

Liebe Studentinnen und Studenten,

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

Bei den Räumen kann es noch zu Änderungen kommen. Bitte berücksichtigen Sie daher die entsprechenden Aushänge im Flur Anglistik/Amerikanistik (Reichenhainer Str. 39, 2. Stock). Informieren Soweit nicht extra vermerkt, beginnen die Veranstaltungen in der zweiten Aprilwoche, das heißt zwischen Montag, 07.04. und Freitag, 11.04. 2008. Über kurzfristige Änderungen gibt auch die Homepage der Fachgruppe Auskunft ([www.tu-chemnitz.de/phil/english](http://www.tu-chemnitz.de/phil/english)).

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Wir möchten Sie insbesondere auf das Angebot des **English Club** hinweisen. Beschreibungen finden Sie auf Seite 8 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.

Aktuelle Ankündigungen (Veranstaltungstipps, Gastvorträge, studienrelevante Termine) erhalten Sie auch über den E-Mail-Verteiler *English List* <https://mailman.tu-chemnitz.de/mailman/listinfo/english>. Hier können Sie sich selbständig registrieren.

**Wichtige Termine im Sommersemester 2008:**

Montag	17. März	10.00 Uhr	<b>Beginn der elektronischen Kurseinschreibung</b>
Montag	07. April	7.30 Uhr	<b>Kursbeginn</b>
Montag	07. April	7.30 Uhr	<b>Kursbeginn Sprachpraxis</b>
Dienstag	08. April	8.00 Uhr	<b>Student Journal Meeting (Rh39/233)</b>
Dienstag	08. April	20.00 Uhr	<b>1. Treffen des English Club (Club der Kulturen, Thüringer Weg 3)</b>
Freitag	18. Juli		<b>Ende der Vorlesungen</b>
Freitag	18. Juli		<b>Ende der Frist zum Erbringen der Prüfungsvorleistung (BA-Studium)</b>
Montag bis Freitag	21. Juli 08. August		<b>Prüfungsperiode</b>
Freitag	29. August		<b>Ende der Frist zum Erbringen der Prüfungsleistung/Hausarbeit (BA-Studium)</b>

**WICHTIGER HINWEIS:**

Die Einschreibung für alle Veranstaltungen erfolgt online über:

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

Die Anmeldung ist möglich ab Dienstag, 25.03.2008, 10.00 Uhr

## 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	Dr. Joachim Seifert NN Karen Kreutel
Fragen zum Auslandsstudium	Dr. Martin Weißen
Fragen zu Praktikumsplätzen	NN

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

## A note on your English language skills

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

In order to help students with the admittedly long and laborious task of enhancing foreign language skills to a level adequate for the academic world, the English Department is offering Practical Language Courses (PLCs) targeting the language problems of our students. Yet, students need to keep in mind that these courses merely represent the MINIMUM of the time and energy that you should invest to improve your linguistic competence sufficiently. In other words, you will need to spend more time on developing your skills outside of class, for example by **reading** (e.g. English and American newspapers and magazines, available in the library and, perhaps more conveniently, on the Internet), **listening** (e.g., English TV or radio channels or listening sources on the Internet), **writing** (e.g. for the Student Journal; see p. 8; sample essays, e-mails), **speaking** (e.g. at English Club events; for details see p. 8), and practicing **grammar** and **vocabulary** via training websites or CD-ROM applications.

## Reference materials

In addition, students need good reference books to work effectively and successfully. The following list may serve as a guideline in finding helpful resources:

### Dictionaries

Every student is required to have a good monolingual dictionary. It is further advisable to have a good bilingual dictionary even though bilingual dictionaries are generally not allowed in tests and exams. We recommend:

#### Monolingual Dictionaries

##### For students in all semesters

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

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

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

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

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

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

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

### **Supplementary Dictionaries on usage**

- (a) Oxford Collocations Dictionary – provides information on how a word is used in context, i.e. how words can be combined to use English naturally
- (b) Longman Language Activator – a dictionary combining word explanations with information on collocations and synonyms, including information on register and context-dependent usage

## **Grammar**

### **Reference Books**

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

### **Practice Books**

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

## Student Journal

The English Department is planning to issue a Student Journal featuring articles and other contributions by and for students.

For this journal, supervised by Dr. Kathy van Nice, we are looking for students interested in submitting articles as well as students interested in working as editors.

As the work as an editor not only involves a certain expenditure of time but is also highly beneficial for the improvement of writing skills, student editors will receive credit for their work. Please note that editors should have successfully completed either *Essay Writing* or *Oral and Written Production*.

The first Journal meeting takes place on Tuesday, April 8, 2008, at 8:00am (Rh39/233). This time may be changed for subsequent meetings to suit participants' schedules.

For more information, contact Dr. van Nice at [k.van.nice@phil.tu-chemnitz.de](mailto:k.van.nice@phil.tu-chemnitz.de)

## The English Club

Join us every Tuesday evening from 8.00 p.m. on. 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/](http://www.tu-chemnitz.de/stud/club/english/) – or better yet, sign up on the English Club List by sending an email to: **majordomo@tu-chemnitz.de** containing simply the message: subscribe Englishclub. You will then automatically be kept up to date by e-mail with the programme being offered. For personal contact, you can send an e-mail to **andrea.hermann@s2004.tu-chemnitz.de**

Please note:

Several courses may also be taken by students not enrolled in *Anglistik/ Amerikanistik* or *Fremdsprachen in der Erwachsenenbildung*. These are marked separately. The numbers show the appropriate *Semesterzahl*.

<b>BMEKO</b>	=	<b>BA Medienkommunikation</b>
<b>BMEDP</b>	=	<b>BA Media Production</b>
<b>BEUGE</b>	=	<b>BA Europäische Geschichte</b>
<b>BEUST</b>	=	<b>BA Europastudien</b>
<b>MEUST</b>	=	<b>MA Europastudien</b>
<b>MASW</b>	=	<b>Magister Angewandte Sprachwissenschaft</b>
<b>MIKK</b>	=	<b>Magister Interkulturelle Kommunikation</b>
<b>MKTK</b>	=	<b>Magister Kombiprofil Technikkommunikation</b>
<b>MMEKO</b>	=	<b>Magister Medienkommunikation</b>

## **Veranstaltungen für das Bachelorstudium Anglistik/Amerikanistik, 2. Semester**

### **Basismodul 1.1: Sprachpraxis I**

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**Dr. Kathy van Nice**

#### **Pronunciation**

**Monday, 13:45-15:15 (Group 1)**

**Monday, 15:30-17:00 (Group 2)**

**Tuesday, 13:45-15:15 (Group 3)**

**Tuesday, 15:30-17:00 (Group 4)**

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

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

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

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

**Requirements for credits:** A 60-minute exam (Prüfungsvorleistung)

## Sandra Price, LB

## Writing

**Wednesday, 13:45-15:15 (Group 1)**

**Wednesday, 15:30-17:00 (Group 2)**

**Thursday, 11:30-13:00 (Group 3)**

Thursday, 13:45-15:15 (Group 4)

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

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

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

\*compose CVs, Cover Letters and Statements of Purpose and Goals

\*compose argumentative essays

\*compose summaries and descriptions

\*make informed judgments concerning register and style of a given text

\*use stylistically appropriate expressions and structures in their own writing, esp. formal language

**Requirements for credits:** A 90 minute in-class exam (Prüfungsleistung)

**Basismodul 1.4: Studien- und berufsrelevante Fertigkeiten I**

Dr. Joachim Seifert

Seminar: Principles of Second Language Acquisition (271431-121/122/123)

**Monday, 09:15-10:45 (Group 1)** **2/N006**

**Tuesday, 07:30-9:00 (Group 2)** 3/B013

**Tuesday, 09:15-10:45 (Group 3)**      **3/B013**

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

## **Objectives:**

- understand and interpret the terminology
  - learner autonomy as a 'new' concept of language acquisition

- training pronunciation; RP in English; pronunciation dictionaries
- acquiring knowledge in vocabulary and grammar; how to automate it
- E-learning and integrated learning
- traditional and modern methods of teaching and learning a second language; what can we learn from the history?

