

Liebe Studentinnen und Studenten,

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

Leider standen bei Drucklegung des KoVo noch nicht alle Räume fest. Bitte berücksichtigen Sie daher die entsprechenden Aushänge im Flur Anglistik/ Amerikanistik (Reichenhainer Str. 39, 2. Stock). Informieren Sie sich bitte auch über die Anfangstermine Ihrer Veranstaltungen. Über kurzfristige Änderungen gibt auch die Homepage der Fachgruppe Auskunft (www.tu-chemnitz.de/phil/english). Ab dem 15.03.2007, 10.00 Uhr, können Sie sich elektronisch für die Kurse anmelden, die Sie besuchen möchten (<http://egbert.phil.tu-chemnitz.de/registration/students/ereg.php>).

Wichtige Termine im Sommersemester 2007:

Montag	02. April	7.30 Uhr	Kursbeginn
Dienstag	03. April	20.00 Uhr	1. Treffen des English Club (Club der Kulturen, Thüringer Weg 3)
Montag	09. April	7.30 Uhr	Kursbeginn Sprachpraxis
Freitag	13. Juli		Ende der Vorlesungen
Montag bis Freitag	16. Juli 04. August		Prüfungsperiode

Feiertage: 06.04. (Karfreitag), 09.04. (Ostermontag), 01.05. (Maifeiertag), 17.05. (Christi Himelfahrt), 28.05. (Pfingstmontag)

Wir möchten Sie insbesondere auf das Angebot des **English Club** hinweisen. Beschreibungen finden Sie auf Seite 5 bzw. auf der letzten Seite des KoVo. Beachten Sie bitte auch die Angebote des **Fachschaftsrates der Philosophischen Fakultät**, den Sie in Raum 026, Reichenhainer Str. 39, ansprechen können.

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Important Notice

Students of the *Anglistik/Amerikanistik* BA programme have to register for courses online via

<http://egbert.phil.tu-chemnitz.de/registration/students/ereg.php>

Registration opens on Thursday, 15th March, 10 am.

Please register only for courses listed in the BA programme.

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 practice 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/ - or better yet, sign up on the English Club List by sending an email to: majordomo@tu-chemnitz.de containing simply the message: subscribe Englishclub. You will then automatically be kept up to date by mail with the programme being offered. For personal contact you can send an e-mail to andrea.hermann@s2004.tu-chemnitz.de

Veranstaltungen für das Bachelorstudium Anglistik/Amerikanistik, 2. Semester

Basismodul 1.1: Sprachpraxis I

Pronunciation (NN)

Group I: Tuesday, 17:15-18:45

Group II: Wednesday, 17:15-18:45

Group III: Thursday, 13:45-15:15

First meeting: 03.04.

First meeting: 04.04.

First meeting: 05.04.

Content: This course is intended to complement students' theoretical phonology/linguistics studies. A foundation for the whole course is laid with an introduction to the International Phonetics Alphabet. Using this phonetic alphabet, the articulation of specific English sounds will be explained and practised and awareness will be drawn to those areas of English pronunciation particularly difficult for the German speaker. The course uses multiple-approach, in-class, controlled-speech exercises to help overcome individual speech problems.

Specific topics such as strong and weak forms, syllable stress, linking, sentence rhythm, and intonation patterns will also be addressed. Regional differences in pronunciation will be considered but by no means form a barrier to a general understanding of English pronunciation.

Teaching goals: By the end of this course, students

- have acquired the ability to recognise a clear, natural pronunciation and intonation and are able to identify and understand the main aspects of English pronunciation;
- can use the International Phonetic Alphabet and are able to transpose between the phonetic and the normal alphabet

Requirements for credits/type of module exam: a 60-minute in-class final test (Prüfungsvorleistung)

Writing (Phillips)

Group I: Monday, 11:30-13:00

Group II: Tuesday, 9:15-10:45

Group III: Wednesday, 13:45-15:15

First meeting: 02.04.

First meeting: 03.04.

First meeting: 04.04.

Content: This course will begin by focusing on description as the basic style of writing, emphasizing the use of adjectives and adverbs to build a written 'picture' and the need for figures of speech to enliven style; the narrative style will then take up these pictures by transferring them into a time sequence where the 'action' of the verbs is manipulated by consciously creating a plot; the expository style will bring descriptive and narrative aspects together to create a logically satisfying explanation, where nouns play a key role of designating the content, and essay and paragraph structure are studied as basic requirements of English style in general; finally the argumentative style will be looked at as a question of developing answers out of disagreement,

where linking words play the key role of building relationships, and the question of truth or falsehood can become a stylistic matter.

Teaching goals: By the end of this course, students

- can write clear, detailed well-structured texts in the four main styles in an assured, personal, style appropriate to the reader in mind;
- are knowledgeable of and creative with formal written forms.

Requirements for credits/type of module exam: a 90-minute in-class final exam (Modulprüfung)

Basismodul 1.4: Studien- und berufsrelevante Fertigkeiten I

Dr. Joachim Seifert

Übung: Introduction to the Principles of Second Language Acquisition

(7400801/7400802)

Group I: Monday, 9:15-10:45, 3/A111

First meeting: 09.04.

Group II: Friday, 7:30-9:00, 3/A111

First meeting: 13.04.

Content: In 'Principles of Second Language Acquisition', the students become familiar with the theory of second language learning and teaching.

Qualifications:

- The students learn to understand and to interpret the terminology
- Learner autonomy as a 'new' concept of language acquisition
- The 'Received Pronunciation' of English and the use of pronunciation dictionaries
- How to acquire knowledge in vocabulary and grammar and to automate it
- Traditional and modern methods of acquiring a second language; what can we learn from the history of second language learning which is as old as at least 25 centuries

Precondition for participation: successful passing of exercise I of this module ('Presentation Techniques').

Requirements for credits/type of exam: module-test of 90 minutes: Principles of Second Language Acquisition

Literature:

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

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

Further Hints and Materials will be given out during the course.

Basismodul 1.5: Studien- und berufsrelevante Fertigkeiten II

Dr. Joachim Seifert

Übung: Einführung in die Literaturrecherche (als vorgezogener Teil der Lehrveranstaltung 'Information Technology' im dritten Studiensemester)

Thursday, 05.04., 19.04., 03.05., 24.05., 07.06., 21.06., 05.07., 17:15-18:45

Inhalt/Ziele: Die Übung soll in die Arbeit mit den elektronischen Ressourcen der Bibliothek einführen.

Im Mittelpunkt wird die Literaturrecherche in den Fachdatenbanken stehen. Es wird geübt, wie man mit Hilfe der Boole'schen Operatoren Anfragen an eine Datenbank formuliert, wie man trunkiert, was eine Phrasensuche ist und welche Vorteile verschiedene Suchmasken bieten. Beispielhaft wird dies in der für Anglisten wichtigen MLA International Bibliography durchgeführt. Aber auch das ebenfalls zum Ebsco Host gehörende Literary Reference Center und die Linguistics and Language Behaviour Abstracts (LLBA) werden behandelt.

Ausgehend von den Rechercheergebnissen wird der Durchgriff auf den OPAC und die elektronischen Zeitschriften sowie der Export von Volltexten geübt.

Der Kurs wird auf Deutsch gehalten, es werden aber auch englische Fachbegriffe erklärt, die Teil der Benutzeroberfläche oder generell wichtig für Datenbankrecherchen sind.

Die Übung richtet sich nur an Studierende im 2. Semester im BA-Studiengang Anglistik/Amerikanistik.

Vorraussetzungen für die Teilnahme: Interesse an den elektronischen Ressourcen der Bibliothek, Freude am Recherchieren.

Die Anzahl der Kursteilnehmer ist auf 20 Personen beschränkt.

Vorraussetzungen für die Vergabe von Leistungspunkten: Regelmäßige Teilnahme, Bestehen einer Klausur (am 12.7.; 2 LP's).

Die Übung kann nur in Kombination mit dem verkürzten Besuch der Übung "Information Techniques" von Dr. Joachim Seifert im 3. Fachsemester belegt werden, um dort den fehlenden 3. LP zu erwerben.

Kernmodul 2.1: Englische Sprach- und Kulturwissenschaft

Prof. Dr. Josef Schmied

**Vorlesung: History of the English Language and Culture (7400101)
Wednesday, 7:30-9:00, 2/HS3 First meeting: 04.04.**

Content: This survey lecture shows language in its socio-cultural contexts: its relationship to power and technology, to historical personalities and social groups. It ranges from the Romans to William the Conqueror, from Caxton to Dr. Johnson or Noah Webster, from Matthew Arnold to Bill Gates and from the medieval scriptorium to the internet. It gives the background necessary to understand the world-wide forms and functions of English today and tries to draw general conclusions about the socio-cultural factors affecting language (change) today and in the past.

