

## 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, 06. April, beginnt, während die übrigen Veranstaltungen schon am Montag, 05. 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 2004:

Montag bis Mittwoch	22. März 31. März	ganztägig	Einschreibung Sprachpraxis
Freitag	02. April	09.00 Uhr	Placement Test in C 104
Montag	05. April	07.30 Uhr	Kursbeginn mit Ausnahme der Erstsemester
Dienstag	06. April	18.30 Uhr	Erstsemester-Begrüßung (Club der Kulturen, Thüringer Weg 3)
Dienstag	06. April	07.30 Uhr	Kursbeginn für Erstsemester
Dienstag	06. April	20.00 Uhr	1. Treffen des English Club (Club der Kulturen, Thüringer Weg 3)
Dienstag	13. April	07.30 Uhr	Kursbeginn Sprachpraxis
Freitag	16. Juli		Ende der Vorlesungen
Montag bis Freitag	19. Juli- 06. August		Prüfungsperiode

Wir möchten Sie insbesondere auf das Angebot des **English Club** hinweisen. Beschreibungen finden Sie auf Seite 40, 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.

#### Inhalt:

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**Please note:**

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

<b>BMEKO (+ Zahl)</b>	<b>=</b>	<b>BA Medienkommunikation (+ Fachsemester)</b>
<b>BEUGE</b>	<b>=</b>	<b>BA Europäische Geschichte</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>
<b>MMEKO</b>	<b>=</b>	<b>Magister Medienkommunikation</b>

## **Chemnitz is 'going Africa' again: Afrika in Chemnitz 2004**



Between **June 28<sup>th</sup>** and **July 10<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 comics, post-colonialism, women journalists in Algeria, readings by an African-German author, films and talks on African encounters with Europeans.

And, of course, do not forget the annual highlight: **'The African Evening'** with African food, African hip hop music, stalls with African art, and much, much more will take place on **July 10<sup>th</sup>**.

For **further information** contact:

Sebastian Berg: [sebastian.berg@phil.tu-chemnitz.de](mailto:sebastian.berg@phil.tu-chemnitz.de)

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[schroeder@anglistik.uni-halle.de](mailto:schroeder@anglistik.uni-halle.de)

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

For **programme updates** see:

[www.tu-chemnitz.de/afrika](http://www.tu-chemnitz.de/afrika)

# Englische Sprachwissenschaft

**Prof. Dr. Josef Schmied**

**Vorlesung: Introduction to English Language & Linguistics (1<sup>st</sup>)**

**MMEKO**

**(7400101)**

**Mittwoch, 07.30-9.00 Uhr**

**Beginn: 07.04.**

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, and finally focus on the key disciplines, i.e. the study of pronunciation, word formation, sentence structure, and meaning. This course is based upon the first chapter of the introductory book *Einführung in die Anglistik*. Participants are therefore expected to prepare for each session by working through the relevant section(s).

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

Required reading:

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

**N.N.**

**Tutorial: Introduction to English Linguistics**

**Beginn: 2. Semesterwoche**

This tutorial complements the course "Introduction to English Language & 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**

**Hauptseminar: Learning English with the BBC**

**MMEKO (7400103)**

**Blockseminar**

**Beginn: Freitag, 06.02.(!), 14.00-20.00 Uhr**

Please REGISTER online by sending me the quiz on the course:

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

This workshop will be introduced by the coordinator of BBC Learning English, who will do with us a Learning English website user research, on language used.

The purpose is to engage German students, who are potential high-level users and relatively advanced learners of English (6 years English as a foreign language learned without much direct day to day contact with native English speakers plus 3-4 years university). This gives a theoretically high level, mainly enabling us to home in

on weak areas of understanding, i.e. if this group can't understand something, we can hypothesize that others also won't and try to address some of the problems – for example by providing more/different glosses, bilingual explanations, simpler content, or shorter content.

Discussions will address specific areas of the site:

- Grammar and vocabulary: How do we treat them? How do they define their problems (i.e. is it 'know'/'understand'/'use')
- Spoken language: Is speed OK? Could we provide downloads, if so what? How could we provide relevant practice?
- News: What specific linguistic problems are attached to News content? What other problems are there? e.g. degree of contextualising required. How can we use the Words in the News archive? (tagging, etc.)
- Communicate: How useful is this section? How could it be improved? To what extent are distance learning models appropriate for the content? They will also look at some aspects of websites like usability and design.

Student papers presented in June could then also include any of the following (other suggestions are very welcome):

- Adapting the news for German university students to practise oral comprehension. An example.
- An analysis of “The language of the Media” available on the BBC site.
- The TOP 10 problems of the grammar doctor for German university students.
- Write an HTML site on (ONE: Scottish/Geordie/Cockney, etc.) culture including pictures, sound and texts with the explanations on the language that you consider necessary.
- Write a film script for an episode on Saxon culture that could be used by BBC Learning English to explain “Saxon” to Russian university students.
- Add an article to the Teaching English BBC page on “Communication and Culture”.
- How useful is “Communicate” for language learning? Can it be improved? All materials must be directly related to BBC Learning English web pages!

**Prof. Dr. Josef Schmied**

**Hauptseminar: Translation Workshop**  
**Blockseminar**

**BEUST, MMEKO, MIKK (7400102)**  
**Beginn: 16.04., 14.00 Uhr**

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.

We will analyse in class German - English translations in structural, cultural and readership /media specific perspectives. Students will work on their own versions of relevant texts comparing them with model translations in “parallel texts” and discussing alternative “translations” and their choices (e.g. our university, library or Chemnitz City, Industriemuseum, Deutsche Welle, VW, Bahn, or other homepages).

Model project description for

"English MONARCH ":

This paper uses the German MONARCH library pages as well as related English web pages to produce a "covert translation" of <http://archiv.tu-chemnitz.de/pages> proposing a complete English MONARCH.

This means that all material that is relevant for English-speaking users is put together to make the pages inviting and instructive for non-native speakers of English. This means you may add or change pages to "improve" the texts. You have to "control" the vocabulary to avoid unnecessary technical jargon and to link technical terms to glossaries if you do not want to explain them in your text. You can also change sentences if you can make the text more accessible. You can even add drawings or other illustrative materials you consider necessary to make the pages more user-friendly or attractive. In the "theoretical" part of your paper, you explain your decisions why you chose which solution for which problem; in the "practical" part, you deliver the texts so that they can be discussed by other students and ultimately, maybe, even integrated into our library system.