Precondition for Participation: pass in presentation techniques

**Requirements for credits/type of exam:** module test of 90': Principles of Second Language Acquisition

**Literature:**

Doff/Klippel (2007). Englischmethodik. Berlin: Cornelsen.

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## **Kernmodul 2.1: Englische Sprach- und Kulturwissenschaft**

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**Prof. Dr. Josef Schmied**

**VL: History of English Language and Culture**      **BEUST, MMEKO (271431-101)**  
**Wednesday, 07:30-09:00**                                  **2/N010**

**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 sociocultural 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 on Thursday, 17:15-18:45, 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 classes from the linguistics programme.

**Dr. Martin Weißen**

**Seminar: Dialectology**    **(271431-106)**  
**Monday, 11:30-13:00**    **RH41/338**

**Content:** During the course of this seminar, we will try to cover all the diverse aspects the study of dialects entails. Topics range from a brief history of dialectology, via major dialect surveys, collection and analysis methodologies, to specific aspects of dialect description.

**Objectives:** To enable students to develop an awareness of what the study of dialects entails and how to conduct their own small surveys.

**Requirements for credits:** Active participation, a presentation in class about one of the topics listed on the [course homepage](#), as well as a final written assignment based on the presentation. Please note that there will be a **preparatory meeting** on 1st February, at 2 p.m. in room 233, where all the presentation topics will be 'distributed'.

**Prerequisite(s):** Introduction to English Language and Linguistics

Kristiane Dürich, MA

**Seminar: An Introduction to English Grammar**

**Friday, 09:15-10:45**

**BMEDP (271431-109)**

**2/D201**

**Content:** This seminar focuses on the major aspects and components of English grammar, such as Verbs, tense, aspect, and mood, clause structure, complements, and adjuncts, nouns and noun phrases, adjectives and adverbs, prepositions and preposition phrases. We will explore how these elements relate to each other in English syntax. We will also have a look on how grammar books are made and the different approaches to grammar.

**Objectives:** By the end of the course, you will be aware of the major structures of Standard English, you will know where all those rules, you had to learn by heart in school, come from, and you will be able to view grammar from different angles.

**Requisitions for credits:** oral presentation in class, 2 written assignments

**Prerequisites:** Introduction to English linguistics.

### **Kernmodul 2.3: Anglistische Kultur- und Literaturwissenschaft I**

NN 1

**VL: Cultural Encounters**

**Tuesday, 17:15-18:45**

**BEUST (271432101)**

**2/N010**

**Content:** In a globalised world, cultural encounter has become a central issue. Considering the importance of migration narratives in contemporary postcolonial literatures, this lecture will address questions of cultural encounters from a literary perspective from the early modern period to the present day. In particular, it will investigate the destructive nature of cultural encounters in the form of racism, the questionable concept of ethnic difference and the multiplicity and transitory nature of migrant identities as manifested in a selection of dramas, poems, novels and short stories. Students will learn to analyse literary renderings of cultural encounters, migration and exile and the transformation and fictionalising of intercultural experience by being made familiar with some of the most important theoretical issues in this field: These include cultural hybridity and mixed or fragmented ethnic identities. They will also learn about the experience of living and writing in exile and the living with or living in between several languages, societies and cultures and the impact on the multiple identities of protagonists and the (often complex) aesthetic structures of literary works.

**Objectives/Requirements:** Students will be introduced to a variety of critical readings of key texts which they are required to read, such as William Shakespeare's plays *The Tempest* and *Othello*, Joseph Conrad's novella *Heart of Darkness*, Chinua Achebe's novel *Things Fall Apart* and Caryl Phillips' novel *The Nature of Blood*. A reader of shorter texts will be provided at the beginning of the semester.

## NN 2

**Seminar: Mystery and Crime in Victorian Fiction** BEUGE (271432-109)  
**Thursday, 15:30-17:00** 2/N005

**Content:** Narrative fiction dealing with mystery or crime has well been published before the Victorian age. However, the first English detective would not appear until 1852. This course will introduce students to the history and development of crime and mystery fiction as popular literary genres of the time. Although the main focus will be on English texts, we shall begin by looking at two of Edgar A. Poe's short stories, which have been widely celebrated for inaugurating a number of subgenres especially in detective fiction. Furthermore, we are going to read and analyse selected stories by Arthur Conan Doyle, Rudyard Kipling's heroic spy novel *Kim* and Robert Louis Stevenson's mystery novel *Dr. Jekyll and Mr. Hyde*.

The course will also address issues pertaining to the historical context, such as the serialisation and circulation of crime fiction, the impact of changes to the legal system, or socio-political and economic changes generating a new middle-class readership.

**Prerequisites:** In order to participate, students are requested to have successfully completed the lecture course "Introduction to the Study of Literature". As this seminar will be conducted in English, students should have a sufficient knowledge of the language.

**Requirements for credits:** Students are required to give an oral presentation in class (20 mins) and write a seminar paper (10-12 pages) at the end of the term (deadline 1 October 2008).

**Required reading:** A seminar reader will be provided at the beginning of the semester (first meeting), including several stories by Poe and Conan Doyle as well as a selection of critical essays. Please buy and read the above mentioned novels. Texts should all be available from internet bookshops.

## NN 3

**Seminar: Writing Black Britain: Migration and Acculturation Processes in Black and Asian British Literature and Film** BEUGE (271432-107)  
**Tuesday, 11:30-13:00** 3/A111

**Content:** "... I am an Englishman born and bred, almost. I am often considered to be a funny kind of Englishman, a new breed as it were, having emerged from two old histories" – the protagonist of Hanif Kureishi's first novel *The Buddha of Suburbia* (1990) expresses on what this seminar will focus: questions of being coloured in Britain, of cultural difference and identity, as well as of living between "East" and "West". We will analyse a range of literary texts – novels, poetry and critical essays – as well as black British films in relation to migration and acculturation processes by also tak-

ing into account the effects of British colonialism as well as notions of postcoloniality. Furthermore, we will try to define the term ‘blackness’ by examining its gradually altering connotation from the beginnings of postwar black British history to today’s ‘multi-accentuality’ of ‘black’.

Besides Kureishi’s above-mentioned novel, we will read Meera Syal’s *Anita and Me* (1996) and Alex Wheatle’s *Brixton Rock* (1999) as well as a selection of black British poetry. Essays of critics such as Stuart Hall, Paul Gilroy and Homi Bhabha will supplement our discussions. In addition to the literary texts, we will watch Kureishi’s first film (directed by Stephen Frears) *My Beautiful Laundrette* (1984), Gurinder Chadha’s *Bhaji on the Beach* (1994) (based on Syal’s screenplay) and Stephen Frears’s *Dirty Pretty Things* (2002).

**Requirements for credits:** Regular attendance, active participation in class, short oral presentation and substantial term paper.

#### **Primary literature**

Kureishi, Hanif (1999 [1990]): *The Buddha of Suburbia*. London: Faber & Faber.

Kureishi, Hanif (2000 [1986]): *My Beautiful Laundrette*. London: Faber & Faber.

