

Technische Universität Chemnitz
Fachgruppe Anglistik/Amerikanistik
English department

Kommentiertes Vorlesungsverzeichnis WS 2000/2001

Course syllabus, winter semester 2000-2001

Englische Sprachwissenschaft

Josef Schmied

Vorlesung: Introduction to English Linguistics (+ Tutorium)

Dienstag, 7.45 - 9.15 Uhr, Beginn: 17.10.

This course offers a broad outline of the basic concepts and methods in English Linguistics. We will ask what it means to adopt a more academic approach to language, and how the results can be put into practical use. We will then examine the basic issues involved in the various subdisciplines, i.e. the study of pronunciation, word formation, sentence structure and meaning.

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

Required reading:

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

N.N.

Tutorium: Introduction to English Linguistics

Donnerstag, 11.45 - 12.30 Uhr oder

Donnerstag, 12.30 - 13.15 Uhr, Beginn: 26.10.

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

(Mögliche Terminänderungen werden in der Vorlesung am 17.10. bekanntgegeben.)

Prof. Dr. Josef Schmied

Hauptseminar: English English / London Englishes: Cultures and Languages in London

Montag, 11.45-13.15 Uhr, Beginn: 13.11.

Your special course for the British Studies Project

This seminar gives the background to the discussion in what way the notion of Englishness can be found in the English language. Although English is used by a variety of cultures and in intercultural communication world-wide, its historical base in South-Eastern England and especially in London is changing rapidly. This seminar will introduce students to such notions as English English, London English, Black British English or Estuary English, which have not been prominent in the literature.

"Our story" goes back to the development and expansion of Standard English more than 500 years ago. It records the influence of the central administration in London and the printing press on communication and national development in early modern England. It also explores the British class society (esp. its 19th century social and educational developments), which developed partly through and is partly symbolized by RP (received pronunciation). The 20th century is characterized by mass communication through the development of radio and television and the influence of the BBC on language and culture. Today, the regional and even national diversity in the "Celtic fringe" can be contrasted with the new microdiversity in the larger English

cities, especially London. There an extreme form of linguistic and ethnic diversity has developed. All this will be explored in this seminar in detail with lots of practical examples.

Please register [online](#) and sign up for topics for student papers by October 24th!

Student Papers:

1. Chancery English: The role of administration in language change
2. Why Shakespeare's English is not 16th century London English
3. Tom Brown's School English and RP
4. BBC English: Historical and present day's influences
5. Learning English from Bushhouse
6. The London bus conductors' English (West Indian)
7. Cultural diversity and language(s) in the East End
8. Estuary English, the norm of the 21st century?

Related literature:

Alladina, Safder / Viv Edwards (1991). *Multilingualism in the British Isles*. Volumes 1 + 2. London: Longman.

Baugh, Albert C./Thomas Cable (4th 1992). *A history of the English language*. Englewood Cliffs: Prentice Hall.

Coggle, P. (1993). *Do you speak Estuary?* London.

Freeborn, D. / P. French / D. Langford (3rd 1993). *Varieties of English: An Introduction*. Basingstoke / London, chapters 7-12.

Görlach, Manfred (1999). *English in nineteenth-century England*. Cambridge: Cambridge University Press.

Sebba, Mark (1993). *London Jamaican: Language Systems in Interaction*. London: Longman.

Prof. Dr. Josef Schmied

Examenskurs: Was haben wir gelernt?

Mittwoch, 13.30 - 15.00 Uhr, 14 tägig Beginn: 25.10.

Der Kurs beginnt mit einer theoretischen Diskussion über die prinzipiellen Ziele des Anglistikstudiums. Als Vorbereitung darauf dient die Zusammenfassung "What have

"we learnt" im Internet unter <http://www.tu-chemnitz.de/phil/english/linguist/exam/sw-exam.htm>.

Prinzipiell ist die Sprachwissenschaft heute dadurch definiert, dass sie sich im Spannungsfeld von Kommunikation, Kognition, Kultur und Computer bewegt. So zählt es zu den sprachwissenschaftlichen Grundfertigkeiten von Akademikern, Wissen über bestimmte Sachverhalte gezielt zu beschaffen, zu verarbeiten und adressatengerecht darzubieten. Für einen englischen Sprachwissenschaftler kommt hinzu, dass er natürlich trotz der kulturellen Distanz sehr gut Englisch können muss und sich, wenn sie will, wie ein *near-native speaker* verhalten können muss. Im schriftlichen und mündlichen Examen wird dieser Sprachgebrauch v.a. anhand von aktuellen authentischen englischen Texten analysiert und diskutiert.

