  
**Dienstag, 17.15-18.45 Uhr**  
**Raum: Rh. 39/233**

**(7400304)**  
**Beginn: 08.04.**

Ziel dieser Übung ist die systematische Vorbereitung auf die mündliche Abschlußprüfung im Teilgebiet Amerikanistik. Die Veranstaltung richtet sich an Studierende in den Lehramtsstudiengängen, die Mitte des SS 03 ihre mündliche Abschlußprüfung im Fach Amerikanistik ablegen wollen, und an Studierende der Magisterstudiengänge (Haupt- und Nebenfach), die in der Prüfungsphase nach dem Ende des SS 03 oder des WS 03/04 ihre Abschlußprüfung machen werden.

Eine Anmeldung ist unabdingbare Voraussetzung für die Teilnahme an dieser Veranstaltung. Die Anmeldung kann persönlich während der regulären Sprechstunden (montags 14.00-15.00) oder per E-Mail erfolgen ([evelyne.keitel@phil.tu-chemnitz.de](mailto:evelyne.keitel@phil.tu-chemnitz.de)).

**Gunter Süß , M.A.**

**Proseminar: Wissenschaftliches Arbeiten – on- und offline BMEKO 2 (7400305)**  
**Donnerstag, 11.30-13.00 Uhr**  
**Raum: Rh. 41/338**

**Beginn: 10.04.**

Dieses Seminar richtet sich an Studierende am Anfang ihres Studiums und vermittelt Arbeitstechniken und Formalia des wissenschaftlichen Arbeitens. Wie finde ich Informationen zu einem Thema? Wie evaluiere ich Informationen? Wie sammle und ordne ich Material? Wie exzerpiere ich? Wie gliedere ich eine wissenschaftliche Arbeit? Welche Regeln zum Zitieren oder Paraphrasieren gilt es zu beachten? Ein Schwerpunkt dieses Kurses liegt dabei auf der Nutzung des Internet als Informations- und Publikationsressource.

KursteilnehmerInnen sollten folgendes Buch erwerben:

Udoka Ogbue (2001). *Englischstudium und Internet. Anglistik – Amerikanistik*. Berlin: Cornelsen.

Online-Materialien zum Seminar werden ab Ende März unter <http://www.tu-chemnitz.de/phil/amerikanistik/seminarseiten/index.htm> zu finden sein.

Voraussetzung für eine Teilnahme an diesem Seminar ist ein erfolgreich bestandener Einführungskurs in die Literaturwissenschaft. Da dieses Proseminar im Computerraum Rh. 41/338 stattfindet, ist die Zahl der TeilnehmerInnen auf 20 begrenzt. Eine Anmeldung zum Seminar *vor Semesterbeginn* per E-Mail an [gunter.suess@hrz.tu-chemnitz.de](mailto:gunter.suess@hrz.tu-chemnitz.de) ist zwingend erforderlich.

**Gunter Süß , M.A.**

**Proseminar: All Quiet in the West? – Contemporary American Cinema**

**BMEKO 4/6**

**(7400306)**

**Donnerstag, 15.30-17.00 Uhr**

**Beginn: 10.04.**

In *Film Art*, David Bordwell and Kristin Thompson conclude that in the 1990s “an energetic independent film tradition began pushing the envelope.” According to Bordwell and Thompson, some big budget productions showed a distinctly experimental attitude and studio pictures were playing “more boldly with narrative form.” (425) Furthermore, most of these movies destroy quasi-objective notions of reality.

In this interpretation workshop, we will try to find the “distinctly experimental attitude” and the “play with narrative form” in movies like:

*Being John Malkovich* (dir. Spike Jonze, 1999)

*Se7en* (dir. David Fincher, 1995)

*Twelve Monkeys* (dir. Terry Gilliam, 1995)

*Fight Club* (dir. David Fincher, 1999)

*Sixth Sense* (dir. M. Night Shyamalan, 1999)

*Vanilla Sky* (dir. Cameron Crowe, 2001)

*The Matrix* (dir. Andy and Larry Wachowski, 1999)

*The Royal Tenenbaums* (dir. Wes Anderson, 2001)

*Mulholland Drive* (dir. David Lynch, 2001)

*Magnolia* (dir. Paul Thomas Anderson, 1999)

A class page for this course will be available at <http://www.tu-chemnitz.de/phil/amerikanistik/seminarseiten> by the beginning of the semester. A reader with relevant texts will be available by the beginning of the semester at *Uni Copy Dietze*.