Syal, Meera (2004 [1996]): *Anita and Me*. London: Harper Perennial.

Wheatle, Alex (2007 [1999]): *Brixton Rock*. London: Black Amber Books.

**Suggested secondary reading:** A bibliography with relevant secondary texts will be made available in the first session of the course.

#### **Dr. Hans-Joachim Hermes**

**Seminar: William Shakespeare: Twelfth Night, or What You Will**

**BEUGE**

**(271432-110)**

**Wednesday, 09:15-10:45**

**4/105**

**Content/Objectives:** In this Proseminar, we will study Shakespeare’s romantic comedy *Twelfth Night, or What You Will*, which was first performed in the limits of 1600 to 1602 in London. Subjects of interest will be Shakespeare’s sources, plot overview, topics, analysis of major characters, symbols and motifs. Among the topics and motifs will be those of mistaken identity, intrigue and social ambition. Special attention will be paid to Shakespeare’s language (imagery!) and his use of song and music. The play is a true specimen of late Elizabethan comedy. A Dresden production is being performed in the Staatsschauspiel. The students will get a chance to see the performance and may talk to members of the performing cast. Special term-papers are invited on the Dresden production.

**Required reading:** Text in any scholarly English edition. Recommended: Shakespeare, William. *Twelfth Night*, English edition. Penguin Popular Classics. ISBN-10: 0140621261 - Supplier: Universitas

**Prerequisites:** Einführungskurs “Introduction to the Study of Literature”.

**Requirements for credit:** Regular attendance, 1 oral presentation, term paper. Queries? Mail [hermes@phil.tu-chemnitz.de](mailto:hermes@phil.tu-chemnitz.de)

**Kernmodul 2.5: Amerikanistik I****Prof. Dr. Evelyne Keitel****VL: American Literature and Culture III: The 20<sup>th</sup> Century****(271433-101)****Monday, 17:15-18:45, 2/B101****First meeting: 14.04.**

**Content:** The survey course on American Literature and Culture is divided into three parts. In the summer semester, the lecture course will consist of part III which covers the cultural, social, historical, and political developments in the United States during the 20th century. Part I and II will follow in the Winter Semester and in the Summer Semester of 09.

**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 read and intelligently discuss the assigned literary texts.

**Requirements for credits:** regular attendance, active participation.

**Form of the exam (Modulprüfung, BA only):** written exam at the end of the semester.

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

**Kernmodul 2.8: Amerikanische Kultur- und Länderstudien****NN 4****VL: Einführung in die USA-Studien****Thursday, 09:15-10:45**

**Inhalt:** Die Vorlesung gibt einen Überblick über 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; Verständnis der im Vergleich zu anderen Ländern besonderen Ausgangs- und Rahmenbedingungen für die Entwicklung von Gesellschaft, Politik und Kultur (Immigration; ethnische, soziale und regionale Segmentierung der 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](http://www.bpb.de)).

## **Veranstaltungen für das Bachelorstudium Anglistik/Amerikanistik, 4. Semester**

### **Basismodul 1.2: Sprachpraxis II**

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**Karen Kreutel, MA**

#### **Reading/Communication**

**Monday, 13:45-15:15 (Group 1)**  
**Monday, 15:30-17:00 (Group 2)**  
**Wednesday, 09:15-10:45 (Group 3)**

**Content:** In this course, students will learn to improve their reading skills to become good and efficient readers. Even though every student has learned “how to read”, not everyone knows how to read effectively. Using a variety of text types, we will address reading skills such as preview reading, skimming and scanning, reading for main ideas, reading for details and reading for inference. Strategies for dealing with unknown vocabulary will play as much a role as skills in using the information gained from reading, e.g., summarizing, paraphrasing or creating charts and tables. These follow-up skills are essential for successful academic work, e.g. for presentations or the literature review in term papers, and will receive major attention in the course. The course will further help students practice skills for the project they will be working on during their semester abroad.

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

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

- quickly identify the structure of any written text
- efficiently find specific information
- distinguish main and subsidiary ideas
- identify the line(s) of argument in a piece of writing
- effectively use information gained through reading for their own research and communication purposes such as presentations and term papers

**Requirements for credits:** A 90 minute in-class exam (Prüfungsvorleistung)

**Prerequisites:** Successful completion of Sprachpraxis I

**Jeff Phillips, BA**

#### **Translation**

**Friday, 09:15-10:45 (Group 1)**  
**Friday, 11:30-13:00 (Group 2)**  
**Friday, 13:45-15:15 (Group 3)**

**Content:** This course will help you develop the ability to translate correctly and efficiently and to identify the differences and similarities between German and English. Students will understand that translation is more a matter of transferring ideas and

concepts from one language (and culture!) to another rather than simply exchanging one code for another. Participants will develop their awareness of register and a feel for appropriate style and natural usage of the language. Emphasis will be put on word meaning in context, and students will improve their skills in working effectively with a dictionary. Types of exercises include the translation of short texts to emphasize the importance of looking at a text as a whole, translation of individual sentences to focus attention on selected structures and possible traps, and work on 'False Friends' to raise awareness of true and false cognacy and of context-appropriate word choice.

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

**Objectives:** By the end of this course, students will

- be able to translate texts accurately and efficiently with an awareness of the style and sense of the original
- have acquired a sound knowledge of different structures in German and English and their possible equivalents in the respective other language
- be able to use a variety of structures in English to express an idea depending on context, text type, register and communicative goals
- have improved their awareness and knowledge of intercultural differences

#### **Requirements for credits**

A 90 minute in-class exam (Modulprüfung)

#### **Prerequisites**

Successful completion of Sprachpraxis I

**Important information for Magister students:** This course is now offered on an annual basis only. Therefore, if you still require a *Translation I Schein*, you should take this course now!

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## **Kernmodul 2.2: Angewandte Englische Sprachwissenschaft**

**Dr. Christoph Haase**

**Seminar: Second Language Acquisition**  
**Tuesday, 13:45-15:15**

**BMEDP (271431-107)**  
**4/105**

**Content:** This seminar will outline and explain the main theories in the field of second language acquisition. The different approaches by Dulay and Burt, Gass and Selinker and especially Krashen will be systematized and their relevance and plausibility investigated. At any stage these theoretical foundations will be linked to application, in second language learners speech and especially in teaching practice. Side-topics will be bilingualism, early second language learning and the study of texts written by second language learners of English.

**Objectives:** The goal of the seminar is to familiarize students with the principles of second language acquisition and to raise their attention towards phenomena in second language learners speech. It will thus enable them to focus their own ideas about language teaching and will help them to apply these ideas in teaching practice.

**Requirements for credits:** Presentation in class and short written assignments on a 2-weekly basis.

**Prerequisites:** Introduction to English linguistics, passed with good results

**Select bibliography:**

- Ellis, R. (1995). *The study of second language acquisition*. Oxford: OUP.
- Ellis, R. (2004). *Second language acquisition*. Oxford: OUP.
- Gass, S.M. & Selinker, L. (2001). *Second language acquisition. An introductory course*. 2nd edition. Mahwah: Erlbaum.
- Mitchell, R. & Myles, F. (2004). *Second language learning theories*. 2nd edition. London: Arnold.

**Dr. Christoph Haase****Seminar: Introduction to Historical Linguistics****Thursday, 11:30-13:00**

**Content:** The observation that languages change over time has been made long before the advent of structuralism, which discouraged the diachronic study of language until very recently. However, with modern approaches largely from the research of syntactic language universals and from the typological perspective across languages the study of systematic change in language can be considered as one of the liveliest fields in modern linguistics, encompassing morphology, phonology, syntax and semantics.