Im diesem Examensvorbereitungskurs werden Anregungen gegeben zur persönlichen Vorbereitung und, mit Hilfe der Lektüreliste, ein Überblick über die Teilgebiete der Sprachwissenschaft, die auch als Spezialgebiete gewählt werden können. Im Hauptteil des Kurses werden alle Gebiete 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.

Prof. Dr. Josef Schmied / N.N.

Vorlesung / Workshop: Technologically Enhanced Language Learning

Blockveranstaltung, wahrscheinlich am Samstag, 11.11.2000 und Samstag, 13.01.2001

(bitte besondere Aushänge beachten)

Anne Schröder

Proseminar/Hauptseminar: English in North America

Blockveranstaltung: 3./4.11.2000 + 2./3.2.2001

Please register with Anne Messner (RH 39/220) or Anne Schröder (RH 39/221)!

When we look at the English language as it is spoken (and written) all over the world today, we are prompted to look at variation within this language or to compare the different Englishes. Among the most well-known and most important English varieties is American English. Differences between American and British English have been observed and described as far back as the 19th century. However, English in North America also includes other varieties such as Canadian, Black American, American Native, Chicano English and Gullah, which are very often neglected in this context. Various settlement and immigrant groups as well as the indigenous population shaped and contributed to the English language on the North-American continent. In this course, therefore we will have a look at the colonial history (or histories) of North America and the impact of the different settlement populations on the language as it is spoken today. We will also discuss the present (socio-)linguistic situation (for example the languages of minority groups), Canadian bilingualism and the worldwide impact of American English.

We will meet on two weekends, the first at the beginning of the term (3./4.11.2000) and the second at the end (2./3.2.2001). Students will be asked to write and hand in their written term papers (*Hausarbeit*) two weeks before the second weekend (i.e. 19.1.2001). These term papers will be made publicly accessible to all students and should be read by everybody until the second meeting. Students will then present their respective papers orally and discuss it with the entire group. Students who wish to prepare and work on their term papers during the summer break should come and see me in July/August to discuss prospective topics.

Anne Schröder

Proseminar: Language and Society

Donnerstag, 13.30-15.00 Uhr Beginn: 19.10.

In this class we will study language in relation to society, which will provide you with a basic knowledge of the topics traditionally dealt with in sociolinguistics, such as 'language and dialect', 'language and culture', 'language and gender', 'language and identity', 'language planning' etc. As a great deal of what we know today about language in relation to society has been discovered through empirical research, we will also have a look at some of the most famous sociolinguistic studies by people

such as Labov and Trudgill. Additionally, as methodology is both important and problematic at all stages of sociolinguistic research, we will discuss the most basic quantitative and qualitative tools for collecting and evaluating data. At the end of the term, you will be able to read sociolinguistic research papers, as well as to conduct and evaluate sociolinguistic surveys of your own.

Required reading: before our first session will be at least one of the following introductory chapters:

Holmes, Janet. (1992). *An introduction to sociolinguistics*. Harlow, UK: Longman, pp. 1-17.

Hudson, R. A. (1996). *Sociolinguistics*. Cambridge: Cambridge University Press, pp. 1-19.

Wardhaugh, Ronald (1992). *An introduction to sociolinguistics*. Oxford: Blackwell, pp. 1-21.

Carmen Herd

Proseminar: Language and Computers
Donnerstag, 15.15 - 16.45 Uhr,

Beginn: 12.10.

Computers play an increasingly important part in numerous areas of our everyday lives. Linguists could not do without them, either. You will be surprised to hear that even traditional fields of linguistics tend to rely more on the help of computers. I will show you how linguists compile and make use of databanks of natural language (so-called corpora). Since it is possible to access quite a number of corpora on the Internet, you might even be able to do some 'real' research on your own by the end of the semester.

However, you should be aware of the fact that computers not only offer great advantages but confront the user with different challenges and problems. How well is a computer able to translate texts? How effective is computer-assisted language learning? We will try to answer these questions. In addition, we will have a look at the new linguistic structures that are important for text production on the Internet, such as the hypertext-concept and e-mail communication.