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

**NEU:**

**Gunter Süß , M.A.**

**Pro-/Hauptseminar: Controversial Issues in American Studies**

**BMEKO 4/6, MIKK**

**(7400310)**

**Mittwoch, 11.30-13.00 Uhr**

**Beginn: 09.04.**

In this course, students will be introduced to a range of hot topics in American Studies. The course is organized as a series of guest lectures of American scholars and some follow-up sessions. Students will have the possibility to experience different perspectives on several crucial aspects of American cultures.

The special organization of the course will give us the opportunity to see culture as a field of struggle over interpretations and representations.

A detailed course schedule will be available by the beginning of the semester.

In order to participate students of *Anglistik/Amerikanistik* should have successfully passed the Introduction to Literary Studies (*Proseminar*) or the *Zwischenprüfung (Hauptseminar)*.

Requirements for a certificate:

- regular attendance
- exam at the end of the semester

**NEU:**

**Ali Kamali, PhD**

**Pro-/Hauptseminar: Muslims in America: Perceptions, Realities, and Challenges (7400311)**

**Blockseminar an folgenden Tagen: 13./14./20. und 21.06.**

**Zeiten: tba**

**Beginn: 13.06.**

This course focuses on the status of Muslim Americans and some of the prospects and challenges they face in their daily lives pertaining to work, school, neighborhoods, friends and acquaintances, political concerns, gender issues, race-ethnic relations (to name but a few).

The course will be taught as a *Blockseminar* on two weekends (June 13-14 and June 20-21) Friday morning through Saturday late afternoon. Students can either audit the course or take it for credit: students in the *Grundstudium* can earn a *Proseminarschein Amerikanistik* by writing a take home exam, students in the *Hauptstudium* can earn a *Seminarschein Amerikanistik* by writing a *Hausarbeit*.

Students interested in taking the course have to register. Please sign the list on the door of **Rh. 39/213**.

**Professor Dave Jervis**

**Pro-/Hauptseminar: Topics in Contemporary American Politics (7400309)**

**Zeiten: tba**

**Beginn: 30.05.**

**Blockseminar an folgenden Tagen: 30./31.05. und 06./07.06.**

This course will examine topics in contemporary U.S. politics. Possible topics include but are not limited to America's foreign policy traditions, the US and Europe, the US and Germany, terrorism-related topics, the US and the UN, comparing US rhetoric about human rights, justice, etc, with US behavior, religion in the US, race relations in the US, American elections (looking forward to the 2004 presidential election, comparing US and German elections and campaigns, etc), death penalty, treatment of 'terrorism' prisoners captured in Afghanistan and elsewhere, etc.

Students interested in taking the course will select the topics in consultation with the instructor. They should contact Professor Jervis as soon as possible via email to propose topics: [jervisdt@yahoo.com](mailto:jervisdt@yahoo.com).

The course will be taught as a *Blockseminar* on two weekends (May 30-31/June 6-7) Friday morning through Saturday late afternoon.

Students can either audit the course or take it for credit: students in the *Grundstudium* can earn a *Proseminarschein Amerikanistik* by writing a take home exam, students in the *Hauptstudium* can earn a *Seminarschein Amerikanistik* by writing a *Hausarbeit*.

## **Britische und Amerikanische Kultur- und Länderstudien**

**Prof. Dr. Hans Kastendiek**

**Vorlesung: Einführung in die Großbritannienstudien      MIKK, BEUST (7400401)**  
**Dienstag, 15.30-17.00 Uhr      Beginn: 15.04.**

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 Verlust der politischen und ökonomischen Weltmachtrolle nach dem Zweiten Weltkrieg und die innenpolitischen Veränderungen seit den sechziger Jahren (ökonomisches Krisenmanagement, gesellschaftspolitische Polarisierung, Thatcherismus, Herausbildung von New Labour) auf die britische Gesellschaft und Kultur ausgewirkt haben. Die Teilnahme an der Vorlesung wird dringend empfohlen, weil sie Grundkenntnisse über Grossbritannien vermittelt, die in den anschliessend zu belegenden Proseminaren vorausgesetzt werden.



Begleitlektüre:

Kastendiek, Hans/ Karl Rohe/ 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. Harlow: Longman (ca. ₤ 25,00).