**Objectives:** In this course we will start with the investigation and classification of types of sound change, find rules for sound change and apply the comparative method for the reconstruction of conditioned sound changes. The main part of this seminar is further dedicated to the mechanisms behind grammatical (i.e. morphological and syntactic) change and lexical change like shared innovation and shared retention. We will also focus on problems of the comparative method when it comes to phenomena like lexical diffusion.

**Prerequisites:** Introduction to English linguistics, passed with good results

**Further reading:**

Crowley, Terry (1998) An introduction to historical linguistics. Oxford: OUP.

Joseph, Brian D. (ed.) (2003) The handbook of historical linguistics. Malden: Blackwell.

Lass, Roger (1997) Historical linguistics and language change. Cambridge: CUP.

**Kernmodul 2.4: Anglistische Literatur- und Kulturwissenschaft II****NN 2**

**Seminar: Sequels to 19<sup>th</sup> Century Novels**  
**Tuesday, 11:30-13:00**

**BEUGE, MMEKO (271432-108)**  
**1/367A**

**Content:** Literally misreading one of Charles Dickens's famous sayings, this course attempts to show that neither Jane Eyre, Tess of the D'Urbervilles, nor Jane Fairfax were "born to blush unseen." On the contrary, each of those fictional characters is still very much 'alive and kicking'. In order to put this assumption to a test, we are going to concentrate on the following 'pairs' of texts: Joan Aiken's *Jane Fairfax* and Jane Austen's *Emma*; Jean Rhys's *Wide Sargasso Sea* and Charlotte Brontë's *Jane Eyre*;

and, last but not least, Emma Tennant's *Tess* and Thomas Hardy's *Tess of the D'Urbervilles*.

Cross-reading and analysing the pretexts parallelly to the results of their creative transformations will enable us to cast a stereoscopic view on two equally productive phases of British novel-writing, namely the 19<sup>th</sup> and the 20<sup>th</sup> century. Thus, this course is going to offer comparative insights into two periods of literary history, focussing on, for example, the changing situation of women's writing, or developments of aesthetic narrative conventions. Furthermore, in order to brush up and consolidate your knowledge about narratology and thus to provide you with the necessary analytical and methodological tools, we are going to read theoretical excerpts dealing with, for instance, (post)feminist and postcolonial approaches to narrative fiction, or concepts of intertextuality.

**Prerequisites:** In order to participate, students are requested to have successfully completed the lecture course "Introduction to the Study of Literature". As this seminar will be conducted in English, students should have a sufficient knowledge of the language.

**Requirements for credits:** Students are required to give an oral presentation in class (20 mins) and write a seminar paper (10-12 pages) at the end of the term (deadline 1 October 2008).

**Required reading:** Please buy and read the above mentioned novels. Texts should all be available from internet bookshops.

### NN 3

**Seminar: The Northern Irish 'Troubles': Politics, Literature and Society**  
**BEUGE, MMEKO** (271432-106)  
**Wednesday, 17:15-18:45** 3/A111

**Content:** The Good Friday Agreement of 1998 and the destruction of IRA weapons in Summer 2005 have raised hopes that the Northern Ireland conflict may be in the process of passing into history, even though cross-communal violence keeps flaring up at regular intervals.

This course will focus on Northern Ireland during the time of the 'Troubles', between the late 1960s and the mid 1990s. However, we will also look at the historical background to this convoluted conflict and at the developments after 1998. Although we will take into account the changing political system of Northern Ireland, paramilitaries and terrorism, diverging national aspirations, cultural and religious divisions and the impact of its colonial past as England's first and last colony, the main focus will be on the literary responses to the 'Troubles'. To get an impression of the variety of literary reactions, we will read Bernard MacLaverty's novel *Cal* (1983), Deirdre Madden's novel *One by One in the Darkness* (1996), Colin Bateman's so-called "Troubles thriller" *Divorcing Jack* (1995) and Robert McLiam Wilson's novel *Eureka Street* (1996).

In addition to the novels we will engage ourselves with two films which focus on the 'Troubles', namely *Bloody Sunday* (2003) by Paul Greengrass and Neil Jordan's *Breakfast on Pluto* (2005).

**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 for credit:** Regular attendance, active participation in class, short oral presentation and substantial term paper.

**Primary literature:**

Bateman, Colin (1995): *Divorcing Jack*. New York: Arcade Publishing.

MacLaverty, Bernard: *Cal* (1995 [1983]). London: W. W. Norton & Company.

Madden, Deirdre (1996): *One by One in the Darkness*. London: Faber and Faber.

Mulholland, Marc (2002): *Northern Ireland: A Very Short Introduction*. Oxford: Oxford UP.

Wilson, Robert McLiam (1998 [1996]): *Eureka Street*. London: Vintage.

**Suggested secondary reading:** A bibliography with relevant secondary texts will be made available in the first session of the course.

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### **Kernmodul 2.6: Amerikanistik II**

**Dr. Gunter Süß**

**Seminar: The Literature and Culture of the Early Republic**

**MMEKO**

**(271433-105/106)**

**Thursday, 11:30-13:00 (Group A)**

**2/D201**

**Thursday, 15:30-17:00 (Group B)**

**3/A111**

**Content and Objectives:** 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, St. John de Crèvecoeur, and Charles Brockden Brown.

A reader will be available at the beginning of the semester. Please also buy Charles Brockden Brown's *Wieland* and Susanna Rowson's *Charlotte Temple* available at Universitas.

**Prerequisites:** Regular attendance and thoughtful participation in class.

**Requirements for credits:** *Kernmodul Amerikanistik I*

**Form of exam:** an oral presentation as part of an expert group (*Prüfungsvorleistung*) and a final paper (*Prüfungsleistung*, 10-12 pages, deadline: August 31, 2008)

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

**NB:** Students of the *Magister* program who are still in their *Grundstudium* can attend this seminar for credit. However, there is a limited availability of places in the seminar. Please do also register online.

## Kernmodul 2.8: Amerikanische Kultur- und Länderstudien

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### NN 5

**Seminar: American Society and Culture** (271434-102/103)

<b>Tuesday, 15:30-17:00 (Group A)</b>	<b>2/SR23</b>
<b>Thursday, 13:45-15:15 (Group B)</b>	<b>2/SR9</b>

**Content:** The course aims at offering students detailed knowledge of basic patterns of and key developments in American society and culture. Therefore, we will explore a wide range of topics. Since the people in the USA will elect a new president this year, we will start with the American political institutions, the party system and elections. Another main part of the course focuses on the United States as a "segmented society", a term that implies separations along the lines of race and ethnicity, class, region or religion. Last but not least we will also have a look at contemporary debates in American society, such as moral issues or the death penalty. Finally, we will find out what "Americanism" is all about.

The topics above do not represent a closed list. Rather, students are encouraged to suggest further issues they are especially interested in.

**Objectives:** By the end of the course, students will have gained deeper knowledge of key developments and major debates within American society. Furthermore, they will have become familiar with theories and methods of social and cultural studies.

**Prerequisites for participation:** Vorlesung Einführung in die USA-Studien

**Requirements for credits/type of module exam:** Regular participation, oral presentation (Prüfungsvorleistung) and written paper

**Recommended reading:** Edward Ashbee (2002). American Society Today. Manchester: Manchester University Press.

David Mauk/John Oakland (2002). American Civilization: An Introduction. London: Routledge.