**Prof. Dr. Josef Schmied**

**Vorlesung: English in Africa**

**MIKK, MMEKO (7400104)**

**Donnerstag, 07.30-09.00 Uhr, 14tägig (im Wechsel mit Examenskurs am  
Donnerstag, 07.30 Uhr)**

**Beginn: 08.04.**

We will analyse African texts mainly from the East Africa Corpus in structural, cultural and readership /media specific perspectives. The corpus can be accessed online:  
<<http://www.tu-chemnitz.de/phil/english/chairs/linguist/real/independent/eafrica/index.htm>>

Recommended reading:

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

**Prof. Dr. Josef Schmied**

**Übung: Examenskurs**

**(7400105)**

**Donnerstag, 07.30-9.00 Uhr (14-tägig)**

**Beginn: 17.04., Raum RH39/233**

**besonders empfohlen für alle Studierenden im 7. bis 10. Semester**

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. 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>>

**Prof. Dr. Josef Schmied**

**Übung, v.a. für Examenskandidaten: Linguistic Research Projects and Methodology**

**Mittwoch, 15.30 Uhr, 14tägig**

**Beginn: 07.04.**

In this course staff and students will present samples of their current work on East African vocabulary, Contrastive Grammar, InternetGrammar, Marketing of Saxon Companies, Registering English brand names in Germany, etc.

All students after *Zwischenprüfung* are also welcome to contribute their own presentation.

**Dr. Christoph Haase**

**Proseminar: Introduction to Anthropological Linguistics**

**MIKK, BEUST**

**Dienstag 11.30-13.00 Uhr**

**(7400106)**

**Beginn: 06.04.**

The interdisciplinary field of anthropological linguistics tries to accommodate and mediate between linguistic phenomena and their cultural correlates. We will employ a wide notion of culture that involves contexts of ethos as well as environment, i.e. sociological, biological and geographical factors feed into phenomena of the emergence of linguistic features under circumstances not limited to, but conveniently explainable with, cultural facts. The discussion will have a strong semantic component that involves conceptualization of object boundaries, space dimensions and directionality in space and time on the one hand and color terms, deixis effects, diminutives and hedge constructions on the other. Evidence will come from varieties of English. Furthermore, We will try to develop insight and opinions in this debated area.

Prerequisites:

Introduction to English linguistics, passed with good results

Further readings:

Duranti, Alessandro, ed. (2001). *Linguistic anthropology. A reader*. Malden: Blackwell.

Duranti, Alessandro, ed. (2001). *Key terms in language and culture*. Malden: Blackwell.

Foley, William A. (1997). *Anthropological linguistics. An introduction*. Oxford: Blackwell.

Wierzbicka, Anna. (1997). *Understanding cultures through their key words. English, Russian, Polish, German, and Japanese*. New York: Oxford University Press.

Registration:

Number of participants is restricted to 25, organized after first come - first served. Please register via email (christoph.haase@phil.tu-chemnitz.de) or personally by April 2<sup>nd</sup>.

**Dr. Christoph Haase**

**Proseminar/Hauptseminar: Language Typology**  
**Donnerstag, 13.45-15.15 Uhr**

**MIKK (7400107)**  
**Beginn: 08.04.**

Typology is an attempt to classify languages away from historical, genetic, geographic or demographic considerations. As a primarily data-driven approach, it involves the "systematic study of the ways in which languages are similar to and different from one another" (Comrie in MITECS 2001:852). The field started with early morphological studies (Schlegel, Humboldt) from a comparative vantage point but moved strongly into structural and syntactic discussions with Greenberg's highly influential *Universals of language* (1966).

Setting out from an integrative perspective, the systematic variation of particular features of English and German will be examined. More exotic languages will feature for illustrative purposes, mainly in the semantic field. One of the course goals will be to bring phonological, morphological and syntactic phenomena together in order to enhance our understanding of the interaction of the modules and thus of some principles of language. These principles are governed by universal features starting with physical constraints that predetermine phonological constraints and cognitive constraints (e.g. processing limitations) that predetermine structural, i.e., syntactic constraints. We will single out and analyze interdependencies and, in a second step, try to develop plausible explanations.

Prerequisites:

*Zwischenprüfung*, passed with good results; **willingness to discuss in class**

Further readings:

Bechert, Johannes (1990). *Toward a typology of European languages*. Berlin, New York: Mouton de Gruyter.

Croft, William (2003). *Typology and universals*. Cambridge: Cambridge University Press.

Hawkins, John A. ed. (1992). *Explaining language universals*. Oxford: Blackwell.

Shibatani, Masayoshi ed. (1995). *Approaches to language typology*. Oxford: Clarendon.

Registration:

Number of participants is restricted to 20, organized after first come - first served. Please register via email (christoph.haase@phil.tu-chemnitz.de) or personally by April 2<sup>nd</sup>.

**N.N.**

**Proseminar: Exploring English Grammar**  
**Freitag, 13.45-15.15 Uhr**

**MIKK (7400110)**  
**Beginn: 16.04.**

In this course, we shall examine issues in English grammar that are especially problematic for German learners. Our focus will thus be contrastive (looking at the similarities and differences between English and German) as well as descriptive. There will be a substantial amount of active student work using contextualized examples from large data bases of naturally occurring language, so that we can investigate how grammar actually works "in real life" and compare traditional textbook treatments with this real usage.

Further reading:

Greenbaum, S. and R. Quirk. (1990). *A Student's Grammar of the English Language*. London: Longman.

This is probably the best basic reference grammar to look at. Further reading will be recommended during the course.