Objectives: Students learn to see language in texts as well as language as a system: authentic historical texts with the people and cultures "behind" the texts as well as parts of the historical language systems of English in comparison to present-day English and German.

This course will be accompanied by a tutorial and a webpage

Prerequisites: Introduction to English Linguistics

Requirements for credits: Regular attendance, participation in the accompanying tutorial, small written test in the last week

In addition to the above lecture course *History of the English Language and Culture*, you have to choose **one** of the following three classes from the linguistics programme.

Dr. Christoph Haase

**Seminar: Grammaticalization
Tuesday, 13:45-15:15, 2/N005**

**(7400108)
First meeting: 03.04.**

Content: Processes of grammaticalization (or: grammaticization) are a focal part in language change. Although it has often been debated that crosslinguistically, grammatical morphemes show peculiar similarities, the study of grammaticalization took a step forward with Bybee's landmark study of grammatical morphemes, the degree of fusion of these morphemes with their lexical stems and their meanings from ca. 50 languages. The conclusion was that grammatical morphemes emerge gradually out of lexical morphemes. This means that grammatical morphemes develop out of lexical material by gradual generalization of meaning, by gradual reduction of form and by fusion with the lexical head.

Objectives: We will look at grammatical morphemes in English tense/aspect marking and attempt to analyze their lexical roots. We will familiarize ourselves with some well-studied trends in grammaticalization, for example, that perfectives originate in lexical verbs meaning "finish", "come from" or that future reference (as in will, going to) originates in verbs of desire or lateral movement. It will become obvious that during processes of grammaticalization specific semantic meanings get lost.

Requirements for credits: Presentation in class and short written assignments on a bi-weekly basis.

Prerequisites: Introduction to English Linguistics, passed with good results

Select bibliography:

Fischer, O., Norde, M., & Perridon, H. (2004). *Up and Down the Cline – The Nature of Grammaticalization*. Amsterdam: Benjamins.

Heine, B. (1997). *Cognitive Foundations of Grammar*. Oxford: University Press.

Hopper, P.J., & Traugott, E.C. (1993). *Grammaticalization*. Cambridge: Cambridge University Press.

Dr. Martin Weißer

Seminar: Sociolinguistics
Monday, 15:30-17:00

(7400106)
First meeting: 02.04.

Content: Sociolinguistics deals with language and its relation to social life. We want to explore the different – rather diverse – fields of research this incorporates. These fields range from topics like 'Accents and Dialects', via 'New & World Englishes' to 'The Language of Teenagers'.

Objectives: Apart from getting to know these different sub-fields, we will also learn about general methods of data acquisition, such as questionnaire design, interviews, etc.

A companion website for the course will be available at: <http://ell.phil.tu-chemnitz.de/socioling>.

Requirements for credits: Presentation & written assignment; regular attendance. Participants are requested to inform themselves about potential presentation topics before the start of the course so that these can be assigned and scheduled during the first session.

Prerequisites: Introduction to English Linguistics

Kerstin May, MA

Seminar: English for Specific Purposes
Monday, 15:30-17:00, 2/D101

(7400112)
First meeting: 02.04.

Content: English is the language of science, technology and international business. Over the last years, the conventions for domain-specific discourse in English have been increasingly internationalized. As a result, English for specific purposes (ESP) is of growing interest for both linguistic research and language teaching. While it is often mistaken as merely being the subject of yet another English language class which focuses exclusively on the terminology of certain domains, it actually covers a wide range of writing-related issues and practices.

This course will investigate domain-specific discourse in various conventions and contexts. In addition to this, it will focus on the relationship between language and identity, discourse and genre analysis, evaluation and assessment techniques as well as teaching methodology appropriate to ESP.

Objectives: This course gives you the opportunity to acquire the relevant skills for domain-specific discourse in English. From the comparison with other expert languages, we will attempt to gain more insight in intralinguistic and extralinguistic developments. As a result, you will reach a deeper understanding for expert communication and conventions connected to specific fields.

Prerequisites: Introduction to English Linguistics.

Requirements for credits: regular and active class participation

Type of module exam: short oral presentation and a term paper of about 10 to 12 pages.

Kernmodul 2.3 Anglistische Literatur- und Kulturwissenschaft I

Mark Schreiber, MA

Vorlesung: Introduction to the Study of Literature. Theories and Methods
BEUST **(7400205)**
Tuesday, 11:30-13:00, 2/B3 **First meeting: 03.04.**

Content/purpose: This lecture course will provide an overview of the methods, theories and areas of enquiry in the study of literature as part of the larger discourses of media and cultural studies. The course tries to lay the necessary foundations for a scholarly approach to literature and texts in general. That is, the study of literature will be situated in a wider context, i.e. the network of literary communication. This entails:

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

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

Prerequisites for participation: As this lecture will be conducted in English, students should have a sufficient knowledge of the language. Furthermore, students should show an interest in gaining knowledge about the methods and theories of the study of literature, culture and the media. This lecture course repeats last term's *Introduction* and is open to BA-students who have failed the written exam.

Prerequisites for credits: As partial requirement for the successful completion of Module 2.3. (Anglistische Literatur- und Kulturwissenschaft I), students will sit a 90-minute written exam at the end of the course.

Type of Module-Exam: n.a.

Required reading:

Klarer, Mario (2004). *An Introduction to Literary Studies*. London: Routledge.

BA-students who have passed last term's *Introduction to the Study of Literature* have to choose **one** of the following two classes:

Dr. Hans-Joachim Hermes

Seminar: William Shakespeare: Othello **(7400209)**
Tuesday, 11:30-13:00, 2/N106 **First meeting: 03.04.**

Content: In this Proseminar we will study William Shakespeare's play "The Tragedy of Othello, the Moore of Venice", which was first performed in 1603 or 1604.

Objectives: Subjects of interest will be plot overview, analysis of major characters, themes, motifs, and imagery. Among the themes and motifs will be those of intrigue, jealousy and revenge. As to the motif of jealousy, Samuel Taylor Coleridge had his reservations: "I take it to be rather an agony that the creature [Desdemona], whom he

[Othello] had believed angelic ... should be proved impure and worthless" (Table Talk, 1796). Shakespeare's imagery is often sexual, it refers to plants, animals, and especially toward the end it recurs to hell and damnation. The play is a true specimen of late Elizabethan drama. A forthcoming Chemnitz production will premi r in the Schauspielhaus in May 2007 and is to remain in repertoire over the summer.

Required reading: Text of "Othello" in any scholarly English edition. Recommended: *Othello* by William Shakespeare, Penguin Books, 2007, ISBN 978-0-14-062105-1,   3,10. Supplier: Universitas

Prerequisites: Einf hrungskurs "Introduction to the Study of Literature".

Requirements for credits: Regular attendance, 1 oral presentation, 1 term paper in English or German).

Type of module exam: term paper

Queries? Mail hermes@phil.tu-chemnitz.de

Mark Schreiber, MA

Seminar: British and Irish Theatre and Drama in the 1990s (7400206)
Thursday, 17:15-18:45, 3/A111 First meeting: 05.04.

Content/Purpose: In the mid-1990s a new posse of young playwrights from Britain and Ireland burst on to the theatre scene with plays that were clearly designed to shock their audiences by Quentin Tarantino-style actionism and the explicit portrayal of violence, cannibalism, sodomy, and any kind of perversity. Literary critics and historians have meanwhile begun to identify this new trend as the third wave of the New British Drama and have pointed out its affinities with Jacobean revenge tragedies of the early seventeenth century.

Assuming that the violence and aggression in these plays is more than simply coincidental or collateral, we will have to subject these plays to some serious cross-examining: What are the motives behind such an aesthetics of violence and its mediation through drama? In how far does such 'cool' dramaturgy reflect the values of contemporary society? Are these plays then a reflection of/on the much vaunted socio-politics of 'Cool Britannia' (UK) or the 'Celtic Tiger' (Ireland)?

The following plays and playwrights (that have also made their mark on the German stage) will be on the agenda: Sarah Kane *Blasted* (1995), Mark Ravenhill *Shopping and F***ing* (1996), Enda Walsh *Disco Pigs* (1996), Mark O'Rowe *Howie the Rookie* (1999), Martin McDonagh *The Lieutenant of Inishmore* (2001).

Prerequisites for participation: In order to participate, students 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. As this seminar will be conducted in English, students should have a sufficient knowledge of the language. Furthermore, students should show an interest in the study of drama and theatre.

Prerequisites for credits: As partial requirement for the successful completion of Module 2.3. (Anglistische Literatur- und Kulturwissenschaft I), students will do a 30 minute oral presentation and write a seminar paper (10-12 pages) at the end of the course (deadline: 1 October 2007).

Type of module exam: seminar paper (10-12 pages)

Required reading:

A Reader containing the plays (see above) will be available for purchase at the secretary's office (Room Rh39/213) from the beginning of March. Students are expected to have read the plays before the start of the course.