Note that the focus of this course will clearly be on language, so you need not be too worried about the 'computer' part. What you need is only some basic knowledge of Windows and the Internet (and a word-processing programme, if possible). However, if you belong to those absolute beginners who have difficulty in finding the 'power' button of a computer, it might be wise to do a course at the *Rechenzentrum* first.

Carmen Herd

Proseminar: Why do (or don't) we understand each other? – An Introduction to Pragmatics

Freitag, 11.45 – 13.15 Uhr,

Beginn: 13.10.

Face to face communication is not always easy. We constantly have to think about how to make ourselves understood to other people. You will know from your own experience that misunderstandings may occur and often have severe consequences. There are also important differences in how we communicate in various situations. Communication between friends is different from that between strangers; conversation between students and teachers differs from that within the family. Conversational strategies that are perfectly acceptable in this country might be unacceptable abroad.

In this course we will apply aspects of pragmatic theory such as relevance, topic selection, conversational turn-taking, speech acts (e.g. questions, requests, offers, apologies) and notions such as face and politeness to communication in English. We will also look at some of the non-verbal phenomena which accompany communication. Wherever possible we will use real life examples of talk, e.g. movies, tapes or transcripts from corpora of spoken English.

By the end of the semester you should have a better insight into the ways in which people do or do not understand each other and the underlying reasons for the success or failure of their communicational strategies.

Required reading:

Grundy, Peter (1997). *Doing Pragmatics*. London: Edward Arnold.

Anglistische Literaturwissenschaft

Prof. Dr. Werner Huber

Vorlesung: Contemporary Drama in English

Mittwoch, 9.30 - 11.00 Uhr,

Beginn: 11.10.

This lecture course resumes the survey of 20th-century English drama as undertaken last term. It will take up its historical thread with a discussion of the late 1960s or, to be more precise, the dramatists of the Second Wave within the New English Drama (which famously took its origin from John Osborne's *Look Back in Anger* of 1956). Substantial sections will be dedicated to the discussion of feminist theatre (e.g. Caryl Churchill, Pam Gems, Charlotte Keatley), the tradition of social and cultural criticism (e.g. David Hare, Howard Brenton, Stephen Poliakoff, David Edgar), the Irish contribution (e.g. Brian Friel), and the Scottish contribution (e.g. John McGrath, 7:84, Liz Lochhead).

The contemporary scene proper will be considered with an emphasis on the younger British and Irish playwrights of the 1990s (e.g. Sarah Kane, Mark Ravenhill, Conor McPherson, Martin McDonagh). Since theatres in our region (Chemnitz, Leipzig, Zwickau, Dresden) have been particularly receptive to these 'new voices', special attention will be given to *ad hoc* discussions of local productions as they may occur. It is also hoped that theatre trips can be organised for the purpose of actually studying one or the other of these contemporary plays *in situ*, i.e. during a live performance in the theatre.

Recommended reading:

Tabert, Nils ed. (1998). *Die Londoner Theaterszene der 90er*. Reinbek bei Hamburg: Rowohlt.

Prof. Dr. Werner Huber

Hauptseminar: Images of Australia

Dienstag, 17.00 - 18.30 Uhr,

Beginn: 10.10

Your special course for the Australian Studies Project

This is another course in the recent series of seminars on Australian Studies. It will concern itself with images of Australia and the Australians as perpetuated/discussed in literature and film. Accordingly, our methodology will predominantly be that of imagology, i.e. the perception of stereotypes of self and other in the context of cultural and national identity. How do Australians see themselves? How are Australians perceived by others? Is it possible to define Australian-ness?

Major talking-points and themes will be: aborigines and aboriginal culture, outback, bush, mateship, ecology, (post)colonialism, multiculturalism. I propose for study the following texts/films which represent a variety of genres:

- fiction/short story (Henry Lawson, contemporary Australian Short stories),
- poetry (esp. 'green' poetry),
- drama (Timberlake Wertenbaker, *Our Country's Good*),
- film (*Oscar and Lucinda*),
- autobiography (Sally Morgan, *My Place*).

Required reading:

Kreutzer, Eberhard (1993). *Contemporary Australian Short Stories*. Stuttgart: Reclam (= Reclams Fremdsprachentexte ISBN 3150092957).