**N.N.**

**Proseminar: Sociolinguistics and Empirical Research Methods  
(7400109)**

**MIKK**

**Freitag, 11.30-13.00 Uhr**

**Beginn: 16.04.**

In this class we will study language in relation to society, which will provide you with a basic knowledge of the topics traditionally dealt with in sociolinguistics, such as 'language and dialect', 'language and culture', 'language and gender', 'language and identity', 'language planning' etc. As a great deal of what we know today about language in relation to society has been discovered through empirical research, we will also have a look at some of the most famous sociolinguistic studies by people such as Labov and Trudgill. Additionally, as methodology is both important and problematic at all stages of sociolinguistic research, we will discuss the most basic quantitative and qualitative tools for collecting and evaluating data. At the end of the term, you will be able to read sociolinguistic research papers, and to conduct and evaluate sociolinguistic surveys of your own.

Further reading:

Holmes, Janet. (1992). *An introduction to sociolinguistics*. Harlow: Longman.

## **Anglistische Literaturwissenschaft**

**Prof. Dr. Werner Huber**

**Vorlesung: History of English Drama: From Its Mediaeval Beginnings to the  
Death of Christopher Marlowe**

**BEUST, Studium generale (7400201)**

**Dienstag, 17.15-18.45 Uhr**

**Beginn: 06.04.**

This lecture course will offer a historical survey of English drama from its beginnings in the Middle Ages to its first flowering in the Age of Shakespeare. In the history of English drama two traditions merge shortly before Shakespeare comes on the scene (i.e. in the late 1580s). On the one hand, we have the native tradition, which is largely that of religious drama; on the other hand, the forms and conventions of classical drama are being re-discovered and revived during the Renaissance (beginning in England in the early 16<sup>th</sup> century). Some of the better-known plays and playwrights of the Elizabethan Era – esp. Christopher Marlowe (1564-1593) and the early Shakespeare (1564-1616) – partake of both traditions and can only be understood against the double nature of this background and heritage.

The keywords and main themes to be discussed are: mystery plays, morality plays, interludes, Renaissance, Humanism, pre-Shakespearean comedies, history plays,



Seneca and mediaeval tragedy, Elizabethan revenge tragedy, Thomas Kyd, Christopher Marlowe, the Elizabethan World Picture, the history of the English stage, theatre history.

**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 # 7400208).

**Prof. Dr. Werner Huber**

**Hauptseminar: Shakespeare's Wars of the Roses**  
**Dienstag, 13.45-15.15 Uhr**

**BEUST6 (7400203)**  
**Beginn: 06.04.**

During the 15th century, the House of Lancaster (red rose) and the House of York (white rose) engaged in a drawn-out struggle for the crown of England. This critical and significant episode in English history became known as the Wars of the Roses; it ended in 1485 when Henry Tudor defeated Richard III ("son of York"). It is a generally accepted view that William Shakespeare in his history plays reconstructed the Tudor myth, i.e. that he made an attempt to legitimise a dynasty of which his own sovereign, Queen Elizabeth I, was a representative.

This seminar will study in detail two history plays, *Richard III* (1592-1593) and *Richard II* (1594-1595), as landmarks in Shakespeare's development as a dramatist, but it will also consider the role of these kings in the real-life context of mediaeval English history. Last, but not least – it is the aim of this course to explore the recent popularity of these two plays both on the stage and on the big screen.

Required reading:

William Shakespeare (2003). *Richard III*. Ed. Andrew Gurr. Cambridge: Cambridge University Press. (= New Cambridge Shakespeare Series).

William Shakespeare (1999). *Richard II*. Ed. Janis Lull. Cambridge: Cambridge University Press. (= New Cambridge Shakespeare Series).

Prerequisites:

*Zwischenprüfung*

Requirements for credit:

regular attendance, oral presentation, term paper

Registration:

To register, please send an e-mail to: [werner.huber@phil.tu-chemnitz.de](mailto:werner.huber@phil.tu-chemnitz.de) before 31 March, 2004, stating your name, semester standing, and subject(s).

**Prof. Dr. Werner Huber**

**Hauptseminar: Film and TV Comedy: Monty Python, Fawlty Towers, Blackadder etc.**

**BMEKO6, MMEKO2 (7400204)**

**Freitag, 09.15-10.45 Uhr**

**Beginn: 16.04.**

"Spam," "Pythonesque," "Dead Parrot," "... and now for something completely different" – these are keywords, catch-phrases and humorous concepts that we have inherited from the classical age of radio, film and television comedy in Britain in the 1960s. *Beyond the Fringe*, a revue programme of satirical sketches and general nonsense dating from 1961-66, initiated what has been termed the Oxbridge Revolution ('overgraduate humour') in the tradition of British (English?) humour. In October, 1969, *Monty Python's Flying Circus* had its first appearance on BBC

television, to be followed in the 1980s and 1990s by *Fawlty Towers*, *Blackadder*, and such diversely 'ethnic' comedy programmes as *Father Ted* and *Goodness Gracious Me*. All these programmes have had a pervasive influence on popular culture, and some have achieved cult status. It is the aim of this course to analyse a selection of exemplary sketches with a view to their cultural contexts and the various forms of humour employed.

Required reading:

Monty Python's Flying Circus (1995). *Monty Python's Flying Circus: Selected Sketches*. Ed. Reinhard Gratzke. Stuttgart: Reclam.

John Cleese and Connie Booth (1997). *Fawlty Towers: Three Episodes*. Ed. Reinhard Gratzke. Stuttgart: Reclam.

Other material will be made available after registration.

Prerequisites:

*Zwischenprüfung*, good command of English

Requirements for credit:

regular attendance, oral presentation, term paper

Registration:

To register, please send an e-mail to: werner.huber@phil.tu-chemnitz.de before 31 March, 2004, stating your name, semester standing, and subject(s).

**Prof. Dr. Werner Huber/Dr. Marie-Luise Egbert**

**Hauptseminar: Playgoing and Reviewing**

**BEUST6 (7400202)**

**Beginn: 16.04.**

**Blockseminar, erste Sitzung: Freitag, 16.04., 11.30-13.00 Uhr, weitere Termine (freitags 11.30-16.00 Uhr) und Theaterfahrten nach Vereinbarung**

This is very much a practice-oriented course in many ways. We intend to explore the theatre scene in Saxony with special reference to the reception of English-language plays. This means that our programme will depend on what theatres in Chemnitz, Leipzig (Horch und Guck, Neue Szene), Dresden (tif), Zwickau/Plauen have to offer during the latter part of the season, but as far as possible the emphasis will be on contemporary drama.