Recommended introductory reading: *Die Londoner Theaterszene der 90er* (1998). Ed. Nils Tabert. Reinbek bei Hamburg: Rowohlt.

Kernmodul 2.5: Amerikanistik I

Prof. Dr. Evelyne Keitel

Vorlesung: From the Puritans to the Revolution studium generale (7400301)
Monday, 17:15-18:45, 2/HS3 First meeting: 16.04.

Content: This lecture course will center on the cultural, social, historical, and political developments in the New World from the decline of the Puritan settlements to the Age of Revolution.

Objectives: The important structures of American cultural und intellectual history will be taught in class. Added to that, students will acquire some basic knowledge of canonical American literary texts through independent reading. Their reading will be discussed in tutorials. A list of the reading materials will be handed out at the beginning of the course. A reader will be available.

Prerequisites: The students must be able to attend lectures in English and to read and intelligently discuss the assigned literary texts.

Requirements for credits: regular attendance, active participation.

Form of the exam (Modulpr fung, BA only): There will be a ninety minutes' written exam that will cover the lectures given this semester and the previous winter semester as well as the materials on the reading list.

Registration: Please register at the department's website and attend the first meeting of the lecture course.

Kernmodul 2.8: Amerikanische Kultur- und L nderstudien

Prof. Dr. Hans Kastendiek

Vorlesung: Einf hrung in die USA-Studien (7400401)
Monday, 13:45-15:15, 2/C104 First meeting: 02.04.

Inhalt: Die Vorlesung gibt einen  berblick  ber Entwicklungslinien und Grundstrukturen der amerikanischen Gesellschaft und Politik. Kernthemen werden sein: von der Kolonie zur Weltmacht zur Supermacht; Wirtschaftsmacht USA; segmentierte Gesellschaft und fragmentierte Politik; „Amerikanismus“ als „Civil Religion“.

Qualifikationsziele: Grundkenntnisse der USA-Geschichte; Verst ndnis der im Vergleich zu anderen L ndern besonderen Ausgangs- und Rahmenbedingungen f r die

Entwicklung von Gesellschaft, Politik und Kultur (Immigration; ethnische, soziale und regionale Segmentierung von Gesellschaft; horizontale und vertikale Fragmentierung der staatlich-politischen Ordnung; Grundlagen und Ausprägungen des amerikanischen Wertesystems).

Voraussetzungen für die Teilnahme: Der regelmäßige Besuch der Vorlesung wird vorausgesetzt, weil sie die Basisbegriffe und Grundkenntnisse für den erfolgreichen Abschluss des Moduls im 4. Studiensemester vermittelt (Seminar „Amerikanische Gesellschaft und Kultur“). Für die Nachbereitung der Vorlesungsthemen sind eigenständige gründliche Material- und Literaturrecherchen erforderlich.

Voraussetzungen für die Vergabe von Leistungspunkten und die Zulassung zur Modulprüfung: Die Vor- und Prüfungsleistungen für den Modulabschluss sind im Seminar „Amerikanische Gesellschaft und Kultur“ im vierten Studiensemester zu erbringen.

Begleitlektüre:

Peter Lösche (1989). *Amerika in Perspektive. Politik und Gesellschaft der Vereinigten Staaten*. Darmstadt: Wiss. Buchgesellschaft; oder: ders. (1997). *Die Vereinigten Staaten. Innenansichten. Ein Versuch, das Land der unbegrenzten Widersprüche zu begreifen*. Hannover: Fackelträger-Verlag; ders./Hans Dietrich von Loeffelholz, Hg. (2004). *Länderbericht USA. Geschichte, Politik, Geographie, Wirtschaft, Gesellschaft, Kultur*. 4. Aufl., Bonn: Bundeszentrale für politische Bildung (kann dort sehr preisgünstig bestellt werden; siehe www.bpb.de).

Veranstaltungen für das Magisterstudium Anglistik/ Amerikanistik

Important Notice

All students of

- **Magister Anglistik/Amerikanistik (including the minors *Englische Sprachwissenschaft, Amerikanische Literatur- und Kulturwissenschaft* and *Englische Literatur- und Kulturwissenschaft*);**
- **Magister Kombinationsprofil Fremdsprachen in der Erwachsenenbildung;**
- **Nebenfach Englisch für Informatiker;**

must register for courses online via

<http://egbert.phil.tu-chemnitz.de/registration/students/ereg.php>

Registration opens on Thursday, 15th March, 10 am.

Please register only for courses listed in the MA programme.

Several courses may also be taken by students not enrolled in *Anglistik/ Amerikanistik, Fremdsprachen in der Erwachsenenbildung* or *Englisch für Informatiker*. These are marked separately (see below). Please consult the course descriptions to find out whether you have to register in advance or at the first meeting.

BMEKO	=	BA Medienkommunikation
BEUGE	=	BA Europäische Geschichte
BEUST	=	BA Europastudien
MEUST	=	MA Europastudien
MASW	=	Magister Angewandte Sprachwissenschaft
MIKK	=	Magister Interkulturelle Kommunikation
MKTK	=	Magister Kombiprofil Technikkommunikation
MMEKO	=	Magister Medienkommunikation

Englische Sprachwissenschaft

Prof. Dr. Josef Schmied

Vorlesung: History of the English Language and Culture

MMEKO, BEUST

Wednesday, 7:30-9:00, 2/HS3

(7400101)

First meeting: 04.04.

This survey lecture shows language in its socio-cultural contexts: its relationship to power and technology, to historical personalities and social groups. It ranges from the Romans to William the Conqueror, from Caxton to Dr. Johnson or Noah Webster and from Matthew Arnold to Bill Gates and from the medieval scriptorium to the internet. It gives the background necessary to understand the world-wide forms and functions of English today and tries to draw general conclusions about the socio-cultural factors affecting language (change) throughout.

I will try to show language in texts as well as language as a system: authentic historical texts with the people and cultures "behind" the texts as well as parts of the historical language systems of English in comparison to present-day English and German.

Claudia Frenzel, MA

Proseminar: Semantics

Monday, 9:15-10:45, 3/B102

(7400110)

First meeting: 02.04.

Semantics has always been an area in linguistics that provoked debates, since meaning has to be looked at from many different angles and analysed in many different ways to begin to understand its complexity in human language. Therefore, this course will show how semantics developed within linguistics from structuralist to cognitive semantics by discussing these and other approaches in detail. Meaning will be explored in this course by looking at the properties of words and how they connect with each other in relationships of meaning, as well as moving below and beyond the word-level in order to detect meaning. We will deal with relevant issues like semantic change, the impact of prototype theory, the role of metaphors, colour semantics and language universals. This course will provide you with a deeper understanding of how we codify our world and construct meaning. It will help you realise the problems involved in studying something as elusive as meaning and give you the opportunity to develop skills in linguistic analysis and critical discussion. Above all, it will increase your awareness of language use of yourself and others.

References:

Aitchinson, J. (1993): *Words in the Mind*. Oxford: Blackwell.

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

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

Prerequisites: Introduction to English Linguistics.

Shinchul Hong, MA

Proseminar: The Present Perfect and the Present Perfect Continuous

Tuesday, 13:45-15:15

First meeting: 03.04.

The focus of the seminar is the use of English present perfect and the present perfect continuous. This has been considered to be one of the most difficult problems for German learners. There are many possible causes for these problems. One of the causes is the so called "negative transfer", which is based on the structural difference between L1 (German) and L2 (English). In other words, German learners may have difficulties using the present perfect and the present perfect continuous because there are no such grammatical devices in the German language system. However, negative transfer does not seem enough to explain their difficulties, since learning a language is one of the most complicated human mental activities. Therefore, this seminar will focus on learning and teaching methodology, which has been regarded as another important influence in this regard.

The methodology will be based on the two types of exercises:

(1) a traditional type of paper-based exercise and

(2) a new type of computer-based exercise.

Both the types of exercises are designed using naturally occurring corpus data which can provide various patterns of native speakers' language use. Particularly, a web-based program, the Chemnitz Internet Grammar (CING), will be used in the new type of exercise. The rationale behind the seminar is to raise German learners' awareness through the two types of exercise to overcome German learners' particular difficulties and achieve a more advanced level of English.

Birgit Ahlemeyer, MA

Proseminar: Schüler- und Lehrersoftware praxisnah

Blockseminar: Friday, 13.07., 9:00-18:00; Monday-Thursday, 16.07.-19.07., 8:00-10:00; Friday, 20.07., 9:00-18:00

Software ist mittlerweile ein fester Bestandteil des Sprache-Lernens und Sprache-Lehrens geworden. Das Angebot ist für Schüler und Lehrer breit gefächert. In diesem Seminar wollen wir uns zunächst mit dem Einsatz von Schüler und Lehrer-Software beschäftigen und die wesentlichen Punkte für ihren Einsatz kennenlernen. An verschiedenen Einzelbeispielen der großen Schulbuchverlage Klett, Cornelsen und Diesterweg werden wir dann lehrbuchbegleitende Schüler- und Lehrersoftware kennenlernen. Den Abschluss des Seminars bildet dann ein kurzer Überblick dazu, wie solche Software entsteht und welchen Marktkriterien sie unterworfen ist. Unterrichtssprache ist Deutsch.