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

## Spezialisierungsmodule 4.1-4.4

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### Prof. Dr. Josef Schmied

**Colloquium: English Language and Culture** (271431-102)  
**Thursday, 09:15-10:45, 2/N105** First meeting: 17.04.

**Content:** This course introduces students to linguistic research methodologies and prepares them for possible BA dissertations. We will have a mixture of presentations and discussions of linguistic topics in the broadest sense. Student suggestions are very welcome.

**Objectives:** By the end of the course, students

- have a basic idea about research processes,
- have heard presentations by older students how they went about their Magisterarbeit,
- have a broad survey of research methodologies (from literature, on the WWW and with the help of questionnaires and interviews),
- have a clear idea about academic writing and related problems,
- try their own hands at writing small research texts (abstracts, proposals, reviews), etc.

**Requirements:** All participants have to submit 2 pieces of writing and join in the discussions contributing their own comments, ideas or problems, etc. Since you have to do a review of an academic book, you can select/read an academic book of your own choice (in English) before term.

## NN 1

**Forschungskolloquium Anglistische Literatur- und Kulturwissenschaft:  
Approaches, Theories and Analysis** (271432-104)  
**Wednesday, 11:30-13:00, every even week, 1/208A**      **First meeting: 16.04.**

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

## Prof. Dr. Evelyne Keitel

**Forschungskolloquium I (Spezialisierungsmodul Amerikanistik)** (271433-103)  
**Tuesday, 09:15-10:45, even weeks only, 2/SR6**      **First meeting: 15.04.**

**Content and Objectives:** The aim of this seminar is to lay the methodological groundwork for the *Bachelorarbeit*. Plans for the individual projects will be discussed in class.

**Requirements for credits:** Kernmodul Amerikanistik I

**Form of the exam (Modulprüfung, BA only):** no exam this semester. The (oral) exam is part of the *Aufbauseminar* in SS 2009.

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

## NN 4

**BA-Forschungskolloquium Kultur- und Länderstudien** (271434-108)  
**Wednesday, 11:30-13:00, 14-tägig, (3/B102)**      **First meeting: 09.04.**

Details to be announced.

## **Veranstaltungen für das Magisterstudium Anglistik/Amerikanistik**

### **Englische Sprachwissenschaft**

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#### **Dr. Christoph Haase**

**Seminar: Second Language Acquisition**  
**Tuesday, 13:45-15:15**

**BMEDP (271431-107)**  
**4/105**

For details see p. 19

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

<b>HS: English for Academic Purposes (block seminar)</b>	<b>(271431-103)</b>
<b>Friday 25.04., 14:00-19:00, Saturday, 26.04., 9:00-18:00</b>	
<b>Friday 13.06., 14:00-19:00, Saturday, 14.06., 9:00-18:00</b>	<b>RH41/538</b>

"English for Academic Purposes" (EAP) is a big business and a daily challenge for students of English. To package information in an audience-reader-specific, media-adapted and culturally acceptable form is however not only an "art", but also a "craft". In this course, students will learn secrets and strategies behind good writing and speaking in theory and try out "text optimisation" in practice. Linguistic concepts like theme - rheme, complexity, explicitness and cohesion/coherence will be supplemented by discussions of style conventions and a critical analysis of common "research tools", like corpora and the WWW.

This block seminar will be in two parts: In the first part of the seminar we will discuss the role of writing in the research process (from proposal to summary) and analyse texts from academic writings (esp. our SPACE and Nordic Journal Corpora) and explain general principles of academic language using authentic texts.

In the second part students will find their own academic texts (from various disciplines) and rewrite texts to increase coherence, logical argumentation and reader-specific readability.

Suggested topics and text can be found on the accompanying WWW page:  
<http://www.tu-chemnitz.de/phil/english/chairs/linguist/independent/kursmaterialien/eap>

#### **Dr. Christoph Haase**

<b>HS: Principles and Applications in Lexicostatistics</b>	<b>(271431-108)</b>
<b>Tuesday, 15:30-17:00</b>	<b>4/105</b>

**Content:** The topic of this course will be the quantitative scrutiny of text data as made possible by sophisticated statistical methods. It is thus not a course on lexicostatistics in the historical-linguistic or comparative sense. After an introductory part of general statistical applications in linguistics involving measures of central tendency, of statistical significance and of correlation we will start with a look at high-frequency terms in English from where we will expand into algorithms such as TF\*IDF (term fre-

quency, inverse document frequency) and more recent additions to the lexicostatisticians toolbox such as Statistical Language Modelling (SLM), Deviation from Randomness (DFR) and Kullback-Liebler Divergence (KL).

**Objectives:** All theoretical underpinnings will be trained in class by applying the statistical techniques introduced to text data. Students will thus made familiar with a variety of means to investigate text data quantitatively. The course is also designed to help students apply these principles to analysis in their upcoming final thesis (Magisterarbeit).

**Requirements for credits:** Presentation in class and short written assignments on a 2-weekly basis.

**Prerequisites:** Introduction to English linguistics, passed with good results

**Select bibliography:**

reading assignments to be supplied upon course start in the ESEM or accompanying webpage

### Prof. Dr. Josef Schmied

**Examenskurs Englische Sprachwissenschaft**  
**Thursday, 07:30-09:00, 14-tägig, Rh39/233**

(271431-104)

First meeting: 17.04.

Besonders empfohlen für alle Studierenden im 7. und 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, 'Ehemalige' 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>

### Prof. Dr. Josef Schmied

**Linguistic Research Projects and Methodology**  
**Wednesday, 15:30-17:00, 14-tägig, Rh39/233**

(271431-105)

First meeting: 23.04.

V. a. für Examenskandidaten

This is a staff-student seminar, in which students will be given an opportunity to discuss their own projects or lectures and guests will present topics that might be inspiring and a starting-point for an M.A. thesis. The topics range from soft topics on the language and culture interface (like "Language & Food") to harder statistical exercises (like "Modality in Kenyan English"). Students in advanced studies are invited to listen, discuss and present ideas in linguistic research in the widest sense.

More can be found on our www pages:

[http://www.tu-chemnitz.de/phil/english/chairs/linguist/pages/studium\\_exam\\_thesis.html](http://www.tu-chemnitz.de/phil/english/chairs/linguist/pages/studium_exam_thesis.html)

## Englische Literaturwissenschaft

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### NN 1

**HS: Postcolonialism in the Metropolis**

**Tuesday, 13:45-15:15**

**BEUST (271432-102)**

**4/203**

In this seminar we will explore the importance of the metropolis as a political and cultural centre and as a social microcosm reflecting the state of its transcultural society due to its colonial past and its postcolonial effects. We will investigate the political, social, cultural and architectural history of a diverse range of metropolises (e.g. Hong Kong, London, Mumbai, New York), especially through the study of written, oral and visual representations (paintings, photographs, films, literary and academic texts/presentations). In an interdisciplinary mode which will be provided by theoretical texts from neighbouring disciplines such as gender studies, arts, music, film and sociology, we will get an in-depth knowledge of the complex issue of postcolonialism and the metropolis. A film programme, including e.g. *Dirty Pretty Things* (dir. Stephen Frears) will be on the agenda in order to supply us with additional information and interesting aspects for further study.

**Prerequisites:** Zwischenprüfung

**Requirements for credits:** Regular attendance and contributions, term paper and presentation or partner/group presentation, and a final paper (15-18 pages).

**Required reading:**

Mehta, Suketu (2005): *Maximum City: Bombay Lost and Found*. Headline.

Rushdie, Salman (2001): *Fury: A Novel*. London: Vintage.

**Further recommended reading:** A reader with seminal material on postcolonialism and the metropolis will be provided at the beginning of the semester.