Apart from the act of playgoing itself and the analysis of the performances witnessed, we will further explore theatres as institutions of cultural discourse in discussions with directors, actors, and literary managers (dramaturgs). Our outings (field-trips) will be prefaced by presentations in class on the respective plays and playwrights.

Critical reflection on the plays seen will also be practised in the form of reviews (*Theaterkritiken*). Such emphasis on writing, on producing 'text', is a major dimension of this course. Students should be aware of this and prepared to get involved in workshop discussions. Also, participants are expected to be quite flexible as regards their time management, since the course programme will be largely dependent on theatre schedules.

Required reading:

A selection of texts will be announced after registration.

Prerequisites:

*Zwischenprüfung*, good command of English

Requirements for credit:

regular attendance, oral presentation, term paper

All participants will be asked to contribute at least one review which will be discussed in class. Instead of a term paper (*Hausarbeit*), students will be asked to hand in a portfolio of five reviews (totalling 15 pp.).

Registration:

To register, please send an e-mail to: werner.huber@phil.tu-chemnitz.de before 31 March 2004, stating your name, semester standing, and subject(s).

**Dr. Hans-Joachim Hermes**

**Übung/Tutorium/Reading Course: Christopher Marlowe: *The Jew of Malta***  
**BEUST 2,4** (7400208)  
**Montag, 13.45-15.15 Uhr** **Beginn: 19.04.**

In this course we will study Marlowe's famous tragedy *The Jew of Malta*, which was first performed in 1591. Subjects of interest will be plot overview, analysis of major characters, themes, motifs, and symbols. Among the themes will be those of racial tension, religious conflict, and political intrigue. Marlowe's tone is amusingly ironic; "good" Christian characters appear hypocritical and moralistic. Marlowe's play is a true specimen of Elizabethan drama. It illustrates the main points touched upon in Prof. Huber's lecture course on the history of English drama (see above # 7400201).

Required reading:

Text of *The Jew of Malta* in any scholarly English edition, e.g. the annotated edition prepared by Gary R. Young in the Project Gutenberg Public Domain Etexts (<http://www.gutenberg.net/etext97/jmlta10.zip>).

Requirements for Credit (BEUST only - 4 credit points):

regular attendance, oral presentation, written test

Registration:

To register, please send an e-mail to hans-joachim.hermes@bibliothek.tu-chemnitz.de before 31 March, stating your name, semester standing, and subject(s).

**Dr. Marie-Luise Egbert**

**Proseminar: Audiobooks** **BMEKO2/4, BEUST2/4 (7400207)**  
**Dienstag, 15.30-17.00 Uhr** **Beginn: 06.04.**

In an age which appeals to the visual above all other senses, it is interesting to note the rise of a medium which wholly concentrates on the aural sense, i.e. the audio cassette and CD. Apart from music, these media can carry a wide range of texts, such as foreign language courses, historical lectures, radio plays and literature readings. Such recorded readings of literary texts are usually termed audiobooks. This seminar will be concerned chiefly with audiobooks, but radio plays will also be considered. Our task will be to establish the typical features of these two types of audioliterature. We will also contrast audiobooks with texts offered through the medium of the book. This may help us to appreciate the two media in their own right and to be aware of their specific advantages and limitations. Studying how the reception of a book differs from that of an audiobook will enable participants to grasp more fully the mechanisms of interpretation at work in the reading of literature.

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:

Joseph Conrad (1984). *Heart of Darkness*. Ed. Bernhard Reitz. Stuttgart: Reclam (first publ. 1902) ( ISBN 3-15-009161-6).

Dylan Thomas (1992). *Under Milkwood*. London: Dent (first publ. 1954).

Ute Hennig (2002). *Der Hörbuchmarkt in Deutschland*. Münster: Monsenstein & Vannerdat (ISBN 3-93660-16-3).

NB: More material for reading and listening will be made available at the start of the seminar.

Registration:

To register, students are asked to send an e-mail to marie-luise.egbert@phil.tu-chemnitz.de by 15 March, 2004, stating their name, semester standing and subject(s). Participation is limited to 25 students.

**Dr. Sabine Baltes**

**Proseminar: Crime and the City: Daniel Defoe, *Moll Flanders***

**BEUST 2/4**

**Mittwoch, 09.15-10.45 Uhr**

**(7400205)**

**Beginn: 07.04.**

London – England's great metropolis, centre of government, and standard of taste and refinement, was not only a city of commercial wealth and aristocratic glitter; it also exhibited various manifestations of misery, poverty, and crime. Daniel Defoe had, in fact, himself experienced the shame attending an insolvent debtor – and hence tried to communicate the city's darker side to the world. *Moll Flanders* shows the descent of a woman from prize beauty to prostitute to thief, narrated by herself as one of society's victims. In this course, we shall, on the basis of an explorative foray into the late seventeenth-century London underworld, discuss Defoe's novel and his attempt to represent the London life of the not-so-fortunate – from a woman's point of view.

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:

Daniel Defoe (1989). *The Fortunes and Misfortunes of the Famous Moll Flanders*, ed. David Blewett. Harmondsworth: Penguin (or latest edition).

Students are expected to have read the book before the start of the summer semester.

Registration:

To register, students are expected to send an e-mail to sabine.baltes@phil.tu-chemnitz.de by 15 March, 2004, stating their name, semester standing and subject(s).

Participation is limited to 25 students.

**Dr. Sabine Baltes**

**Proseminar: Interpreting English Literary Texts: A Systematic Approach**  
(7400206)  
**Dienstag, 13.45-15.15 Uhr** **Beginn: 06.04.**

Even though students are highly interested in the subject of their course and participate in class with energy, they often feel at a loss when it comes to writing a satisfactory term paper on a chosen subject or literary text. Awed by the task of filling up to 15 pages with academic discussion, they frequently find it hard even to begin so formidable a task, let alone to organise their paper, incorporate the relevant sources and reference books, and arrive at an original and convincing conclusion. This course, therefore, intends to offer help in preparing a term paper on texts of the English canon by proceeding in a systematic way. Starting with basics such as bibliography, quotations, and questions of style, we will proceed to practising the skills of literary analysis and interpretation on the basis of extracts of works of English literature.