Voraussetzung: Englisch und/oder Französischkenntnisse

Voraussetzung für einen (Proseminar)Schein: regelmäßige, aktive Teilnahme am Seminar, Referat (ca. 30 Minuten) mit schriftlicher Ausarbeitung. Themen dafür werden vor Beginn des Seminars bekanntgegeben und mit den Teilnehmern abgesprochen.

Dr. Martin Weißer

Proseminar/Hauptseminar: Academic English: Theory & Practice
BMEKO, MMEKO, MASW (7400107)
Monday, 11:30-13:00 First meeting: 02.04.

During the course of this seminar, we want to develop some ideas about what Academic English actually is, how we can investigate which different forms of it may exist and, last but not least, how it can be taught efficiently by using awareness-raising methods.

As part of the latter, we will also see to what extent the use of relatively simple and easy to learn corpus- and IT-based methods may help us in creating this awareness. A companion website for the course will be available at: <http://ell.phil.tu-chemnitz.de/eap>.

Participants are requested to inform themselves about potential presentation topics before the start of the course so that these can be assigned and scheduled during the first session.

Prof. Dr. Josef Schmied

Hauptseminar: English in Africa (7400102)
Thursday, 9:15-10:45, 2/N106 First meeting: 05.04.

In the first half of the class we will discuss chapters from the coursebook:
<https://opac.bibliothek.tu-chemnitz.de/esem/open.do?id=5000#5000>

In the second half, we will discuss student presentations.

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

Hauptseminar: English Grammar (7400103)
June + October; Friday/Saturday, all day
First meeting: Wednesday, 11.04., 16:00

Objectives: In this seminar students learn

- to collaborate in a small grammar and media project
- to compare grammar descriptions in standard reference works and in databases of authentic language (corpora)
- to write parts of a descriptive grammar
- to learn to observe grammar change.

Content: In this seminar, we will explore key problem areas of English grammar with special emphasis on current changes in British and American English.

In the first part, I will introduce key concepts of grammar, data analysis and corpora of 20th century British and American English.

Preparatory reading:

<http://www.cambridge.org/uk/linguistics/cgel/sample.htm>

In the second part, I hope that we will have a famous guest, Prof. Geoff Leech from our partner university at Lancaster, to introduce his ideas on how to describe the changes of English over the last century with the help of comparable corpora. He will demonstrate his analyses on recent changes in the English verb and noun phrase and suggest topics for small-scale student research for seminar papers and theses. In the third part, students are expected to present 20-minute seminar papers in which they analyse and describe a small grammar area for advanced learners of English, which will lead to larger written versions of the same area.

This course will be accompanied by a webpage:

<http://www.tu-chemnitz.de/phil/english/chairs/linguist/pages/material.html>

Dr. Christoph Haase

Hauptseminar: Optimal Syntax MMEKO, MASW (7400109)
Tuesday, 9:15-10:45, 2/N106 First meeting: 03.04.

The focus of this course is on the description and analysis of syntactic structures not only from the point of view of what is allowed in a language but especially, of what is disallowed. The syntax of any language has a number of conflicting requirements or constraints, some of which are more important than others. Thus, a constraint hierarchy in the sense of Prince and Smolensky, 1991, 2004, is proposed. The syntax assumes its "optimal" gestalt when the fewest possible number of constraints are violated and the more important constraints will be violated less often than the minor constraints. For our classwork this means a close look at many syntactic constraints such as word order constraints like the presence of a subject in English. The SUBJECT-constraint claims that any clause needs a subject whereas the FULL-INTERPRETATION constraint proposes that every element in a linguistic expression contributes to its interpretation (e.g. Grimshaw, 1997). Languages differ in the way they rank constraints. Course target will be to analyze a large number of syntactic problems and to find, define and hierarchize further constraints in English.

Schein requirements: Presentation in class and short written assignments on a bi-weekly basis.

Note: This class requires some familiarity with issues in formal syntax.

Select bibliography:

Archangeli, D., & Langendoen, D.T. (1997). *Optimality Theory. An Overview*. Oxford: Blackwell.

Dekkers, J., Van der Leeuw, F., & Van de Weijer, J. (2000). *Optimality Theory. Phonology, Syntax, and Acquisition*. Oxford: Oxford University Press.

Grimshaw, J. (1997). Projection, heads, and optimality. *Linguistic Inquiry* 28: 373-422.

Kager, R. (1999). *Optimality Theory*. Cambridge: Cambridge University Press

Prince, A., & Smolensky, P. (2004). *Optimality Theory. Constraint Interaction in Generative Grammar*. Oxford: Blackwell.

Steedman, M. (2000). *The Syntactic Process*. Cambridge/London: MIT Press.

Dr. Daniel Nkemleke

Hauptseminar: Teaching English as a Foreign Language (TEFL) (7400111)
Monday, 13:45-15:15, 3/B102 First meeting: 02.04.

This course aims to introduce students to the practice of teaching and learning English as a foreign language. The course will begin with a general survey (in brief) of the history of English language teaching (ELT) methodologies, highlighting theoretical views that shaped them, and relating these to current practice in the classroom. You will also learn about the dynamics of a second language learning situation, focusing on the learner, the course content, the classroom environment and issues of testing and evaluation. An important attribute of a language teacher is creativity and ingenuity in the classroom. S/he should be able to use reading materials available in the teaching environment as effective tools for teaching English, and to make sound judgement on which texts suit the students' level. In this connection, we will discuss some criteria for the selection of texts for language activities. A discussion of literature texts as material for language teaching and learning is well-fitted here. As much as possible, the discussion of the issues raised above will be complemented by assigned reading of selected articles from major ELT journals. Here, students are expected to read these materials in advance so that classroom discussion and collective participation will be enhanced.

This course will also offer you the opportunity to learn about some useful concepts from second language acquisition research, which have over the years shaped teachers' approaches and choice of methods in language classrooms. Some of these concepts include: the Learning-Acquisition hypothesis, the Natural Order hypothesis, the Monitor hypothesis, the Comprehensible Input hypothesis, the Affective hypothesis, the Affective Filter hypothesis, the Interlanguage (or First language) hypothesis and the Expectancy hypothesis.

Recommended main texts:

Penny, Ur (2004) *A Course in Language Teaching: Theory and Practice*. Cambridge: Cambridge University Press.

Richards, Jack and Rodgers Theodore (eds.) (1991). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Lazar, Gillian (2005) *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge: Cambridge University Press.

Prof. Dr. Josef Schmied

Examenskolloquium (7400104)
Thursday, 7:30-9:00; every other week First meeting: 05.04.

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. Eine spezielle Sitzung ist Magisterarbeiten gewidmet, 'Ehemlaige' berichten über ihre Erfahrungen

und Vorgehensweisen. Strategien für Themenfindung, Fokussierung, und Operationalisierung werden diskutiert.

Recommended preparatory reading:

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

Anglistische Literaturwissenschaft

N.B.: Obligatory guidelines for writing term papers in our courses are available at http://www.tu-chemnitz.de/phil/english/department/pages/studium_wegweiser.html.

NN1

Vorlesung: The Rise of the English Novel
Tuesday, 17:15-18:45, 2/HS3

BEUST (7400201)
First meeting: 03.04.

This lecture course is going to provide an overview on the rise of a specific genre, the English novel from its origin(s) in the later seventeenth century to the mid-nineteenth century. In his classic account Ian Watt pointed out the importance of social and economic factors for an understanding of the English novel (1957). Since then, literary theory and historical research have entered into controversial debates of Watt's concepts and have questioned his approach. Despite this, Watt has remained a stimulating point of departure for an analysis of eighteenth-century novels. In this lecture course we will extend Watt's model and read other critical texts such as Lennard J. Davis's or Michael McKeon's examinations of the origins of the novel.

You will be introduced to a variety of critical readings of key novels of which you are required to read selected passages in order to deepen your understanding of the texts, such as Defoe's *Moll Flanders*, Richardson's *Pamela*, Fielding's *Tom Jones*, but also Lennox's *The Female Quixote*, and novels by Manley and Haywood. In preparation for the lectures you may consult a standard literary history, such as H.U. Seeber's *Englische Literaturgeschichte*.

Mark Schreiber, MA

Vorlesung: Introduction to the Study of Literature. Theories and Methods
BEUST (7400205)
Tuesday, 11:30-13:00, 2/B3 First meeting: 03.04.