### NN 1

**HS: The Nineteenth-Century Industrial Novel**

**Thursday, 09:15-10:45**

**BEUST (271432-103)**

**2/D101**

The eighteen-forties in Britain were a time of rapid urban and economic expansion and change, great social hardship and increased social tension, which resulted in strikes, violent clashes and the emergence of "the first working-class party", the Chartists. The term "industrial novels" refers to a group of literary works (also known as "social-problem novels" or "Condition-of-England novels") written by middle-class writers concerned about both the treatment of the working class and also the threat of social instability it seemed to pose. In this seminar we will be looking at the social, economic and political history of the mid-century: the technological breakthroughs in production and distribution; social distress in the Northern English industrial towns; and issues like the rise of the trade union movement and Chartism. Our main concern, though, is literary. How did the "working-class problem" find expression in the two novels under discussion: Charles Dickens' *Hard Times* (1853), which was the "master's" excursion into the industrial North (his "Coketown" is based on Manchester and Preston), and Elizabeth Gaskell's *Mary Barton* (1848), which was not just the most influential industrial novel of its time and still the best-known of the genre but also the first novel by an author who, as a vicar's wife, was familiar with poverty in

Manchester. How do the writers' works stand up – aesthetically and ideologically – 150 years later?

During the industrial revolution, factories were established, and by the early nineteenth-century also Chemnitz had become an industrial centre, sometimes called "the Saxon Manchester". Thus, we will also make an excursion to the "Sächsische Industriemuseum" in order to become also sensually familiar with the particular time which is presented in the two novels. An excursion to Manchester taking place at the end of the seminar is planned.

**Prerequisites:** Zwischenprüfung

**Requirements for credits:** Regular attendance and contributions, term paper and presentation or partner/group presentation, and a final paper (15-18 pages).

**Required reading:**

Charles Dickens (1994 [1853]): *Hard Times*. London: Penguin Popular Classics.

Elizabeth Gaskell (1997 [1848]): *Mary Barton: A Tale of Manchester Life*. London: Penguin Classics.

**Further recommended reading:**

Friedrich Engels (1845): *Die Lage der arbeitenden Klassen in England*. Manchester; also available in Penguin translation as *The Condition of the Working Class in England*.

Louis Cazamian (1973): *The Social Novel in England 1830-1850*. London: Routledge.

## NN 1

**Examenskolloquium Anglistische Literatur- und Kulturwissenschaft:**

**Approaches, Theories and Analysis**

(271432-105)

**Wednesday, 11:30-13:00, every odd week, 1/208A**

**First meeting: 09.04.**

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

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## Amerikanistik

**Prof. Dr. Evelyne Keitel**

**VL: American Literature and Culture III: The 20<sup>th</sup> Century**

(271433-101)

**Monday, 17:15-18:45, 2/B101**

**First meeting: 14.04.**

For details see p. 16.

**Dr. Gunter Süß****Seminar: The Literature and Culture of the Early Republic****MMEKO****(271433-105/106)****Thursday, 11:30-13:00****2/D201**

For details see p. 22.

**Prof. Dr. Evelyne Keitel****HS: The Columbian Exchange (Food Cultures, Part I)****(271433-102)****Wednesday, 09:15-10:45, 2/N106****First meeting: 16.04.**

The Columbian Exchange is the reciprocal trading of plants, animals, diseases, and trade goods between the Old and the New World. It has substantially re-shaped the ecology on both sides of the Atlantic. The Columbian Exchange was instigated by Christopher Columbus's second voyage in 1493 with the export of European flora and fauna. A massive and long-term transatlantic exchange between Western and Eastern hemispheres followed. It is a well-known fact that the Spanish conquistadores and the English settlers spread their fatal diseases throughout the Americas. But it turned out that, in the long run, the exchange of flora and fauna was even more significant: sheep, pigs, chickens, horses (which had died out in the Americas), wheat and other grains, coffee, sugar cane, grapes, melons, and fruit trees travelled to the Americas. The Europeans imported potatoes, corn/maize, beans, peanuts, tomatoes, pumpkins, vanilla, cocoa, avocados, pineapples, pepper, turkeys, and – last but not least – tobacco. Subsequently, these foods and stimulants changed the ecosystems and the cultures on both sides of the Atlantic in fundamental ways. The aim of this seminar is to examine the cultural forces that guaranteed the acceptance of exotic foods on both sides of the Atlantic: a certain amount of myth-making has generally taken place, cults surrounding foods have been generated that accelerated or slowed down acceptance.

Part II of this seminar series on Food Cultures (Food Cultures in the 20th Century) will be taught in the Winter Semester. The two seminars constitute a series, but each of the seminars forms a self-contained unit that can be attended in and by itself.

A Reader will be available at the beginning of the Semester.

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

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Prof. Kastendiek will retire at the end of March 2008. He will be replaced by a *Vertretung*. Since also Dr. Berg will leave, it is not clear, at the time of writing (January), who will be in charge of *Kultur- und Länderstudien* in the summer term. Please watch out for possible changes of the course programme.

**Manuela Zenker, MA**

**PS/HS: Settlement and Society in Australia (271434-104)**  
**Thursday, 15:30-17:00 (10, 17, 24 April, 8 May), 15:30-18:45 (15, 29 May, 12, 26 June, 10 July)**

**The Topic:** This course is aimed at students of English, European Studies or Intercultural Communication in their *Grund- or Hauptstudium* with interest in Australian topics. The objectives are to understand selected phenomena and debates of contemporary Australian society on the basis of their histories and to become aware of how histories are constructed. Following the arguments of a marginal and less known but rather recent historiography we will critically work with texts that offer an alternative framework of Australian history based on conflict. We will examine the process of European settlement in terms of its relationship with a prior and continuing indigenous presence including the colonial attitude towards colonized land, its resources and people. Favourite terms of Australian national identity such as 'settler', 'pioneer', 'wilderness' and 'frontier' will be problemized as culture-based terms which operate only by eliminating other cultures.

**General Outline of Course Design:** The seminar will have two main stages. The *Introductory Stage* aims at developing a common understanding of the topic and our proceedings. This will help us to interrelate the analyses presented in the *Report Stage*. A further reason for this schedule is - of course - that those who will present papers get enough time for their research. Please note that the first four sessions up to May 8th will last to 5pm and the last five sessions will be held fortnightly from 3.30 to 6:45pm.

**Course Material:** Please check the *Semesterapparat* in the university library and visit our *Archiv Kultur- und Länderstudien* (Rh. 39 / 216) for the preparation of your reports and term papers.

**Requirement for course membership:** Course membership will be restricted to those students who hand in papers of 6 - 8 pages which summarize the main points, arguments and statements of a text still to be chosen by the lecturer.

**Schein requirements:** *Teilnahmescheine* (not for Anglistik / Amerikanistik students): Regular active participation; oral presentation; delivery of a *Kurzanalyse* (cf. Website *Kultur- und Länderstudien*, click "Lehre" and "Teilnahmescheine / Kurzanalyse"). **Benoteter Schein:** Regular active participation; oral presentation and term paper of 10 - 12 pages (PS) or 16 - 18 pages (HS) to be delivered until July 24th (deadline!)

**NN 4**

**HS: Democracy in Britain: Traditional Features and Current Developments**  
**Tuesday, 17:15-18:45**

British democracy, the so-called Westminster model, is arguably the oldest democracy in the world. It has been seen as a cultural achievement of British society and a model for other countries. One of its most important features is its capacity to change its forms and structures without fundamentally changing its core values and substance. More recently, though, processes of Europeanisation, regionalisation, constitutionalisation, presidentialisation etc. seem to point to a more radical shift away from the Westminster model. In this course we will be analysing traditional features as well as more recent developments in British democracy. At the centre of our discussion will be the question, whether we are currently witnessing a fundamental break with the Westminster model or just another set of incremental changes.