**Prof. Dr. Hans Kastendiek**

**Proseminar: Britain in Close-up**  
**Montag, 13.45-15.15 Uhr**

**MIKK, BEUST (7400403)**  
**Beginn: 14.04.**

The course deals with basic patterns of, and current issues in, British society. Participants are invited to present short reports on topics like, e.g., "From Empire to Commonwealth"; "Britain and/in Europe"; "Postwar Britain: Political Consensus and Economic Decline"; "Immigration and Ethnicity"; "Social Class and Inequality"; "Elections and Political Parties"; "North and South: Divided Britain?"; "The Importance of Not Being English: Scotland, Northern Ireland and Wales". This is not a closed list. Participants are encouraged to choose further topics they are especially interested in.

Recommended reading: see lecture course above

**Prof. Dr. Hans Kastendiek**

**Proseminar: Understanding the USA**  
**Dienstag, 9.15-10.45 Uhr**

**MIKK (7400402)**  
**Beginn: 15.04.**

Starting with Peter Lösche's observations on "deutsche Schwierigkeiten, die USA zu verstehen" (Introduction to "America in Perspective", see below), this course wants to provide participants with 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 in the program, of course.

Recommended reading:

Lösche, Peter (1989). *Amerika in Perspektive. Politik und Gesellschaft der Vereinigten Staaten*. Darmstadt: Wiss. Buchgesellschaft; or

Lösche, Peter (1997). *Die Vereinigten Staaten. Innenansichten. Ein Versuch, das Land der unbegrenzten Widersprüche zu begreifen*. Hannover: Fackelträger-Verlag; and

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

**Dr. Sebastian Berg**

**Proseminar: "Race" and Ethnicity in the USA: Concepts, Conflicts, Controversies** **MIKK (7400405)**

**Donnerstag, 9.15-10.45 Uhr**

**Beginn: 17.04.**

"Racism" and "multiculturalism" have been two of the most important issues in US society long before these terms even existed. Although the USA has been celebrated as a "nation of immigrants", there has been a long history of treating ethnically defined groups differently. The most notorious examples are the wars against Native Americans and the institution of slavery. But also today, there seems to be no equality between white people and people of color. The struggles against racism, discrimination and inequality are still going on. In this class, you are invited to investigate the course of these struggles and to analyse at times contentious theoretical and political concepts like "racism", "equal opportunities", "affirmative action", "multicultural education", "colorblindness" etc.

Recommended reading:

Marable, Manning (1991): *Race, Reform and Rebellion. The Second Reconstruction in Black America*. Jackson: University of Mississippi Press.

Oswald, Gregory J. (2001): *Race and Ethnic Relations in Today's America*. Aldershot: Ashgate.

**Prof. Dr. Hans Kastendiek**

**Hauptseminar: Class Matters in Britain**

**MIKK, BEUST (7400404)**

**Mittwoch, 11.30-13.00 Uhr**

**Beginn: 16.04.**

In Britain, quite in contrast to Germany, "class" is not regarded as a concept which has lost its (possible) former validity. Socio-economic and politico-cultural matters are still seen as class matters. Hence, in academic as well as in public discourse, the terms "class" and "class society" are frequently and widely used. A recent study by Andrew Adonis and Stephen Pollard (see below) even argues that "Britain cannot be understood apart from its class system". After an exploration of how the concept of "class" is defined in Britain, the course will discuss how it is applied in analysing British society.

Recommended reading:

Abercrombie, Nicholas et al. (1994). *Contemporary British Society*. 2nd. ed. Cambridge/Oxford: Polity Press, ch. 3: "Class", pp. 116 – 208.

Adonis, Andrew and Stephen Pollard (1997). *A Class Act. The Myth of Britain's Classless Society*. London: Hamish Hamilton.

(both texts are available in our Archiv Kultur- und Länderstudien, RH 39/212)

**Dr. Sebastian Berg**

**Hauptseminar: Anglo-America? British-American Relations in Culture and Society (7400406)**

**Freitag, 9.15-10.45 Uhr**

**Beginn: 11.04.**

The USA and Britain share a language, parts of their histories, have a "special relationship" towards each other, and jointly act as world-wide trend setters for popular music, youth cultures, etc. Britain is "obsessed with class" (supposedly a barrier to social mobility), while the USA are still believed to be a "rags-to-riches" society. In this course, we will look into the complex links between the two countries and make short excursions into their respective "others" (to use one of the favourite terms of Cultural Studies): Ireland and Canada. You will be asked to explore (individually or in working groups) similarities and differences in history, international and domestic policies, social structures and changes, or cultural identities.