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. Further requirements will be announced during the first session.

Registration:

To register, students are expected to send an e-mail to [sabine.baltes@phil.tu-chemnitz.de](mailto:sabine.baltes@phil.tu-chemnitz.de) by 15 March, 2004, stating their name, semester standing and subject(s). Participation is limited to 25 students.

## **Amerikanistik**

**Prof. Dr. Evelyne Keitel**

**Vorlesung: Die amerikanische Literatur- und Kulturgeschichte, Teil II:  
Nordamerika im 18. Jahrhundert**  
**MIKK2/6, BMEKO4/6, Studium Generale** (7400301)  
**Montag, 17.15-18.45 Uhr** **Beginn: 19.04.**

Der zweite Teil der (auf sechs Teile angelegten) Vorlesungsreihe zentriert sich um die gesellschaftlichen und politischen Entwicklungen der englischen Kolonien bzw. der Vereinigten Staaten im 18. Jahrhundert (vom *First Great Awakening* bis zur *Washington Administration*) ebenso wie um den Kulturimport aus der Alten Welt (*the Novel of Seduction, the Gothic Novel*).

Eine Anmeldung ist nicht erforderlich. Der Besuch des Vorlesungsteils I wird nicht vorausgesetzt.

**Prof. Dr. Evelyne Keitel**

**Übung: Examenskolloquium**  
**Montag, 15.30-17.00 Uhr**

**(7400303)**  
**Beginn: 19.04.**

Ziel dieser Übung ist die systematische Vorbereitung auf eine mündliche Abschlußprüfung im Gebiet Amerikanistik.

Die Veranstaltung richtet sich an StaatsexamenskandidatInnen, die während des SS 2004, des WS 2004/2005 oder des SS 2005 ihre Prüfung ablegen wollen und an MA-KandidatInnen, die ihre Prüfung für die Prüfungsperiode nach dem SS 2004 oder nach dem WS 2004/2005 planen (im WS 2004/2005 wird kein Examenskolloquium angeboten).

Eine Anmeldung ist unabdingbare Voraussetzung für die Teilnahme an dieser Veranstaltung. Die Anmeldung kann persönlich während der regulären Sprechstunden (Montags 13.00-15.00) oder per E-Mail (evelyne.keitel@phil.tu-chemnitz.de) erfolgen.

**Prof. Dr. Evelyne Keitel**

**Hauptseminar: Intermedialität**  
**Mittwoch, 11.30-13.00 Uhr**

**BMEKO4/6 (7400302)**  
**Beginn: 07.04.**

Intermedialität (Medienwechsel) liegt vor, wenn ein Phänomen (ein *plot*, eine Figurenkonstellation, ein Thema) in unterschiedlichen Zeichensystemen dargestellt wird, wenn ein Roman verfilmt wird (ein Großteil der Hollywood-Spielfilme sind Roman-Adaptionen), wenn ein Film als Computerspiel weitervermarktet wird (*Blade Runner*), zu einem Computerspiel ein Film gedreht wird (*Lara Croft*) etc.

Medienwechsel besteht in semiotischen Transferprozessen und beinhaltet das Überschreiten von Mediengrenzen. Es ist ein tradierendes ebenso wie ein transformierendes Verfahren: Die Phänomene selbst werden (partiell) bewahrt, gleichzeitig aber muß die Form, in der sie dargestellt wurden, massiven Veränderungen unterzogen werden. Oft ist Medienwechsel auch ein popularisierendes Verfahren (selbst diejenigen, die noch nie einen Agatha-Christie-Roman gelesen haben, assoziieren das Bild von Miss Marple mit der Gestalt von Margaret Rutherford).

Im Zentrum der Semindiskussionen stehen Problembereiche wie Mediendifferenz und Medienverflechtung, Geschichte und Gegenwart von Intermedialität, Markierungen von Intermedialität ebenso wie die Analyse von drei Beispielen (Edgar Allan Poes "The Raven" und eine *Simpsons*-Episode; der Agatha-Christie-Roman *After the Funeral* (1953) und *Murder at the Gallop* (1963) mit Margaret Rutherford; *Alice* als Text und als Computerspiel).

Das Seminar richtet sich an Studierende der Anglistik/Amerikanistik und an Studierende der Medienkommunikation (BA), je 15 Studierende aus diesen Studiengängen werden zugelassen. Diejenigen Studierenden der Anglistik/Amerikanistik, die einen Schein erwerben wollen, werden gebeten, sich in die Liste einzuschreiben, die ab 29.03.04 an der Tür von Zi. 228 (Büro von Frau Keitel) hängt. Anglistik/Amerikanistik-Studierende, die lediglich teilnehmen wollen, sind willkommen und brauchen sich nicht einzutragen. BMEKO-Studierende nutzen bitte die Onlineeinschreibung auf der Homepage der Medienkommunikation <<http://www.tu-chemnitz.de/phil/medkom/>> in der Rubrik "Lehre".

**Gunter Süß, M.A.**

**Vorlesung/Übung: Introduction to the Study of Literature: Introduction to Film Studies (7400304)**  
**Donnerstag, 11.30-13.00 Uhr** **Beginn: 08.04.**

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

This introductory lecture course is mandatory for students in the *Grundstudium* and a **prerequisite** for *Proseminare* in English literature and *Amerikanistik* and the *Zwischenprüfung*. In our department, the introduction to the study of literature takes four different forms: It comes as an introduction to film (as in this summer semester), an introduction to poetry (this course will be taught in the winter semester 04/05), an introduction to fiction (summer semester 05), and an introduction to drama. To fulfill the requirements for the *Grundstudium*, any one of these four different introductions will do. However, this course has to be taken in order for you to qualify for a *Proseminar*.

For students preparing for their final exam, the department strongly recommends taking more than just one of these four different courses. This will guarantee a comprehensive repetition of some of the basics involved in the study of literature and culture.

In the last semesters, the course was accompanied by a tutorial in which the material of the lectures was discussed in more detail. We hope to set up such a tutorial also in this semester. However, this depends on the availability of appropriate funding by the School of Arts and Humanities.

Students are expected to watch the movies outside the class period 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.