Morgan, Sally. *My Place* (1988). London: Virago (= Virago Paperback ISBN 0860681483).

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

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

Prof. Dr. Werner Huber

Hauptseminar: Englishness

Donnerstag, 9.30 - 11.00 Uhr,

Beginn: 12.10.

Your special course for the British Studies Project

This course could easily be seen as a continuation of previous seminars on British Cultural Identity in the context of the English Department's British Studies Project. While the emphasis then was on the periphery (Britain's Celtic Fringe), the movement now is towards the centre: England and the English. What does it mean to be English? How can we define Englishness? What are essentially English qualities? How do the English see themselves? How are the English perceived by others (outsiders, foreign travellers, immigrants)? These and similar questions concerning national identity and intercultural communication will be investigated in the course of this seminar.

Different versions of Englishness will be explored as they have manifested themselves throughout history in a variety of cultural fields (esp. in literature and popular culture). Such a *tour d'horizon* will take us from Merry Old England to Cool Britannia, from Monty Python to Black Adder, from Shakespeare ("This royal throne of kings this scepter'd isle ... this blessed plot, ... this England") to Elton John (threnody for Princess Diana, "Goodbye England's Rose") to Julian Barnes, *England, England* (England as a theme park).

Required reading:

Barnes, John. *England, England* (1999 [1998]). London: Picador (= Picador Paperback ISBN 0330373447).

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

A private anthology especially designed for this course will be available in Room RH 39/213 (Mrs. Podsiadly) from 1 October onwards. In order to facilitate the distribution of such material students are asked to register for this seminar before 1 September.

Recommended reading:

Storry, Mike/Peter Childs eds. (1997). *British Cultural Identities*. London: Routledge, (ISBN 0415136997). (A few copies are still available at a special discount price from RH 39/213).

Dr. Marie-Luise Egbert

Proseminar: Augustan Satire

Dienstag, 9.30 - 11.00 Uhr,

Beginn: 10.10.

Satire is a mode of writing which occurs in all literary genres. Satirical texts mock common human weaknesses or poke fun at the political reality of the day. During the period from c. 1650 to 1750, Britain saw a particular proliferation of this type of writing. Some of the best-known satirical writers of the time were Daniel Defoe, John Dryden, Alexander Pope, and Jonathan Swift. Even though their texts often have a political thrust, they are not intended to incite their readers to revolutionary action. They appeal to the norms of acceptable social and political behaviour characteristic of the period. Because of the topicality of their themes, satires need to be placed in the historical context in order for a modern reader to understand their original meaning. If this context is ignored, a satire can lose its original function and turn into something entirely different. A striking example of this is Jonathan Swift's *Gulliver's Travels*, which today is usually sold and read as a children's book but was in fact a satire on British politics and society when it was first published in 1725.

Required reading:

Dryden, John. *Absalom and Architophel*. In: H.T. Swedenberg, ed. (1972 [1681]). *The Works of John Dryden*. Vol. 2. Berkeley etc.: University of California Press.

Swift, Jonathan. *Travels into Several Remote Nations of the World* [*Gulliver's Travels*]. In: Robert A. Greenberg/William B. Piper, eds. *The Writings of Jonathan Swift*. New York, London: Norton, 1973 [1725].

----- *A Modest Proposal for Preventing the Children of Poor People in Ireland, from Being a Burden to Their Parents or Country; and for Making them Beneficial to the Public*. In: Robert A. Greenberg/William B. Piper, eds. (1973 [1729]). *The Writings of Jonathan Swift*. New York, London: Norton.

Dr. Marie-Luise Egbert

Übung: Writing Workshop

Dienstag, 11.45 - 13.15 Uhr,

Beginn: 10.10.

This workshop gives students the opportunity to improve their skills in composing academic texts. We will first examine sample texts from such text types as abstract, essay, and review to identify their generic features. Text analysis will be followed by text production. Students interested in this course should be aware that regular written contributions are required from each participant. Please also note that the course will not earn you a course credit. Material for analysis will be made available for copying at the start of the semester.

If you wish to take this course, please register at Frau Podsiadly's office (RH 39/213) by 31 August, 2000.

Angelika Keil

Proseminar: Shakespeare in the Movies

Montag, 13.30 - 15.00 Uhr,

Beginn: 9.10.