Recommended reading:

Mauk, David/ John Oakland (2002). *American Civilization. An Introduction*. London: Routledge, 3<sup>rd</sup> edition.

Oakland, John (2002). *British Civilization. An Introduction*. London: Routledge, 3<sup>rd</sup> edition.

**Katrin Fischer**

**Hauptseminar: Our History is Our Strength: Women and Women's Rights in the United States, 1848 to Present MIKK (7400407)**

**Donnerstag 17.15-18.45 Uhr**

**Beginn: 10.04.**

This course explores the impact of historical events on the lives of American women and the diverse roles women played in shaping American history. We will examine American women's lives across time, taking a comprehensive look at women's efforts to control their own destinies and establish a system of equal rights. Topics include the fight for suffrage, women's political activities in the temperance and antislavery movements, the impact of industrialization on women of different classes, the ideology of separate spheres, the 19th Amendment, the resurgence of feminism in the 1960s, and transformations in the lives of modern women with regard to education, work, politics, sexuality etc.

Discussion of assigned readings will serve as the center for class meetings. Preparation, regular attendance and active participation are mandatory. Students will

keep a reading journal to be turned in at the end of the course. Entries should include bibliographical information, summary of content, theoretical underpinnings, and problems or questions left unanswered.

A reader containing all the relevant texts will be provided by the beginning of the semester.

Recommended Reading:

Flexner, Eleanor (1994). *Century of Struggle: The Woman's Rights Movement in the United States*. Cambridge: Harvard UP.

Friedan, Betty (1983). *The Feminine Mystique*. New York: Norton.

# Fachdidaktik Englisch

Dr. Joachim Seifert

**Vorlesung/ Übung: Einführung in die Fachdidaktik Englisch (7400801/7400802)**  
**Montag, 9.15–10.45 Uhr (Vorlesung); 11.30-13.00 Uhr (Übung) Beginn: 14.04.**

Die Vorlesung mit anschließender Übung macht die Termini der Fachdidaktik bekannt, erläutert die didaktischen Prinzipien und gibt eine grundlegende Einführung in das Fach mit praxisrelevantem Übungsbezug. Die vier Zieltätigkeiten des Fremdsprachenunterrichts 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, an die FortbildungstudentInnen Grundschule und an alle MA-Studiengänge, besonders natürlich an die StudentInnen im Kombinationsprofil "Fremdsprachen in der Erwachsenenbildung"**.

## Literatur:

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

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

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

Dr. Joachim Seifert

**Übung: Gestaltung von Vorträgen, OHP-Folien, Fragen der Moderation von Talkrunden und Diskussionen (7400803)**  
**Dienstag: 9.15–10.45 Uhr Beginn: 15.04.**

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:

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

**Dr. Joachim Seifert**

**Hauptseminar: Formen eines Offenen Unterrichts unter besonderer Berücksichtigung der Projektarbeit in Kursen der Erwachsenenbildung**

**(7400804)**

**Dienstag, 11.30–13:00 Uhr**

**Beginn: 08.04.**

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

Literatur:

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

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

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

**Dr. Joachim Seifert**

**Hauptseminar: Didaktische Spezifika eines Englischunterrichts in Einrichtungen der Erwachsenenbildung**

**(7400805)**

**Mittwoch, 7.30–9.00 Uhr**

**Beginn: 09.04.**

Das Hauptseminar soll sich folgenden Fragen widmen:

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

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

Literatur:

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

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

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

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

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

**Dr. Joachim Seifert**

**Übung: Prüfungskolloquium Fachdidaktik**

**(7400806)**

**Mittwoch, 9.15-10.00 Uhr**

**Beginn: 16.04.**

**Raum: RH 39/025**

Die Veranstaltung dient der optimalen Vorbereitung auf das erste Staatsexamen und wiederholt im Überblick 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“):**

**Alle Praktika und entsprechende Termine werden bitte persönlich mit mir abgesprochen. Dazu ist erstmals am Mittwoch der ersten Studienwoche des Sommersemesters 2003 von 10.00 – 10.30 Uhr im Raum RH 39/025 Gelegenheit und dann jeden Mittwoch zur gleichen Zeit in der „Praktikumsberatung“. Praktika sind in der Regel für donnerstags von 9.00-14.00 Uhr einzukalkulieren (außer Blockpraktika).**