Required reading:

David Bordwell, Kristin Thompson. *Film Art: An Introduction*. 6<sup>th</sup> ed. New York: McGraw Hill, 2001.

**Gunter Süß, M.A.**

**Proseminar: Multimedia Revisited** **BMEKO4/6 (7400305)**  
**Donnerstag, 15.30-17.00 Uhr** **Beginn: 08.04.**

Multimedia hat sich in den vergangenen Jahren und Jahrzehnten zu einem Modewort entwickelt. Diskussion darüber gibt es im Überfluss, auch wenn genaue, trennscharfe Konzeptionen oftmals fehlen. In diesem Seminar werden in der ersten Hälfte Theorien, Konzepte und Methoden vorgestellt, die für die Analyse von multimedialen Phänomenen wie Film, Musikvideo und Computerspiel von zentraler Bedeutung sind. Im zweiten Teil werden Studierende in kleinen Gruppen eigene Projekte zur Interpretation von Beispieltexten bearbeiten. Die Rolle von Ton und Musik im multimedialen Gesamtkontext steht sowohl im theoretischen als auch im analysepraktischen Teil des Seminars im Mittelpunkt.

Die Teilnehmerzahl in diesem Seminar ist auf 25 Studierende begrenzt. Studierende der Anglistik/Amerikanistik müssen sich vor Semesterbeginn per Email an

<gunter.suess@hrz.tu-chemnitz.de> anmelden. BMEKO-Studierende nutzen bitte die Onlineeinschreibung auf der Homepage der Medienkommunikation <<http://www.tu-chemnitz.de/phil/medkom/>> in der Rubrik "Lehre".

Teilnahmevoraussetzung für Studierende der Anglistik/Amerikanistik ist ein erfolgreich abgeschlossener Einführungskurs in die Literaturwissenschaft.

**Dr. Elke Kinkel**

**Proseminar: Early American Literatures: 1650-1720 (7400306)**  
**Blockseminar: Montag, 19.04., 11.30-13.00 Uhr und Fr., 07.05., Sa., 08.05., Fr., 25.06. und Sa., 26.06., jeweils 9.15-17.00 Uhr**  
**Beginn: 19.04.**

This course examines a wide range of poets and prose writers, pilgrims and puritans, men and women, in a cultural and colonial milieu (1650-1720) characterized by vivid – and sometimes violent - encounters of civilization(s) and nature. Early American literature is rich in literary achievement and offers a multitude of fictional and non-fictional forms and modes, like e.g. travel journals, sermons, poems, diaries, autobiographies, Native American trickster tales, and captivity narratives.

Primary attention will be given to the diversity of the period's literary output, with major authors like Roger Williams, Anne Bradstreet, Mary Rowlandson, Edward Taylor, Cotton Mather, and Sarah Kemble Knight. Furthermore, the development of genres will be highlighted. Central themes to be discussed will be the position of women in Early American society, views of the frontier and wilderness, as well as the role of blacks, Indians, and the settlers.

The course will be taught as a *Blockseminar* on two weekends (May 07-08 and June 25-26), Friday morning through Saturday late afternoon. On Monday, April 19, 11.30-13.00, a preparatory meeting will take place during which students can choose topics for discussion and/or presentation in class. A reader with relevant texts will be made available by the beginning of the semester (Uni Copy Dietze).

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.

**Dr. Elke Kinkel**

**Hauptseminar: Postmodern American Novels: 1960-Present (7400307)**  
**Blockseminar: Montag, 19.04., 13.45-15.15 Uhr und Fr., 14.05., Sa., 15.05., Fr., 11.06. und Sa., 12.06., jeweils 9.15-17.00 Uhr**  
**Beginn: 19.04.**

This seminar discusses novels classified by the term 'postmodern' and investigates theoretical and stylistic elements shared by these novels. Postmodernism has been widely debated with regard to its meaning and implications, and it has been said to relate to the culture of capitalism as it has developed since the 1960s.

Why – and in which way – are modern aesthetics challenged by writers like Thomas Pynchon, Don DeLillo, and E. L. Doctorow? In what ways does their stylistic experimentation critique our modes of being and thinking? In how far is it connected to historical events and technological advancements? Readings include Pynchon's *The Crying of Lot 49*, deLillo's *Libra*, and Doctorow's *Ragtime*.



The course will be taught as a *Blockseminar* on two weekends (May 14-15 and June 11-12), Friday morning through Saturday late afternoon. On Monday, April 19, 13.45-15.15, a preparatory meeting will take place during which students can choose topics for discussion and/or presentation in class. A reader with relevant texts will be made available by the beginning of the semester (Uni Copy Dietze).

## **Manuela Müller**

**Proseminar: Native American Literature: From Oral Tradition to Native American Renaissance**  
**Donnerstag, 11.30-13.00 Uhr**

**(7400308)**  
**Beginn: 08.04.**

Native American writing has boomed since the Kiowa author N. Scott Momaday won the 1969 Pulitzer Prize for Fiction. The works of contemporary authors from various tribal backgrounds have gained more and more importance in the studies of American literature in recent decades.

This course will offer an introduction to Native American literature. It will lead us to the discussion of identity and raise questions like: What is Native American literature? What is literature in general? On the one hand, we will have a closer look at the diversity of the indigenous cultures of North America and explore how examples of the ancient tradition of oral literatures fits in the cultural context. On the other hand, this course will focus on written Native American literature. Thus, after learning about some of the authors of early Native American writing, whose works clearly reflect American history and Indian policy, we will examine texts by as well known contemporary authors as N. Scott Momaday, Leslie Marmon Silko, Gerald Vizenor, Sherman Alexie and others, which also allows a short excursion into Native American film.

### Prerequisites:

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.

### Registration:

Please register for this course via email by April 1<sup>st</sup> (manuela.mueller@phil.tu-chemnitz.de), stating your name, semester standing, and subjects.

### Recommended Reading:

Andrew Wiget, ed. (1996). *Handbook of Native American Literature*. New York and London: Garland Publishing.

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

Prof. Kastendiek expects to have a *Forschungsfreisemester* during the Summer Term, but he can be contacted for consultations and examinations and especially for the supervision of *Magisterarbeiten*. For office hours, see room 225 or address Mrs Zenner, room 226, tel. 531 4285, <heike.zenner@phil.tu-chemnitz.de>.