Content/Purpose: This lecture course will provide an overview of the methods, theories and areas of enquiry in the study of literature as part of the larger discourses of media and cultural studies. The course tries to lay the necessary foundations for a scholarly approach to literature and texts in general. That is, the study of literature will be situated in a wider context, i.e. the network of literary communication. This entails:

- a discussion of literary genres and their specifics (fiction, poetry, drama, non-fiction)

- an introduction to the basic tools for the study of literature (bibliography, stylistics, rhetorical figures, imagery, metrics, poetics)
 - a survey of important critical approaches and methods
- The lectures will be accompanied by a weekly tutorial (details will be announced at the beginning of the course).

Prerequisites for participation: As this lecture will be conducted in English, students should have a sufficient knowledge of the language. Furthermore, students should show an interest in gaining knowledge about the methods and theories of the study of literature, culture and the media.

Prerequisites for credits: As partial requirement for the successful completion of Module 2.3. (Anglistische Literatur- und Kulturwissenschaft I), students will sit a 90-minute written exam at the end of the course.

Type of Modul-Exam: n.a.

Required reading:

Klarer, Mario (2004). *An Introduction to Literary Studies*. London: Routledge.

Dr. Hans-Joachim Hermes

Proseminar: William Shakespeare: Othello

(7400209)

Tuesday, 11:30-13:00, 2/N106

First meeting: 03.04.

5 ERASMUS-students invited

In this Proseminar we will study William Shakespeare's play "The Tragedy of Othello, the Moore of Venice", which was first performed in 1603 or 1604. Subjects of interest will be plot overview, analysis of major characters, themes, motifs, and imagery. Among the themes and motifs will be those of intrigue, jealousy and revenge. As to the motif of jealousy, Samuel Taylor Coleridge had his reservations: "I take it to be rather an agony that the creature [Desdemona], whom he [Othello] had believed angelic ... should be proved impure and worthless" (Table Talk, 1796). Shakespeare's imagery is often sexual, it refers to plants, animals, and especially toward the end it recurs to hell and damnation. The play is a true specimen of late Elizabethan drama. A forthcoming Chemnitz production will premi er in the Schauspielhaus in May 2007 and is to remain in repertoire over the summer.

Required reading:

Text of "Othello" in any scholarly English edition. Recommended: *Othello* by William Shakespeare, Penguin Books, 2007, ISBN 978-0-14-062105-1, € 3,10. Supplier: Universitas

Prerequisites: Einf urungskurs "Introduction to the Study of Literature".

Requirements for credits: Regular attendance, 1 oral presentation, 1 term paper in English or German).

Queries? Mail hermes@phil.tu-chemnitz.de

Sina Nitzsche, MA

Proseminar: Cold War Culture: A Comparative Perspective BEUST (7400207)

Thursday, 13:45-15:15, 3/A111

First meeting: 05.04.

This seminar aims at understanding the different dimensions of the Cold War culture in the United States, Great Britain and Germany West and East. In the US, for exam-

ple, the Cold War was a time where cultural difference was seen as a threat to the dominant American ideology. Cultural difference constituted, for example, homosexuality, non-White ethnicity or a strong femininity beyond the domestic sphere. This apparent fear of a cultural difference translated into the cultural output of that time, such as Hollywood movies like Don Siegel's sci-fi flick *Invasion of the Body Snatchers*, or literary texts such as Joseph Heller's postmodern novel *Catch-22* or TV shows like *The Twilight Zone*.

The leading research question will be the treatment of the Other, esp. through questions of literary, filmic and/or musical genres. The seminar objective is to take on a comparative perspective and draw conclusions about how those cultural issues are handled in different contexts. Furthermore, implications about contemporary developments with the recent war on terror and its cultural implications in Europe and America will be made.

The structure of the seminar is divided into two major parts: The first part consists of a preparation section where an introduction to the Cold War culture is given. Students are expected to develop their own research topic. The second part consists of a student conference which will be held at the end of May 2007 where students will present their research findings in front of a public audience. Therefore, students are asked to conduct independent research and should have a sense of individual time management.

Registration: 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.

Credit requirements: Regular attendance, oral presentation at student conference, and a research paper (10-12 pages).

Literature:

Whitfield, Stephen J. (1991). *The Culture of the Cold War*. Baltimore: Johns Hopkins UP.

Sinfield, Alan (1993). *Literature, Culture and Politics of Postwar Britain*. Oxford: Basil Blackwell.

Junker, Detlef, ed. (1990). *Die USA und Deutschland im Zeitalter des Kalten Krieges, 1945-1990: Ein Handbuch*. Stuttgart: Deutsche Verlags-Anstalt.

Mark Schreiber, MA

Proseminar: British and Irish Theatre and Drama in the 1990s BEUST (7400206)

Thursday, 17:15-18:45, 3/A111

First meeting: 05.04.

In the mid-1990s a new posse of young playwrights from Britain and Ireland burst on to the theatre scene with plays that were clearly designed to shock their audiences by Quentin Tarantino-style actionism and the explicit portrayal of violence, cannibalism, sodomy, and any kind of perversity. Literary critics and historians have meanwhile begun to identify this new trend as the third wave of the New British Drama and have pointed out its affinities with Jacobean revenge tragedies of the early seventeenth century.

Assuming that the violence and aggression in these plays is more than simply coincidental or collateral, we will have to subject these plays to some serious cross-examining: What are the motives behind such an aesthetics of violence and its mediation through drama? In how far does such 'cool' dramaturgy reflect the values of

contemporary society? Are these plays then a reflection of/on the much vaunted socio-politics of 'Cool Britannia' (UK) or the 'Celtic Tiger' (Ireland)?

The following plays and playwrights (that have also made their mark on the German stage) will be on the agenda:

Sarah Kane *Blasted* (1995), Mark Ravenhill *Shopping and F***ing* (1996), Enda Walsh *Disco Pigs* (1996),

Mark O'Rowe *Howie the Rookie* (1999), Martin McDonagh *The Lieutenant of Inishmore* (2001).

A Reader containing the plays will be available for purchase at the secretary's office (Room Rh39/213) from the beginning of March. Students are expected to have read the plays before the start of the course.

Recommended reading: *Die Londoner Theaterszene der 90er* (1998). Ed. Nils Tabert. Reinbek bei Hamburg: Rowohlt.

Prerequisites: 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.

Requirements: regular and active participation, oral (group) presentation, term paper (10-15 pp.), deadline for term papers: 1 October 2007.

NN1

Hauptseminar: Filming the Eighteenth Century
Tuesday, 13:45-15:15, 2/N102

BEUST (7400202)
First meeting: 03.04.

In this class we shall focus on the eighteenth century as presented both in film adaptations and in original films. Applying the tools of film analysis you will arrive at considered readings of technical and thematic aspects and you will also become acquainted with various film styles.

While familiarity with, for example, H. Fielding's *Tom Jones* or W.M. Thackeray's *Barry Lyndon* will enrich your readings of the films, a textual knowledge of the novels is not a requirement for participation, but strongly recommended if you write a term paper. You are expected to watch the films several times and to take careful notes on which to base the discussions. Among the films explored in class are two versions of *Tom Jones* (1963, 1997), Stanley Kubrick's *Barry Lyndon*, Peter Greenaway's *The Draughtsman's Contract* and Stephen Frear's *Dangerous Liaisons*. Other films may be included at the suggestions of students.

Prerequisites: Zwischenprüfung

Credit requirements: Regular attendance and active participation in class, a presentation or group presentation, and a final paper (15-18 pages).

Required reading:

Films and further material will be made available to you in class.

NN1

Hauptseminar: From *Tom Brown's Schooldays* to *Another Country*: Critical Views of the English Public School in English Literature and Film

BEUST

(7400203)

Wednesday, 11:30-13:00, 2/N106

First meeting: 04.04.

School is an (almost) inescapable fact of life, and adults often remember their schooldays with extreme feelings of either nostalgia or hatred. In this course you will be introduced to the history of the public school and school novels. First, we will discuss developments during the nineteenth century and explore the rise of the public school novel. Then we will consider how the topic was treated in the twentieth century, a period during which, generally speaking, a critical view of the effects of a public school education was presented in serious literature.

We will begin with readings of *Tom Brown's Schooldays* by Thomas Hughes and include a classic film version. Then we will analyse authors representing various ideologies: F.W. Farrar, Talbot Baines Reed, Rudyard Kipling, and P.G. Wodehouse. For the twentieth century, the focus is on James Hilton, Terence Rattigan and Julian Mitchell.

Prerequisites: Zwischenprüfung

Credit requirements: Regular attendance and active participation in class, a presentation or group presentation, and a final paper (15-18 pages).

Required Reading before the start of classes:

Thomas Hughes, *Tom Brown's Schooldays* (available from the university book shop). There will be a brief test to check your textual knowledge. A Reader will be available in one of the copy shops.