**Praktikumsscheine werden nur für die Blockpraktika erteilt.**

# The English Language Practice Programme

## What, When, Where...

### Placement Test:

**Friday 4 April starting at 9.00 a.m. in C 104** in the **Main Building, Reichenhainerstr. 70** for all students in their 1st semester of English & American Studies (as well as for those who failed it last time). Please bring (a) a pencil (b) an eraser (c) your matriculation number with you. The written test, which will take 2 hours, will be followed by a brief oral test of free-speaking ability. Depending on the number of participants, students should be prepared to be available up to 6 p.m. on Friday or the following Monday. The results will be hung next to the door of RH 39 Zi. 231 and Zi. 209 by Wednesday 9 April.

### Signing-up for courses:

Please remember that the number of participants in each class [except the Foundation Course] is limited. This means that you must sign up for courses in advance, on the basis of "first come, first served". The registration forms will be up in the corridor outside Room 231, RH 39, **from Monday 24 March to Wednesday 2 April**. Any course that has less than five participants when the lists close will most probably be cancelled.

**ALL** Language Practice courses will begin this summer semester on **Monday, 14 April**. 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. 209/231. ***Due to uncertainties regarding staff availability, we cannot guarantee that all the courses listed here will definitely take place.***

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

### What to do when:

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

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



## Grundstudium

1. **Foundation Course** (if you do not pass the Placement Test)
2. **Integrated Language Course I** (once you have passed the Placement Test)
3. **Integrated Language Course II**
4. **Listening & Reading Comprehension**
5. **Pronunciation**, and
6. **Vocabulary Building**

(4., 5., 6. should ideally all be taken earlier rather than later, i.e. as early in your Grundstudium as they fit into your timetable without completely overloading you with work)

7. **Grammar I** (highly recommended before taking Translation I)
8. **Translation I** (Do NOT wait until the last semester before your ZP. You might need more than one Translation course. In any case, it is recommended that you take more than one Translation course, if possible, which is why we are putting on a course called "Translation I Part 2")
9. **Translation I Part 2**

## Hauptstudium

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

We would remind you that - unlike learning English at school - the courses offered within the Language Practice side of your studies represent the **minimum** of the time and energy that you should invest to improve your linguistic competence to the extent required by the time you (take your final exams &) complete your studies. You will need to work on your own in developing your skills, for example, through reading (e.g. English and American newspapers and magazines, available in the library and, perhaps more conveniently, on the **Internet**), writing (e.g. *Referate* in English), speaking (e.g. at **English Club** events; for details see p.39), 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).

### **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 and interdependent.

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

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

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

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

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

## Basic Studies (Grundstudium)

### Foundation Course Semester)

(MKTK 1<sup>st</sup>)

**Wednesday, 11.30-15.15 (Price)**

**First meeting: 16.04.**

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

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

#### Required books:

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 pp.45-46).

### Integrated Language Course I Semester)

(MKTK 1<sup>st</sup>)

**Monday, 13.45-17.00 (Naumann)**

**First meeting: 14.04.**

*or*

**Wednesday, 15.30-18.45 (Naumann)**

**First meeting: 16.04.**

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, 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 in self-access material with weekly tests.

#### Course requirements:

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

A final grade of less than 4.0 in **any one** of these 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 instructor's office hours or by talking to other members of the course) what came up in that class and what homework was given.

Required books: a good monolingual dictionary (see book list pp.45-46) and Alexander, L.G. *Longman English Grammar Practice for Intermediate Students*. Harlow: Longman

### **Integrated Language Course II**

**(MKTK 2<sup>nd</sup> Semester)**

**Monday, 15.30-17.00 (Phillips)**

**First meeting: 14.04.**

*or*

**Wednesday, 17.15-18.45 (Phillips)**

**First meeting: 16.04.**

*or*

**Thursday, 15.30-17.00 (Naumann)**

**First meeting: 17.04.**

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

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

#### **Course requirements:**

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

Required books: as for ILC I.

### **Listening and Reading Comprehension**

**Tuesday, 15.30-17.00 (Price)**

**First meeting: 15.04.**

*or*

**Wednesday, 15.30-17.00 (Price)**

**First meeting: 16.04.**

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

format will include home study, Media Centre work and active participation in the class.