Prof. Kastendiek's regular lecture course "*Einführung in die Großbritannienstudien*" will be offered again in the Winter Term of 2004/05.

### **Dr. Sebastian Berg**

**Proseminar: Class in Britain**  
**Dienstag, 09.15-10.45 Uhr**

**MIKK, BEUST, BEUGE (7400402)**  
**Beginn: 06.04.**

One of Britain's distinctive features is its self-image as a class society. Class on the one hand is a category that can be "measured" (access to jobs, wealth, career prospects etc.). On the other hand, it is a subjective marker of identity employed by people in order to make sense of their own lives. We will first discuss these two dimensions of class and ask ourselves in how far the British usage differs from the German (and more generally the continental European and American). Then we will investigate in what ways class differences influence people's participation in different areas of political, social, and cultural life (for example in education) and in how far class interacts with other social differentiations (for example gender).

#### Recommended reading:

Abercrombie, Nicholas / Alan Warde (2002). *Contemporary British Society*. 3<sup>rd</sup> ed. Cambridge / Oxford: Polity Press (contains a useful chapter on "class").

Cannadine, David (1998). *Class in Britain*. New Haven: Yale UP (especially chapters 4+5).

### **Dr. Sebastian Berg**

**Proseminar: A Concise History of the United States**  
**MIKK, BEUST, BEUGE**  
**Mittwoch, 11.30-13.00 Uhr**

**(7400403)**  
**Beginn: 07.04.**

In this course we will work out the main contours of the development of the USA from its colonial "pre-history" to the Bush presidency. We will ask whether there are some important themes that seem to influence the course of events and changes over the whole period, whether there were major turning points, and whether it is possible to detect some general driving forces. We will also try to find out about different interpretations of American history.

#### Recommended reading:

Jones, Maldwyn A. (1995). *The Limits of Liberty. American History 1607-1992*. 2<sup>nd</sup> ed. Oxford UP.

Adams, Willi Paul (2000). *Die USA vor 1900* and Adams, Willi Paul (2000). *Die USA im 20. Jahrhundert*. München: Oldenbourg (Oldenbourg Grundriss der Geschichte Bd. 28 und 29).

## **Dr. Sebastian Berg**

**Proseminar: Politics and Society in the USA MIKK, BEUST, BEUGE (7400405)**  
**Donnerstag, 09.15-10.45 Uhr Beginn: 08.04.**

Though the USA is almost omnipresent in our information media, we know relatively little about the internal political debates and processes (from discussing the legitimacy of the death penalty and gay marriages to the procedures for electing presidential candidates). We are not informed in detail about the role of religion, regional differences, myths about and interpretations of society either ("frontier society", "indispensable nation", "civil religion" etc.). In this course, we can fill many of these knowledge gaps and, furthermore, investigate how social and cultural studies approach the different areas of political, social, and cultural life in the USA.

### Recommended reading:

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

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

## **Dr. Sebastian Berg**

**Hauptseminar: The Making and Remaking of Ireland MIKK, BEUST (7400406)**  
**Mittwoch, 09.15-10.45 Uhr Beginn: 07.04.**

The Republic of Ireland has experienced dramatic changes in recent years. Not so long ago, it was regarded as a "third world country in Europe", but now it is better known as the "Celtic Tiger" (because of an economic boom often compared to that of the "Tiger States" in South East Asia). Many people consider Ireland to be a role model for how to cope with the risks and opportunities of "globalisation". We will analyse why these changes occurred, how Ireland looked before them, and how it looks today. For this purpose we will approach political, economic, social, and cultural life in Ireland and work out how changes in one sphere are interrelated to modifications in others.

### Recommended reading:

Coakley, John / Michael Gallagher, eds. (1999). *Politics in the Republic of Ireland*. 3<sup>rd</sup> ed. London / New York: Routledge.

Coulter, Colin / Steve Coleman, eds. (2003). *The End of Irish History? Critical Reflections on the Celtic Tiger*. Manchester: Manchester UP.

## **Dr. Katrin Fischer**

**Hauptseminar: 'Promised Land': Society, Politics and Religion in Colonial America MIKK (7400407)**  
**Donnerstag, 17.15-18.45 Uhr Beginn: 08.04.**

"In the beginning", John Locke wrote, "all the world was America." To Locke and many others in the Old World, America appeared to be the 'Promised Land' of the Bible. Like the Garden of Eden before the Fall, the recently discovered continent

seemed to be the location where novel opportunities arise and cherished dreams come true. The myth endured for centuries, providing the background against which the stark realities of early American life have been measured.

This course contrasts the idealized image of the New World as the 'Promised Land' with the facts of New World history. It explores the origins of Britain's North American colonies and their economic, political, cultural, social and religious development up to the American Revolution. Topics to be discussed include:

- the role of New England Puritanism,
- cultural exchange between Europeans, Native Americans and Africans, and
- the impact of "race", gender, and ethnic conflict.

A reader will be available at the beginning of the semester. Please register for this course via e-mail (katrin.fischer@phil.tu-chemnitz.de).

#### Recommended Reading:

Schmidt, Klaus H., and Fritz Fleischmann, eds. (2000). *Early America Re-Explored: New Readings in Colonial, Early National, and Antebellum Culture*. New York: Peter Lang.

Ulrich, Laurel Thatcher (1991). *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750*. New York: Vintage Books.

## **Fachdidaktik Englisch**

**Dr. Joachim Seifert**

**Vorlesung/Übung: Einführung in die Fachdidaktik Englisch (7400801)**  
**Montag, 09.15-10. 45 Uhr; 11.30-13.00 Uhr (Übung dazu) Beginn: 12.04.**

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 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, 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, 09.15-10.45 Uhr Beginn: 13.04.**

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 ist? 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 ein Referat, 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, 07.30-09.00 Uhr Beginn: 06.04.**

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, 07.30-9.00 Uhr Beginn: 07.04.**

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 Fremdspracherwerb, ein besonders effektiver Weg im FSU bei Erwachsenen, Individualisierung des Lehr- Lernprozesses;
- Der Computer als Assistent beim Fremdspracherwerb; 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*. Berlin: Cornelsen.