NN1

Proseminar/Hauptseminar: English Literature in Survey
Wednesday, 9:15-10:45, 2/SR15

(7400204)

First meeting: 04.04.

The Examenskolloquium is open to students preparing for their final and for their intermediate exams. It is intended to give you the opportunity to present your research projects and to raise specific questions and/or difficulties at an early stage. Further, you are encouraged to engage in critical debates over approaches and topics with your peers. We will also revise general and specific topics required for your intermediate and final exams, discuss your reading lists, and take both oral and written mock exams.

Amerikanistik

Prof. Dr. Evelyne Keitel

Vorlesung: From the Puritans to the Revolution studium generale (7400301)
Monday, 17:15-18:45, 2/HS3 First meeting: 16.04.

This lecture course will center on the cultural, social, historical, and political developments in the New World from the decline of the Puritan settlements to the Age of Revolution.

Registration: Please register at the department's website and attend the first meeting of the lecture course.

Dr. Gunter Süß

Proseminar: Charles Brockden Brown and the Literature of the Early Republic (7400304)
Thursday, 11:30-13:00, 3/A111 First meeting: 12.04.

This course will provide the student with an overview of the literary and cultural developments in the United States during the Early Republic (1789-1829). We will analyze a variety of political and literary texts (pamphlets, sketches, short stories, novels) and their interaction with the dominant discourses in culture (the formation of a new nation, political vs. cultural independence) and relevant cultural concepts (the sublime, gothic revival, sentimentalism).

Texts discussed in the course will include works by Susanna Rowson, Washington Irving, Thomas Jefferson, and St. John de Crèvecoeur. Special emphasis will be placed on the novels of Charles Brockden Brown, the first American author whose sole profession was writing.

Credit requirements: Regular attendance and thoughtful participation in class, an oral presentation as part of an expert group, a final paper (10-12 pages) and a reading journal that will contribute to the overall grade.

Required reading:

A reader will be available at the beginning of the semester. Please also buy Charles Brockden Brown's *Wieland* and *Edgar Huntly* available at Universitas.

Registration: The number of participants in this course is limited to 25. Students of *Anglistik/Amerikanistik* have to register online at the department's website. 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.

NN2

Proseminar: Too Hot to Handle: Censorship in American Literature (7400307)
Wednesday, 13:45-15:15, 4/105 First meeting: 04.04.

Even today books are banned on a regular basis. As the following examples show, this is not only true for the American Culture but appears to be a stable and common

phenomenon throughout the world. On February 14, 1989 Iran's spiritual leader Ayatollah Ali Khamenei sentences the author Salman Rushdie to death because of his criticism of Islam in *Satanic Verses* (1988) and thus forced him to keep a low profile. The book was even burned in England. Today his death sentence is still in effect.

In the early 1990s, a young Bret Easton Ellis received death threats from the American public for his novel *American Psycho* (1991) even before it was published. He resigned from writing for several years, today his book is considered to be one of the most important novels of the late 20th century.

In 2004 the novel *Of Mice and Men* (1937) by John Steinbeck remains banned from many American school libraries due to its supposedly racist and violent content. Yet this debate only started in the early 1990s. Most recently, it reached number six on the ALA's list of the 100 Most Frequently Challenged Books of 1990-2000.

This course aims at analyzing and discussing the means and use of censorship in American Literature. Therefore, students will also learn about the importance of power relations and economic factors in the decision-making process of censorship. Students are thus expected to read several novels from different literary epoches, not only to refresh their knowledge on the epoches' characteristic features but also to learn about social and cultural backgrounds that caused a certain book's ban.

Reading requirements: A course pack will be available at the beginning of the term.

Credit requirements: A discussion lead in one of the sessions, a research paper, and regular attendance.

Registration: This seminar is open to students who have successfully passed the course "Introduction to Literature" and is limited to 25 participants. Students of *Anglistik/Amerikanistik* have to register online at the department's website.

NN3

Proseminar: Bollywood – Indian Cinema Seen Through the Hollywood Lens (7400306)
Wednesday, 17:15-18:45, 4/009 First meeting: 04.04.

The term 'Bollywood' creates a variety of colorful but also odd pictures in our mind. We imagine beautifully dressed women in breathtaking sceneries, but we also recall men breaking out in songs and tears. However, it is exactly this contradiction that makes the phenomenon Bollywood so interesting to examine. The seminar will give you a first insight into Indian commercial cinema and will thus remove many existing prejudices.

This seminar will elaborate Indian commercial cinema by means of the Hollywood style, which the western world is mostly familiar with. We will trace the origins of Bollywood and how it is influenced by Hollywood. Topics that will be discussed cover religion, Indian family life, visual styles, etc. Each oral presentation given by the participants must contain film excerpts.

Credit requirements: an oral presentation and a weekly paper on the current topic or a final term paper.

Registration: Students of *Anglistik/Amerikanistik* have to register online at the department's website. The maximum number of participants is 25.

Prof. Dr. Evelyne Keitel

Hauptseminar: Bilder aus der Neuen Welt
Wednesday, 9:15-10:45, 2/D201

(7400302)
First meeting: 11.04.

Seit den 1570er Jahren, als man anfang, die Kontinente visuell zu repräsentieren, wurde Amerika in Form einer Indianer-Frau dargestellt, barbusig, mit imposantem Federschmuck im Haar und bewaffnet mit Pfeil und Bogen. Während der Revolution wurde aus diesem Image die züchtig weißgekleidete Columbia mit *Phrygian cap* und *liberty tree* (im Gegensatz zu Frankreichs Marianne, die zeitgleich erschien, trug Columbia immer nur Hochgeschlossenes, gerne in Form von antik wallenden Gewändern). Die Ikonographie Amerikas hatte sich fundamental gewandelt. Was war geschehen?

Ziel des Seminars ist es, dieser und analoger Fragen nachzuspüren. Dabei sollen die Selbst- und Fremddarstellungen der Neuen Welt anhand von Bildern (Gemälden, Karikaturen, Cartoons und partiell auch Photographien) nachgezeichnet werden. Es gilt, Paradigmenwechsel in der Ikonographie von der Entdeckung bis in die Gegenwart aufzuspüren und deren kulturelle Bedeutung zu analysieren. Themenfelder, die diskutiert werden sollen, sind: die visuelle Repräsentation der Kontinente in der frühen Neuzeit; Pocahontas-Gemälde im Wandel der Zeiten; Almanache, Broad Sheets und Chap Books; Columbia und Marianne; the American Eagle und Uncle Sam; politische Karikaturen während und nach der Revolutionszeit; der Westen im Bild; die amerikanischen Historien Gemälde des 19. Jahrhunderts; the Statue of Liberty; die Indianer-Darstellungen von Bodmer; die Photographie von Walker Evans; die Puritaner-Cartoons des 20. Jh. etc.

Literatur:

Hugh Honour. *The New Golden Land: European Images of America from the Discoveries to the Present Time*. New York: Pantheon Books, 1975.

Anmeldung: Studierende müssen sich über die Online-Registrierung der Fachgruppe anmelden. Die Teilnehmerzahl ist auf 30 beschränkt.

Dr. Gunter Süß

Hauptseminar: Media Literacy: The Toolbox of Media Studies
MMEKO
Thursday, 15:30-17:00, 3/A111

(7400305)
First meeting: 12.04.

Media literacy as “the ability to access, analyze, evaluate, and communicate information in a variety of formats” and “the critical thinking skills implicit in questioning, analyzing and evaluating that information” (David Considine) has become a dominant topic in English and American Studies.

In this course we will combine a discussion of the dominant theoretical concepts within media studies with a hands-on approach to questions of media literacy. Students will learn how to use databases and library catalogues, how to cut audio-visual scenes from movies, and how to present results in papers and essays.

Credit requirements: Regular attendance and thoughtful participation in class, an oral presentation as part of an expert group, a shorter essay on a topic of your choice, and assignments on a regular basis.

Required reading:

Eckart Voigts-Virchow. *Introduction to Media Studies*. Stuttgart: Klett, 2005 available at Universitas.

Registration: The number of participants in this course is limited to 25. Students of Anglistik/Amerikanistik have to register online at the department's website. Students of Medienkommunikation use the online registration at: <https://www.tu-chemnitz.de/phil/medkom/online-einschreibung/>.

Prof. Dr. Evelyne Keitel

Examenskolloquium
Friday/Saturday, all day

(7400303)

Vorbesprechung Dienstag, 08.05.07, 15:30-17:00, Blockseminar am Fr./Sa., 22./23.06.07, Fr./Sa., 07./08.07.07, jeweils 9:15-17:00

Ziel dieses Kolloquiums ist die systematische Vorbereitung auf die mündliche Magisterabschlußprüfung in der Amerikanistik. Die Veranstaltung richtet sich ausschließlich an MA-KandidatInnen, die ihre mündliche Prüfung in der Prüfungsperiode nach dem SS 2007 ablegen wollen.