**NN 4**

**HS: Football and National Identity in the United Kingdom**  
**Thursday, 13:45-15:15**

Sport does not feature very prominently in studies concerned with the formation of national identities. This goes for classical readings of nationalism such as Benedict Anderson's "Imagined Communities", for recent accounts of British identity such as Keith Robbin's book on Britishness, and even for Dave McCrone's otherwise brilliant analysis of Scotland as a stateless nation. Such a neglect is surprising as sport has certainly gained tremendous social and cultural significance. Football is by far the most popular sport in most areas of the United Kingdom. However, football is not organised on a state-wide basis, but has developed differently in all four constituent parts of the UK. The relationship between the different football leagues, clubs, national teams and their supporters is highly complex, somehow indicative for the asymmetric relationships that exist between the four home nations in other social and cultural spheres. In this course we will analyse these interrelationships in more detail. The three leading questions will be: In how much is football reflecting existing national identities across the UK, in how much is it perpetuating them, and in how much is it actively shaping them?

**NN 4**

**Examenskolloquium Kultur- und Länderstudien**  
**Wednesday, 11:30-13:00 (14-tägig)**

**(271434-107)**  
**First meeting: 16.04.**

Die Veranstaltung richtet sich an MagisterstudentInnen im Hauptstudium, die die Kultur- und Länderstudien (KLS) als Studienschwerpunkt gewählt und das Abschlusssexamen ins Auge gefasst haben oder bereits "mitten drin" sind. Sie versteht sich nicht als ein "Repetitorium" zentraler Inhalte des Studiums zur Vorbereitung auf die Klausuren und mdl. Prüfungen. Vielmehr soll es um eine Verständigung über den Lehr- und Prüfungsschwerpunkt KLS und um ganz praktische Fragen der Abschlussprüfung gehen: Strategien der Themenwahl für die Magisterarbeit; von der ersten The-

menidee zur Themenvergabe; von der zentralen Problem- und Fragestellung zum Untersuchungsplan; zum richtigen Lesen und vom Lesen zum Schreiben; zum Umgang mit Arbeitskrisen; technische Fragen (Belegweise, Bibliographie, Layout etc.). In zwei Sitzungen werden AbsolventInnen über den "Lebensabschnitt Magisterarbeit (?)" berichten.

## **Fachdidaktik Englisch**

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### **Dr. Joachim Seifert**

**PS/HS: Didaktische Spezifika eines Englischunterrichts in der Erwachsenenbildung** (271431-124)  
**Monday, 11:30-13:00, 2/SR 6** **First meeting: 14.04.**

Das Seminar wird sich folgenden Schwerpunkten widmen:

- Europatauglichkeit des FSU
- Fragen des Interkulturellen im FSU
- Autonomes Fremdsprachenlernen
- E-Learning; integriertes Lernen
- CALL

Literatur:

Doff/Klippel (2007). Englischdidaktik. Berlin: Cornelsen.

### **Dr. Joachim Seifert**

**Übung: Text- und Unterrichtsmaterial für Englisch in der Erwachsenenbildung** (271431-125)  
**Wednesday, 07:30-9:00** **3/B012**

Der Kurs befasst sich zunächst theoretisch mit Fragen eines fachsprachlich orientierten Unterrichts in der EB (ESP/EAP). Dazu entwickeln die TeilnehmerInnen Kursmaterialien, die sie präsentieren und diskutieren, wofür ein Leistungsschein erworben werden kann.

Literatur: wird zu Semesterbeginn bekannt- bzw. ausgegeben

### **Dr. Joachim Seifert**

**Kolloquium: Praktische Fragen eines Fremdsprachenunterrichts in der Erwachsenenbildung** (271431-126)  
**Wednesday, 09:15-10:45** **3/B012**

KursteilnehmerInnen stellen Dinge aus der eigenen Unterrichtspraxis bzw. -beobachtung zur Diskussion. Es geht um Verallgemeinerung und Standpunktbildung. Die Veranstaltung dient dem Erfahrungsaustausch und es kann KEIN Schein erworben werden.

## The Practical English Language Program for Magister Students

### What course to take when?

Even though Magister students have a certain degree of freedom as to the sequencing of their courses, we recommend that you complete the Practical Language Courses (PLCs) you need in roughly the following order. This will help you avoid the rather frustrating experience of taking a course before you are ready for it.

#### **Basic Studies (Grundstudium)**

- (1) Integrated Language Course I\*
- (2) Integrated Language Course II\*
- (3) Listening & Reading Comprehension\*
- (4) Pronunciation\*\*
- (5) Vocabulary Building\*\*
- (6) Grammar I\*\*
- (7) Translation I\*\*
- (8) Translation I Part 2

\* Due to the introduction of the BA Program, these courses are not offered anymore.

\*\* These courses are now listed in the BA section of the KoVo. Please note that they are no longer offered each semester, but in an annual rhythm. We advise you to take the *Grundstudium* courses you may still need as soon as possible in order to be able to take the *Zwischenprüfung* before it has been phased out.

#### **Main Studies (Hauptstudium)**

- (1) Grammar II
- (2) Oral and Written Production (OWP)
- (3) Integrated Area Studies
- (4) Translation II
- (5) Essay Writing
- (6) Preparation for Final Exams

We would remind you that - unlike your English classes at school - the Practical Language Courses (PLCs) merely represent the MINIMUM of the time and energy that you should invest to improve your linguistic competence sufficiently. In other words, you will need to spend more time on developing your skills outside of class, for example by **reading** (e.g. English and American newspapers and magazines, available in the library and, perhaps more conveniently, on the Internet), **listening** (e.g., English TV or radio channels or listening sources on the Internet), **writing** (e.g. for the Student Journal; see p. 8; sample essays, e-mails), **speaking** (e.g. at English Club events; for details see p. 8), and practicing **grammar** and **vocabulary** via training websites or CD-ROM applications, and generally mobilizing your English, for instance through a period of study or work abroad - something which every Magister student of English should do for at least six months (see comment on this and recognition of work done abroad below).

## A semester or year abroad

We **very strongly** recommend that every student of English spend a certain period of time in an English-speaking country. This offers you the chance to experience a variety of authentic communicative situations, most of which we cannot realistically imitate in the classroom. Such a stay abroad requires you to 'live' the language - provided you do not spend most 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.

What is more, living abroad helps you realize that an English native speaker - whether Australian, American, British, Canadian, Irish, etc. - not only uses a language different from German, but also thinks, interprets events and reacts in a very different way; in short, that language, communication and social behavior are all culturally influenced and interdependent.

Most importantly, however, you will have the chance to SPEAK, SPEAK, SPEAK in English - something which, sadly enough, you have relatively little chance to do in Chemnitz (but don't forget the English Club)!

Last but not least, the time you spend 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.

For the reasons given above, we are not so much interested in the courses that you may take while abroad; rather, 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, becoming aware of register and style issues (formal/informal, polite/direct) and familiarizing yourself with the way in which native speakers use (and also misuse!) their language. Yet, we are aware that you may be putting a lot of work into Practical Language Courses while abroad and would like to point out that such work can – at least in part – count towards your PLC credits. For further information, contact the Practical Language Program Coordinator.

## **Jeff Phillips, BA**

### **Translation I Part 2** **Thursday, 17:15-18:45**

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

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

**Important information:** This course will only be offered this semester and the following one!

**Jeff Phillips, BA****Grammar II**

**Wednesday, 15:30-17:00 (Group 1)**

**Wednesday, 17:15-18:45 (Group 2)**

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).