**Dr. Joachim Seifert**

**Prüfungskolloquium  
Mittwoch, 09.15-10.00 Uhr**

**Beginn: 14.04.**

Die Veranstaltung dient der optimalen Vorbereitung auf die erste Staatsprüfung und lebt von Beiträgen und Diskussionen der KursteilnehmerInnen. Es kann KEIN Schein erworben werden. Die Veranstaltung wird **letztmalig** angeboten.

Dr. Joachim Seifert

**Praktika ( 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 2004 von 10.00–10.30 Uhr im Raum RH 39/025 Gelegenheit und dann jeden Mittwoch zur gleichen Zeit in der „Praktikumsberatung“. **Praktikumsscheine werden nur für Blockpraktika erteilt.**

# The English Language Practice Programme

## What, When, Where...

### **Placement Test:**

**Friday 2 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 7 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 22 March to Wednesday 31 March**. 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 **Tuesday 13 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. **Grammar II** (preferably before Oral & Written Production and Translation II)
2. **Oral & Written Production**
3. **Integrated Area Studies** (preferably after Oral & Written Production)
4. **Translation II** (which goes towards preparing you for your final exams)
5. **Essay Writing** (also important as exam preparation for anyone who will write an essay in the exam, i.e. Mag/LaG/LaBS students)
6. **Preparation for Final Exams** (which, as the term implies, is the last course you should do before taking your exams)

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.40), and generally mobilising your English, for instance through a period of **study or work abroad** - something which every student of English should do for **at least six months** (see comment on this and recognition of work done abroad 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 a lot of your time with German speakers (if you do, you are wasting your time and money!); you will be in a 'total immersion' situation where you must use the language to survive!

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

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

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

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

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

**Students are encouraged to use internet possibilities (e.g. [www.tu-chemnitz.de/InternetGrammar/](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

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

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

**First meeting: 14.04.**

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:

A good monolingual dictionary (preferably the *Longman Dictionary of English Language and Culture* - see book list pp.45-46).

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

### Integrated Language Course I

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

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

**First meeting: 13.04.**

*or*

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

**First meeting 14.04.**

*or*

**Thursday, 11:30-15:15 (Naumann)**

**First meeting 15.04.**

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 4 elements will cause you to fail the course; if you are unable to attend a class-hour for whatever reason, it is up to you to

find out (e.g. in the course instructor's office hours or by talking to other members of the course) what came up in that class and what homework was given.

Required books:

a good monolingual dictionary (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: 19.04.**

*or*

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

**First meeting: 14.04.**

*or*

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

**First meeting: 15.04.**

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

**First meeting: 13.04.**

*or*

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

**First meeting: 14.04.**

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**

**Monday, 09:15-10:45 (McCulloch)**

**First meeting: 19.04.**

*or*

**Tuesday, 17:15-18:45 (McCulloch)**

**First meeting: 13.04.**

*or*

**Wednesday, 13:45-15:15 (McCulloch)**

**First meeting: 14.04.**

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: 13.04.**

*or*

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

**First meeting: 13.04.**

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)**

**Monday, 15:30-17:00 (Naumann)**

**First meeting: 19.04.**

*or*

**Monday, 17:15-18:45 (Naumann)**

**First meeting: 19.04.**

*or*

**Wednesday 15:30-17:00 (McCulloch)**

**First meeting: 14.04.**

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

**First meeting: 19.04.**

*or*

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

**First meeting: 13.04.**

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

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

**First meeting: 14.04.**

*or*

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

**First meeting: 15.04.**

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 USA

**Wednesday 15:30-17:00 (Phillips)**

**First meeting: 14.04.**

The main goals of this course are to:

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

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

Course requirements:

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

**Compulsory pre-course reading:**

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

### IAS New Zealand / Australia

**Wednesday 17:15-18:45 (Heller)**

**First meeting: 14.04.**

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

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

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

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

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

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

## **IAS Canada**

**Thursday, 15:30-17:00 (McCulloch)**

**First meeting: 15.04.**

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)**

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

**First meeting: 13.04.**

*or*

**Thursday, 13:45-15:15 (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**

**Tuesday, 13:45-15:15 (McCulloch)**

**First meeting: 13.04.**

*or*

**Wednesday, 17:15-18:45 (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 on 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

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

**First meeting: 19.04.**

*or*

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

**First meeting: 15.04.**

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

**Monday, 13:45-15:15 (McCulloch)**

**First meeting: 19.04.**

*or*

**Tuesday, 15:30-17:00 (McCulloch)**

**First meeting: 13.04.**

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, 11:30-13:00 (McCulloch)**

**First meeting: 19.04.**

*or*

**Thursday, 17:15-18:45 (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. 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.

*Please make sure you have the course material on hand for the FIRST lesson!*

## 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 8.00 p.m. There is always some event (Halloween / Christmas / Scottish folk dancing or whatever party, readings etc.), followed by the opportunity to have a conversation in English – a good chance to 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. For personal contact you can send an e-mail to [evelyn.richter@s2000.tu-chemnitz.de](mailto:evelyn.richter@s2000.tu-chemnitz.de).

## 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.

**For Fremdsprachen in der Erwachsenenbildung** – to write their final exams, students will need to have consulted thoroughly a writer's handbook. We strongly recommend the *New St Martin's Handbook* (in paperback, ISBN 0312395523) or similar.

# 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. Sabine Baltes  
Dr. Joachim Seifert  
Petra Naumann

Fragen zum Auslandsstudium

siehe R. 221

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).

gez.: Professor Dr. Evelyne Keitel

## Verzeichnis der Lehrenden:

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Sekretariate:

Abteilung	Name	Tel.	Fax	Email*
Englische Sprachwissenschaft	Messner, Annegret	4279	4233	annegret.messner
Anglistische Literaturwissenschaft	Podsiadly, Sieglinde	4277	4053	sieglinde.podsiadly
Amerikanistik	Podsiadly, Sieglinde	4277	4055	sieglinde.podsiadly
Britische u. Amerikanische Kultur- und Länderstudien	Zenner, Heike	4285	4054	heike.zenner

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