Voraussetzung für die Teilnahme an dieser Veranstaltung ist erstens eine Online-Anmeldung auf der Website der Fachgruppe und zweitens die persönliche Anwesenheit während der Vorbesprechung am 08.05.07.

Britische und Amerikanische Kultur- und Länderstudien

Prof. Dr. Hans Kastendiek

Vorlesung: Einführung in die USA-Studien
Monday, 13:45-15:15, 2/C104

MIKK (7400401)
First meeting: 02.04.

Die Vorlesung gibt einen Überblick über Entwicklungslinien und Grundstrukturen der amerikanischen Gesellschaft und Politik. Sie eignet sich insbesondere für Anfangssemester und Studierende im Grundstudium. Kernthemen werden sein: von der Kolonie zur Weltmacht zur Supermacht; Wirtschaftsmacht USA; segmentierte Gesellschaft und fragmentierte Politik; „Amerikanismus“ als „Civil Religion“.

Die Vorlesung vermittelt Kenntnisse, die in den Seminaren der Amerikanischen Kultur- und Länderstudien vorausgesetzt werden; die Teilnahme wird daher sehr nachdrücklich empfohlen.

Begleitlektüre:

Peter Lösche (1989). *Amerika in Perspektive. Politik und Gesellschaft der Vereinigten Staaten*. Darmstadt: Wiss. Buchgesellschaft; oder ders. (1997). *Die Vereinigten Staaten. Innenansichten. Ein Versuch, das Land der unbegrenzten Widersprüche zu begreifen*. Hannover: Fackelträger-Verlag; ders./Hans Dietrich von Loeffelholz, Hg. (2004). *Länderbericht USA. Geschichte, Politik, Geographie, Wirtschaft, Gesellschaft, Kultur*. 4. Aufl., Bonn: Bundeszentrale für politische Bildung (kann dort sehr preisgünstig bestellt werden; siehe www.bpb.de).

1945, including those of her own party, had contributed to Britain's economic decline and stagnant society. Taking these two statements as a starting point, the course will explore why the 1960s and 1970s can be seen as an especially crucial period in British postwar history.

A parallel class is offered by Dr. Berg: "The Troubled Years: the USA in the 1960s and 1970s". Apart from the heuristic value of comparative analyses, taking part in both seminars will improve your understanding of the period under consideration.

Recommended reading:

Hans Kastendiek/Richard Stinshoff, Kontinuität und Umbruch. Zur Entwicklung Großbritanniens seit 1945, in: H. Kastendiek/Roland Sturm, Hg. (2006), *Länderbericht Großbritannien. Geschichte, Politik, Wirtschaft, Gesellschaft, Kultur*. 3. akt. und neu bearbeitete Auflage. Bonn: Bundeszentrale für politische Bildung (kann dort sehr preisgünstig bestellt werden; siehe www.bpb.de).

Dr. Sebastian Berg

Hauptseminar: The Troubled Years. The USA in the 1960s and 1970s
BEUST, MIKK (7400407)
Friday, 9:15-10:45, 2/SR40 First meeting: 20.04.

When the newly elected president John F. Kennedy delivered his inaugural speech in 1961, the majority of Americans were optimistic about their country's future, expecting an era of prosperity, technological progress, innovative government, and solutions to pressing problems such as the civil rights issue. When Ronald Reagan became president in 1981, many people worried about the future, were deeply suspicious about federal government, debated the USA's economic decline, and felt unsure about the country's future role in the world. In between lay two tumultuous decades of liberation and social unrest, welfare state expansion and war, a proliferation of non-conformist life-styles and moral outrage, governmental activity and misbehaviour.

The aim of this course is to analyse in detail developments and changes during these two decades, to ask about their interrelations, and to reflect on their lasting effects. Those of you with a specific interest in this period might gain further insights by taking part in Prof. Kastendiek's class "What Went Wrong? Britain in the 1960s and 1970s".

Important: Since the course will commence in the third week of term, you should collect and study the course overview before the first meeting. Copies will be available at the archive of Kultur- und Länderstudien and at Ms. Zenner's office (rooms 39/216 and 39/226) by 15 March.

Introductory Reading:

For a short overview you should have a look into the relevant chapter(s) in one of the many textbooks on U.S. history, for example, Maldwyn A. Jones: *The Limits of Liberty. American History 1607-1992*. Oxford UP 1995, chapters 27 + 28, 543-595. A master copy will be available at the archive of Kultur- und Länderstudien and at Ms. Zenner's office (rooms 39/216 and 39/226) by 15 March.

Prof. Dr. Hans Kastendiek

Examenskolloquium: Studienschwerpunkt Kultur- und Länderstudien (7400408)
Thursday, 9:15-10:45, 2/SR15 First meeting: 05.04.

Die Veranstaltung richtet sich an StudentInnen im Hauptstudium, die die Britischen und Amerikanischen Kultur- und Länderstudien als Studienschwerpunkt gewählt und das Abschlussexamen ins Auge gefasst haben oder bereits „mitten drin“ sind. Sie versteht sich nicht als ein „Examenskolloquium“ im Sinne eines „Repetitoriums“ zentraler Inhalte des Studiums zur Vorbereitung auf die Klausuren und die mündlichen Prüfungen. Vielmehr soll es um eine Verständigung über den Studien- und Prüfungsschwerpunkt Kultur- und Länderstudien und nicht zuletzt auch um ganz praktische Fragen der Abschlussprüfung gehen: Strategien der Themenwahl für die Magisterarbeit; von der ersten Themenidee zur Themenvergabe; von der zentralen Problem- und Fragestellung zum Untersuchungsplan; zum richtigen Lesen; vom Lesen zum Schreiben; zum Umgang mit Arbeitskrisen; technische Fragen zur Magisterarbeit (Belegtechnik, Bibliographie, Layout etc.); „Lebensabschnitt Magisterarbeit?“ (Berichte von AbsolventInnen).

Fachdidaktik Englisch

Dr. Joachim Seifert

Hauptseminar: Didaktische Spezifika eines Englischunterrichts in der Erwachsenenbildung (7400804)
Friday, 9:15-10:45, 3/A111 First meeting: 13.04.

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, Auto-reprogramme; 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; Weskamp, Ralf (1999). *Autonomes Fremdsprachenlernen*. Ismaning.
Rüschhoff, Bernd, Wolff, Dieter, Fremdsprachen in der Wissensgesellschaft, Ismaning, 1999
Schróder, Konrad (1999). „Den Fremdsprachenunterricht europataglich machen“, *FMF-Mitteilungsblatt Thüringen/Hessen*, Nr.14, Oktober, 13ff.
Hendricks, Wilfried (2000). *Neue Medien in der Sekundarstufe I und II*. Cornelsen, Berlin.

Dr. Joachim Seifert

Übung: Text- und Unterrichtsmaterial für Englisch in der Erwachsenenbildung (7400803)

Monday, 11:30-13:00, 3/B108

First meeting: 09.04.

Die Übung wendet sich an alle StudentInnen der Anglistik/ Amerikanistik, die sich auf irgendeine Unterrichtsform im Rahmen der Erwachsenenbildung in Englisch vorbereiten wollen oder müssen und dafür Rat und Anleitung suchen, da es in der EB in der Regel keine fertigen Lehrpläne und oft auch keine Lehrbücher gibt. Die Veranstaltung endet mit einem Leistungsnachweis, der durch das Abgeben eines schlüssigen Stundenkonzepts, das auch der Gruppe vorgestellt und dort diskutiert wird, erbracht wird.

Literatur:

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

Dr. Joachim Seifert

Übung: Besonderheiten eines fachsprachlichen Unterrichts in der Erwachsenenbildung (7400805)

(7400805)

Wednesday, 7:30-9:00, 3/B102

First meeting: 11.04.

Die Übung wendet sich an alle StudentInnen der Anglistik/ Amerikanistik, die in Kursen der Erwachsenenbildung unterrichten, unterrichtet werden oder unterrichten wollen. Es soll geklärt werden, was Fachsprache ist, wie viel Alltagsprache wir in der Fachsprache finden, welche besonderen Strukturen allen Fachsprachen weitestgehend gemein sind und welche methodischen Vorgehensweisen in der Fachsprachenarbeit sinnvoll erscheinen, aufgeschlüsselt auf die Wissensschiene (besonders Lexik und Syntax/Morphologie) und die Könnensschiene (die einzelnen Sprachtätigkeiten Hören, Lesen, Schreiben und Sprechen, einschließlich (oder zuzüglich???) der Übersetzung).

Leistungsnachweis kann erbracht werden.

Literatur:

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

Dr. Joachim Seifert

Übung: Praktische Fragen eines Fremdsprachenunterrichts in der Erwachsenenbildung (7400806)

Wednesday, 9:15-10:45

First meeting: 11.04.