Course requirements:

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

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

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

Pronunciation

**Wednesday, 13.45-15.15 (McCulloch)**

**First meeting: 16.04.**

*or*

**Wednesday, 15.30-17.00 (McCulloch)**

**First meeting: 16.04.**

*or*

**Thursday, 13.45-15.15 (McCulloch)**

**First meeting: 17.04.**

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

Course requirements:

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

NB: 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**

**(MKTK 2<sup>nd</sup> Semester)**

**Tuesday, 11.30-13.00 (Price)**

**First meeting: 15.04.**

**or**

**Tuesday, 13.45-15.15 (Price)**

**First meeting: 15.04.**

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

### **Course requirements:**

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

Required material will be available in the Copy Shop Dietze. Required book: a good monolingual English dictionary. Recommended book: *English Vocabulary in Use* (with key). See book list pp.45-46.

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

## **Grammar I**

**(MKTK 3<sup>rd</sup> Semester)**

**Tuesday, 13.45-15.15 (Naumann)**

**First meeting: 15.04.**

**or**

**Tuesday, 15.30-17.00 (Naumann)**

**First meeting: 15.04.**

**or**

**Thursday, 13.45-15.15 (Naumann)**

**First meeting: 17.04.**

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

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

### **Course requirements:**

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

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

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

### **Translation I**

**Monday, 17.15-18.45 (Phillips)**

**First meeting: 14.04.**

*or*

**Wednesday, 15.30-17.00 (Phillips)**

**First meeting: 16.04.**

*or*

**Thursday, 09.15-10.45 (Phillips)**

**First meeting: 17.04.**

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

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

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

#### **Course requirements:**

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

## Basic & Advanced Studies

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

### Translation I Part 2

**Tuesday, 11.30-13.00 (Phillips)**

**First meeting: 15.04.**

*or*

**Wednesday, 13.45-15.15 (Phillips)**

**First meeting: 16.04.**

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” and who still wants to have further practice in the skills necessary for translating, to do so. We will be using a wider variety of text types, including some advertising and literary texts, but we will also work with texts and sentences which could be seen as helpful in preparing for the Translation Zwischenprüfung. Although it is primarily designed for Grundstudium students, this course is also open to Hauptstudium students.

## Advanced Studies (Hauptstudium)

### Integrated Area Studies

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

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

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

### IAS Canada

**Tuesday, 09.15-10.45 (McCulloch)**

**First meeting: 15.04.**

*or*

**Thursday, 15.30-17.00 (McCulloch)**

**First meeting: 17.04.**



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

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

Course requirements:

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

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

**Monday, 13.45-15.15 (Phillips)**

**First meeting: 14.04.**

*or*

**Tuesday, 09.15-10.45 (Phillips)**

**First meeting: 15.04.**

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

Course requirements:

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

## Grammar II

**Monday, 09.15-10.45 (McCulloch)**

**First meeting: 14.04.**

*or*

**Monday, 11.30-13.00 (McCulloch)**

**First meeting: 14.04.**

Grammar II carries on from where Grammar I left off. For the most part, it does not present any radically new areas of grammar, rather seeks to deepen those areas already addressed in Grammar I. In this course, however, greater emphasis will be placed on understanding grammatical terms, contexts and choices and in being able to explain them clearly to the class.

### Course requirements:

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

## Translation II

**Tuesday, 13.45-15.15 (Phillips)**

**First meeting: 15.04.**

*or*

**Thursday, 11.30-13.00 (Phillips)**

**First meeting: 17.04.**

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

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

### Course requirements:

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

## Essay Writing

**Tuesday, 11.30-13.00 (McCulloch)**

**First meeting: 15.04.**

*or*

**Wednesday, 17.15-18.45 (McCulloch)**

**First meeting: 16.04.**

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

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

### Course requirements:

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

## Preparation for Final Exams

**Monday, 13.45-15.15 (McCulloch)**

**First meeting: 14.04.**

*or*

**Tuesday, 13.45-15.15 (McCulloch)**

**First meeting: 15.04.**

PFE offers you the chance to hone the skills necessary for *Staatsexamen/ Magisterprüfung Sprachpraxis* under exam conditions. Participants write and submit a final-exam-length translation or essay approximately every second week. The translations are discussed in class the following week and will centre around the questions of how "free" a translation may be, or how "slavishly" it must follow the original; the importance of the original meaning coming through in the translation; and on the stylistic approaches to certain problems. The essays are discussed in individual consultations two or three times a semester, or as needed.