**Jeff Phillips, BA****Oral and Written Production (OWP)**

**Monday, 13:45-15:15 (Group 1)**

**Monday, 15:30-17:00 (Group 2)**

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 requiring persuasion, in which the other person's response is unpredictable, or which requires instant reaction to unforeseen stimuli and thus appropriate language use; and 'Seminar Skills' to sharpen the effectiveness of contributions to more formal discussions, either as speaker or audience. We will deal with situations of a more professional nature and will focus on fluency and relatively natural communication within the context of meaningful communicative activities, using notes, rather than pre-written texts, where applicable. Related written tasks emphasize structured writing of the introduction-development-conclusion pattern. OWP thus fortifies the presentation and reception skills acquired in ILC II. and acts as a bridge to 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 style, register and the effects of word choice and of the frequent absence of precise one-to-one equivalents in German and English or, in cases where they might seem to exist, their inappropriateness.

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

**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

**Karen Kreutel, MA**

**Integrated Area Studies Great Britain (IAS GB)**

**Tuesday, 11:30-13:00**

Based on a variety of topics and materials relating to Great Britain and the United Kingdom, this course uses an integrated and content-based approach to language learning. Students will practice and improve all areas of language use, namely vocabulary, pronunciation, grammar, and the Four Skills reading, writing, speaking and listening.

Please note that even though the course touches upon political, historical, cultural etc. issues, it is first and foremost a Practical Language Course. Accordingly, the main focus of this course is on linguistic performance and the improvement of the participants' English language skills. Throughout the semester, emphasis will be put on using English for Academic Purposes, specifically presentation and discussion skills as well as competencies in research and academic writing.

**Course requirements:**

1. regular attendance, active in-class participation and completion of homework assignments
2. oral presentation in pairs (20 min), followed by class discussion (10 min)
3. short research paper on presentation topic
4. midterm test on material covered in class
5. final test on material covered in class Details about the individual assignments will be provided in class.

**Jeff Phillips, BA**

**Integrated Area Studies USA (IAS US)**

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

The main goals of this course are to:

1. Improve your ability to research topics and interpret the meaning and connotation of the language encountered during research.
2. Develop a familiarity with the land and the people and more specifically gain an insight into contemporary American society.
3. Improve your linguistic competence through the presentation and discussion of various topics related to the social fabric of the US.

In order to avoid a typical lecture-type situation during the class sessions, participants will prepare and deliver oral presentations within the context of class discussions 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.

**Jeff Phillips, BA**

**Translation II**

**Thursday, 15:30-17:00**

Translation II continues where Translation I and I Part 2 left off while focusing more on providing you with the ability to translate well using refined language and 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 utilized, 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 practice 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 written project.
2. Final exam 1.5-hour test.

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

**Jeff Phillips, BA**

**Essay Writing**

**Tuesday, 09:15-10:45 (Group 1)**

**Tuesday, 11:30-13:00 (Group 2)**

This course develops and improves the essay writing skills imparted in IAS and OWP while reinforcing the introduction-development-conclusion pattern practised in OWP. We begin with descriptive writing, which emphasizes the use of adjectives and adverbs to build a written 'picture', followed by narrative writing, which focuses on reporting event sequences, and expository writing, which centers around logical connections. Argumentative writing weighs logical arguments against each other for the purposes of comparison and contrast. Recurring themes of the course will be vocabulary, linking devices, punctuation, grammar, style as well as general conventions of English essay writing.

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

**Course Requirements:**

1. completion of homework assignments and active in-class participation
2. submission of several essays
3. a final test

**Dr. Kathy van Nice**

**Preparation for Final Exams (PFE) for regular Magisters**

**Monday, 09:15-10:45 (Group 1)**

**Thursday, 11:30-13:00 (Group 2)**

The PFE course is intended for those students who have already completed both the Essay Writing and Translation II courses and who are within one year of their final Magister exams. This course gives you the opportunity to practice the writing tasks that are part of the Magisterprüfung Sprachpraxis (translation and formal essay writing). Two-thirds of the course is devoted to translation. Using texts from past Sprachpraxis exams, you will alternate mock exam sessions with correction/discussion sessions. The number and variety of translations helps lessen the lexical 'luck of the draw' effect that is inherent in the translation part of the exam. The other third of the course includes two mock essay exams followed by sessions in which you analyze the errors you made during the mock exams, plus there will be short practice sessions for any general or recurrent language problems. Additionally, all participants are asked to work through the phrasal verb script and to attend at least one individual consultation session. Regular attendance is required even though there is no Schein for the course.

**Dr. Kathy van Nice**

**Preparation for Final Exam (PFE) Kombiprofil (A) (obligatory for all who have not yet earned their PFE-Schein)**

**Wednesday, 15:30-17:00**

Fremdsprachen in der Erwachsenenbildung students are required to perform three kinds of writing tasks on their exam (word definition, précis writing and text 'style' analysis) that may not have been part of their regular coursework. For this reason, students in this program are required to obtain a PFE-Schein showing that they are capable of performing all three exam tasks at a passing (4.0 or better) level under timed, exam-like conditions. The PFE-Schein can only be earned in the (A)-section of the course.

The (A)-section has been specifically designed to help you learn to do the writing tasks (word defining, précis writing and text analysis) that you need for the Magisterprüfung Sprachpraxis for Fremdsprachen in der Erwachsenenbildung. In the first half of the course, the tasks are introduced and practiced one by one. The focus is on task mastery, not on speed. Problem-solving discussions and group work are strongly encouraged during this phase. The second half of the course switches over to more exam-like conditions, with mock exams stressing timing and individual work.

The last mock exam of the term will be evaluated for the course Schein. The course grade will reflect task performance only – no other language skills – as showing competence in the special exam tasks is the whole purpose behind this special training and Schein so late in your program. Regular attendance and class participation are required throughout the term. But please note that, even with regular attendance, most students need two semesters to attain an adequate level in all three tasks.

**Dr. Kathy van Nice****Preparation for Final Exam (PFE) for Kombiprofil (B) (ONLY for those with a PFE-Schein)****Wednesday, 13:45-15:15**

Fremdsprachen in der Erwachsenenbildung students are required to perform three kinds of writing tasks on their exam (word definition, précis writing and text 'style' analysis) that may not have been part of their regular coursework. For this reason, students in this program are required to obtain a PFE-Schein showing that they are capable of performing all three exam tasks at a passing (4.0 or better) level under timed, exam-like conditions. While the PFE-Schein is earned in the (A)-section of the course, the (B)-section aims at revision and practice of the participants' skills.

The (B)-section is a more traditional PFE course in which you improve your already-acquired writing skills needed for your Sprachpraxis exam through practice and evaluation of your performance. It is only open to those students who have already attained their PFE-Schein and who are within one year of their final Magister exams. Using texts from past exams, you will alternate mock exam sessions with correction/discussion and analysis sessions. Additionally, all participants are asked to work through the phrasal verb script and to attend at least one individual consultation session. Regular attendance is required even though there is no Schein for the course.

**Dr. Kathy van Nice****PFE Consultation****Wednesday, 17:15-18:45****or****Thursday, 09:15-10:45**

These time slots have been allocated for students in the PFE courses who need to receive more feedback on their work than is possible in class. Individual appointments for consultation will be arranged with PFE instructor Dr. Kathy van Nice.

## 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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## 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/studentenamt/zpa/](http://www.tu-chemnitz.de/verwaltung/studentenamt/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](http://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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Anglistische Literaturwissenschaft	Tulke, Eva	32372	800165	eva.tulke
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