Die Veranstaltung dient dem Informations- und Meinungsaustausch zu allen in Praktika und Hospitationen aufgetretenen Fragen, Unstimmigkeiten, Problemen etc., um Ungereimtheiten aufzudecken, Erfahrungen anderer zu hören und zu erleben. Der Kurs lebt von Beiträgen und Diskussionen der KursteilnehmerInnen. Es kann KEIN Schein erworben werden.

The English Language Practice Programme for Magister Students

For latest news and **recommended dictionaries and reference books** see our new www pages:

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

What to do when:

Please note that the following DOES NOT imply 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. **Integrated Language Course I**
2. **Integrated Language Course II**
3. **Listening & Reading Comprehension**
4. **Pronunciation**, and
5. **Vocabulary Building**

(3., 4., 5. 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)

6. **Grammar I** (highly recommended before taking Translation I)
7. **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")
8. **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)

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.

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 and) 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 on the next page).

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 do not 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 do not 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/) 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)

Integrated Language Course II

(MKTK 2nd Semester)

Tuesday, 15:30-17:00 (Naumann)

First meeting: 03.04.

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).

Listening and Reading Comprehension

Thursday, 15:30-17:00 (Price)

First meeting: 05.04.

Friday, 11:30-13:00 (Price)

First meeting: 13.04.

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

For pronunciation courses see Bachelor programme.

Vocabulary Building

(MKTG 2nd Semester)

Friday 9:15-10:45 (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).

Grammar I

(MKTG 3rd Semester)

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

First meeting: 02.04.

or

Monday 17:15-18:45 (Naumann)

First meeting: 02.04.

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: 02.04.

or

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

First meeting: 03.04.

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

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

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

Course requirements:

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

Basic & Advanced Studies

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

Translation I Part 2

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

First meeting: 03.04.

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 I" 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.

Course Requirements:

1. Mid-term written project
2. 1.5 hour final exam

Advanced Studies (Hauptstudium)

Grammar II

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

First meeting: 05.04.

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: conditional, Infinitive/-ing, futures, reported speech, static-dynamic verbs, etc. In this course, however, greater emphasis will be placed on understanding grammatical terms, contexts and choices and on the student 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).

Oral & Written Production (O&WP)

Monday, 17:15-18:45 (Phillips)

First meeting: 02.04.

or

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

First meeting: 05.04.

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 requires 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.

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.

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

IAS USA

Wednesday 11:30-13:00 (Phillips)

First meeting: 04.04.

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 the semester

Compulsory pre-course reading:

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

IAS New Zealand / Australia

Block: Friday, 20.04., 14:00-18:00; Saturday, 21.04, 10:00-16:00; Friday, 01.06., 14:00-18:00; Saturday, 02.06., 10:00-16:00 (Heller)

Haere mai and Giddy!

While introducing you to both countries and investigating their cultural, political and geographical issues, this course aims at improving your

- Skills to research particular topics through literary and net research
- Speaking, writing and reading skills

as well as training your cultural awareness for the land(s) and people(s) of NZ and AUS.

You will discuss movies, literature, society, history, current events, etc., relating to both countries and become familiarised with the way of life down under.

Participants are required to take a vital part in weekly class discussions, presentations and class organisation, which will naturally improve your skills to work and learn autonomously.

Course requirements:

Weekly readings and participation

Presentation (15min) on chosen topic & discussion leadership

Written version of presentation

Assessment of oral skills (participation and presentation)

Compulsory attendance in the first session:

It is absolutely necessary that you attend the first session, to choose and discuss your topic for presentation. In case of questions contact: Isabel.heller@phil.tu-chemnitz.de

Translation II

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

First meeting: 04.04.

or

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

First meeting: 05.04.

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 (NN)

First meeting: 02.04.

or

Tuesday, 13:45-15:15 (NN)

First meeting: 03.04.

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 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 (NN)

First meeting: 02.04.

or

Tuesday 15:30-17:00 (NN)

First meeting: 03.04.

or

Wednesday, 11:30-13:00 (NN)

First meeting: 04.04.

PFE offers you the chance to hone the skills necessary for *Staatsexamen/ Magisterprüfung Sprachpraxis* under exam conditions. Participants usually write a translation the first week, an essay the second, and then we spend one period going over the translation and general problems arising from the essays. The grading is at exam level and an assessment is usually given that lets the students see where they really stand, and more importantly, how well they are improving. There is also at least one personal interview in the course of the semester. For those who are right before their exams, there is more intensive consultation and guidance (also during the semester break). In addition, there is usually a meeting once a week (Wednesdays noon to one) to work through the 50 pages of phrasal verbs.

The PFE is intended for those students who have finished Essay Writing and Translation II and are within one year of their exams. There is no Schein for this course, but regular attendance is expected. Students should be aware that lack of practice in the period before the exams (because one knows it all, or is already so good!) can

lead to the surprising disaster that a great deal has been forgotten! For this reason also, every attempt is made to accommodate individual situations. *Fremdsprachen in der Erwachsenenbildung* students are expected to take this course for the two semesters immediately preceding their final exam. The content of the course is new material drawn from the English writer's handbook *The St. Martin's Handbook*. They will be issued a Schein at the end of the second semester if they have shown they can master the material on which they will be tested in their final exam. This includes précis, word defining and text analysis.

Please make sure you have the course material on hand for the FIRST lesson (available in Copy Shop Dietze)!

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	2,5 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 (Sekretariat Englische Literaturwissenschaft/Amerikanistik R. 213).

Wichtige AnsprechpartnerInnen für Studierende

Allgemeine Fragen zur individuellen Studienplanung, zu Leistungsnachweisen und Prüfungen

Mark Schreiber
Dr. Joachim Seifert
Petra Naumann

Fragen zum Auslandsstudium

Dr. Martin Weißer

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) herunterladen oder in den Sekretariaten erwerben können.

Hinweise zur Zwischenprüfung

Die Zwischenprüfung im Magisterstudiengang kann bereits am Ende des 3. Fachsemesters und sollte nicht später als am Ende des 4. Fachsemesters abgelegt werden.

Die offizielle **Anmeldung zur Zwischenprüfung** erfolgt im **Zentralen Prüfungsamt (ZPA)** in der Reichenhainer Str. 70 (innerhalb eines 14tägigen Zeitraums im letzten Drittel des jeweiligen Semesters). Die Öffnungszeiten des Prüfungsamtes, die Meldefristen und Prüfungszeiträume, die Anmeldeformulare, die Texte der Studien- und Prüfungsordnungen etc. etc. finden Sie unter

www.tu-chemnitz.de/verwaltung/studentenamts/zpa/

Vor der Anmeldung beim Prüfungsamt sollten Sie sich frühzeitig bei den **Professuren** anmelden, an denen Sie Ihre mündliche(n) Prüfung(en) ablegen wollen. Bitte lesen Sie vorher die Merkblätter zu den jeweils fachspezifischen Inhalten und Anforderungen sowie zu den jeweiligen Modalitäten des Prüfungsablaufs. Die Merkblätter finden Sie auf den Homepages der Professuren unter

www.tu-chemnitz.de/phil/english

Die **Zulassungsvoraussetzungen** für die Zwischenprüfung und die geforderten **Prüfungsleistungen** sind in den Studien- und Prüfungsordnungen (s.o.) sowie im *Wegweiser* ausführlich dargestellt.

Falls Sie sich **nicht zur Zwischenprüfung am Ende Ihres 4. Fachsemesters anmelden**, müssen Sie an einer Studienberatung teilnehmen (bei Dr. Seifert oder Herrn Schreiber).

Falls Sie bis zum Termin der Anmeldung beim ZPA noch nicht alle geforderten Scheine erworben haben, werden Sie zunächst nur **vorläufig** zur Prüfung zugelassen (die Termine, bis zu denen Scheine nachgereicht werden können, werden vom ZPA festgelegt). Sollten Sie die Scheine nicht rechtzeitig vorlegen können und folglich nicht zur Prüfung zugelassen werden, teilen Sie dies den Professuren, bei denen Sie sich angemeldet haben, bitte so frühzeitig wie möglich mit (Nachricht per E-mail reicht).

Prof. Dr. Hans Kastendiek
Vors. des Prüfungsausschusses
Anglistik/Amerikanistik

Verzeichnis der Lehrenden:

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Sekretariate:

Abteilung	Name	Tel.	Fax	Email*
Englische Sprachwissenschaft	Messner, Annegret	34279	27319	annegret.messner
Anglistische Literaturwissenschaft	Tulke, Eva	32372	27339	eva.tulke
Amerikanistik	Tulke, Eva	32372	27339	eva.tulke
Britische u. Amerikanische Kultur- und Länderstudien	Zenner, Heike	34285	27939	heike.zenner

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