The translation 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 Language Practice 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 only make it to part of the course, please come and discuss it

with the lecturer 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, but regular attendance is expected from those who have decided to sign up for it, unless specific arrangements have been made with the lecturer. Normally, this course cannot be taken by those who have not completed their Hauptstudium course requirements in Language Practice (i.e. after Grammar II and Translation II).

Requirements: Students must have completed Essay Writing, Translation II (with or without a Schein) or - in exceptional cases - can be admitted by special arrangements.

<i>Please make sure you have the course material on hand for the FIRST lesson!</i>
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### **Office Hours**

**Please** consult the notice outside the relevant office - it helps us a lot if you come during the Sprechstunden rather than 'at any old time'.

Petra Naumann      (Room 231)                      tel. 531 2949

Jeff Phillips              (Room 209)                      tel. 531 4255

John McCulloch      (Room 209)                      tel. 531 4255

## The English Club

Join us every Tuesday evening from 7.30 p.m. on, and also some Friday evenings. There is always some event (Halloween / Christmas / Scottish folk dancing or whatever party, great films and comedies, readings etc.), all followed by an English-speaking *Stammtisch* - a good chance to practise your English in an informal atmosphere, with native speakers or just with other people who want to practice their English. Remember: **Practice makes perfect!**

For further details, see the notice on the door of the Club room, Club der Kulturen, Thüringer Weg 3, or contact us on the English Department corridor. Look for us on the Internet [www.tu-chemnitz.de/stud/club/english/](http://www.tu-chemnitz.de/stud/club/english/) - or better yet, sign up on the English Club List by sending an email to: [majordomo@tu-chemnitz.de](mailto:majordomo@tu-chemnitz.de) containing simply the message: **subscribe Englishclub**. Then you will automatically be kept up to date by mail with the programme being offered.

## Dictionaries and Reference Books

This list indicates a few books which we think are useful. Please note that almost all of them are also required for certain courses (the indications in **block letters** tell you when you need the books). We have selected the books so that you can use them in as many courses as possible, instead of needing new books for every course.

**From the beginning of your studies** at the TU, you must have a good monolingual dictionary. We strongly recommend:

*Longman Dictionary of English Language and Culture* (available in the University bookshop in the Mensa building).

You may use one or more monolingual dictionary/ies - including any one of the books above - in translation- and essay-course *Klausuren*, the *Zwischenprüfung* translation, and *Anglistik/Amerikanistik Magisterprüfungen* and *Staatsexamen*. We recommend that you experiment to find which book suits you best for essay- and translation-writing - many people prefer one book for one type of exercise, and another for the other. It might not be a bad idea for you to be familiar with how to use these books before you go into an exam.

**For Translation I & II** - and for all of your studies at the TU - there are two good bilingual dictionaries: the *Collins/Pons Großwörterbuch* and the *Oxford-Duden German Dictionary*. You will probably find the Collins/Pons more useful and user-friendly for your studies; it's also very good on idioms. In both cases, you should go for the full version, **not** the smaller school or pocket editions, which are not sufficient.

**For Foundation Course and ILC's I & II**, you will need LG Alexander, *Longman English Grammar Practice for Intermediate Students*.

**For Vocabulary Building** you can use M McCarthy & F O'Dell, *English Vocabulary in Use* (a workbook that illustrates how terms are used in specific topic areas) and

*Longman's Language Activator* (a reference book that allows you to choose from a range of English expressions if you only have a vague idea of what you want to say).

**For general usage** we recommend Michael Swan, *Practical English Usage* (a very useful book for filling in the "grey" areas generally left uncovered by the "black-and-white rules" approach of reference grammar books! It might be a book that future English-language teachers might find useful).

**For pronunciation** we recommend strongly that you familiarise yourself with the standard IPA transcription system used in the monolingual dictionaries above and practise looking up words you are not 100 per cent sure about.

# Fortbildungslehrgang für GrundschullehrerInnen:

## Stundenplan Sommersemester 2003

### Montags:

09.15 – 10.45	Ü	Youth-Literature (Graube)
11.30 - 13.00	Ü	American Studies (Graube)
15.30 – 17.00	V	Amerikanische Literatur- und Kulturgeschichte VI (Keitel)

### Dienstags:

09.15 – 10.45	Ü	CALL (Graube)
11.30 - 13.00	Ü	American English (Graube)
13.30 - 15.00	Ü	Phonetik (Geissler)
15.30 - 17.00	V	Einführung in die GB-Studien (Kastendiek)

### Mittwochs:

11.30 – 13.00	Ü	Grammar (Angermann)
13.45 – 14.30	Ü	Linguistics (Angermann)

# European Credit Transfer System (ECTS)

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

Das ECTS besteht aus zwei Komponenten:

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

## ***Credit System***

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

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

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

bestanden:

Note 1,0 - 1,5	A (excellent)
Note 1,6 - 2,0	B (very good)
Note 2,1 - 3,0	C (good)
Note 3,1 - 3,5	D (satisfactory)
Note 3,6 - 4,0	E (sufficient)

nicht bestanden:

Note 4,1 - 5,0	FX/F (fail)
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## **Wichtige Hinweise**

### **Information zur Fächerkombination nach der *neuen* Magisterprüfungsordnung**

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

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

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

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

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

### **Hinweise zu den Hausarbeiten**

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

### **Wichtige AnsprechpartnerInnen für Studierende**

Allgemeine Fragen zur individuellen Studienplanung, zu Leistungsnachweisen und Prüfungen

Dr. Marie-Luise Egbert  
Dr. Joachim Seifert  
Petra Naumann

Fragen zum Auslandsstudium

Dr. Anne Schröder

Fragen zu Praktikumsplätzen

Dr. Sebastian Berg

**Alle Informationen zum Studium finden Sie auch im Wegweiser Anglistik/Amerikanistik, den Sie von der homepage ([www.tu-chemnitz.de/phil/english](http://www.tu-chemnitz.de/phil/english)) herunterladen oder in den Sekretariaten erwerben können.**

**August 2001**

## **Merkblatt Zwischenprüfung**

Alle Studierenden im 4. Fachsemester müssen sich zur Zwischenprüfung anmelden oder einen Antrag auf Verschiebung der Prüfung stellen.

Dasselbe gilt für Studierende, die sich im 5. oder 6. Fachsemester noch immer im Grundstudium befinden.

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

Die Anmeldung erfolgt:

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

Die **Verschiebung der Zwischenprüfung** erfolgt ebenfalls in dem vom Prüfungsamt festgesetzten Zeitraum "Prüfungsanmeldung", aber bei dem/der Vorsitzenden des Prüfungsausschusses der Anglistik/Amerikanistik.

Der Antrag auf Verschiebung der Zwischenprüfung ist schriftlich zu stellen. Der Antrag muß enthalten:

1. Name, Anschrift, Semesterzahl, ausführliche schriftliche Begründung, Unterschrift.
2. Dem Antrag muss das ausgefüllte Formblatt „Anlage zum Antrag auf Verschiebung der Zwischenprüfung“ beiliegen. Das Formblatt ist bei Frau Podsiadly (Reichenhainer Str. 39, Zimmer 213) erhältlich.
3. Der Antrag kann per Post geschickt oder bei Frau Podsiadly abgegeben werden. Es ist nicht nötig, ihn persönlich bei dem/der Vorsitzenden des Prüfungsausschusses abzugeben.

**Schein Voraussetzungen und Inhalte** der ZP werden im „Wegweiser“ ausführlich dargestellt. Außerdem gibt es in den einzelnen Professuren dazu Merkblätter.

**Versäumte Verschiebung:** Studierende im 5. (oder höheren Semester), die sich weder zur Prüfung gemeldet noch ihre Zwischenprüfung verschoben haben, müssen sich einer - schriftlich zu bestätigenden - Fachstudienberatung (bei Frau Dr. Egbert oder Herrn Dr. Seifert) unterziehen, um zur Zwischenprüfung zugelassen zu werden. Der/die Vorsitzende des Prüfungsausschusses ist nicht für Fachstudienberatungen zuständig.

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

Studierende, die sich angemeldet haben und nicht zur Prüfung zugelassen wurden, brauchen im folgenden Semester nicht zur Fachstudienberatung zu gehen. Sie melden sich einfach erneut zur Zwischenprüfung an (siehe oben).

## Verzeichnis der Lehrenden:

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