This seminar is aimed at students who are interested in the comparison of Shakespearean plays and their film adaptations. The emphasis of our discussions will be on the question of which techniques and methods, aesthetic means and materials an author, here Shakespeare, can employ in order to communicate an idea, and which of these means a film director has at his or her hands. Are they much different or quite similar to those employed by an author? What are the advantages and the restrictions of each medium? By a close "reading" and analysis of the play as well as the film, students will be introduced to important aspects of drama, theatre and film. The plays we will focus on are Shakespeare's The Taming of the Shrew and Twelfth Night.

Requirements for a *Leistungsschein*:

Regular attendance, active participation, oral presentation, term paper.

Required reading:

Students are expected to acquire Shakespeare's *The Taming of the Shrew* and *Twelfth Night* (preferably the Penguin edition) and read *The Taming of the Shrew* thoroughly before the beginning of the term.

Dr. Angelika Keil

Proseminar: The Irish Short Story

**Montag, 9.30 - 11.00 Uhr,
9.10.**

Beginn:

This course is intended as an introduction to some of the most important Irish short stories written in the 20th century. Emphasis will be put on an analysis of narrative techniques and literary style. Close reading will be the basis for the discussion of aspects like setting and atmosphere, time, characterization, the epiphany, elements of the short story, and the presentation of speech, thought, perception and feelings. We will also focus on the question whether there is an "Irishness" to be found in the short stories in question.

The texts we will read and analyze are: *Dubliners* by James Joyce, *The Breakout* by Joyce Cary, and *Two Lovely Beasts* by Liam O'Flaherty.

Requirements for a Leistungsschein:

Regular attendance, active participation, oral presentation, term paper.

Required reading:

Students must acquire the short stories before the beginning of the term and have read *Two Lovely Beasts* by 16 October. The *Breakout* and *Two Lovely Beasts* will be available for copying by the end of September at Frau Podsiadly's office (RH 39/213). Topics for oral presentations are available now. One volunteer is asked to make his/her presentation on 16 October. Interested students should come and see me in my office.

Amerikanistik

Prof. Dr. Evelyne Keitel

Vorlesung: Amerikanische Literatur- und Kulturgeschichte

Montag, 17.00 - 18.30 Uhr,

Beginn: 9.10.

In dieser Vorlesung werden die zentralen Entwicklungslinien der amerikanischen Frühgeschichte von den vorkolumbianischen Kulturen bis etwa zur Revolution besprochen. Gegenstand sind unter anderem die Eroberung, die verschiedenen Besiedlungswellen, der Pocahontas-Mythos, die Puritaner, die ersten Indianerkriege, die Salemer Hexenprozesse, der Beginn der Sklaverei, die "Indian Captivity Narratives", der "French and Indian War" und die Vorgeschichte der amerikanischen Revolution.

Empfohlene Texte:

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

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

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

Prof. Dr. Evelyne Keitel

Vorlesung/Übung: Einführung in die Literaturwissenschaft

Donnerstag, 9.30 - 11.00 Uhr,

Beginn: 12.10.

In this course we will discuss the various elements of fiction. We will analyze narrative devices like plot, point of view, narrator, character, setting, tone, style, irony, theme, metaphor, and symbol. Each week, we will read and discuss one American short story, to give you a sense of how fiction works.

This lecture course is mandatory for students in the *Grundstudium*. For students preparing for their final exam, the course offers a comprehensive repetition of some of the basics involved in the study of fiction.

A good textbook covering some of the material presented in the lectures is Mario Klarer (1994). *Einführung in die anglistisch-amerikanistische Literaturwissenschaft*. Darmstadt: Wissenschaftliche Buchgesellschaft.

Prof. Dr. Evelyne Keitel

Hauptseminar: American Short Stories

Dienstag, 17.00 - 18.30 Uhr,

Beginn: 10.10.

Ever since the 19th century, Americans have claimed the short story as their national literary genre, and American writers have done their best work in this field. For a long time, the novel as a genre carried the aesthetic freight and the rigid literary norms of British Victorianism. Those conventions were not appropriate to the American experience. Moreover, reading a novel demanded a commitment of time many Americans could not afford. The short story, however, is both a flexible and an innovative form, responsive to the scenes, dialects, and conflicts of various regions, classes, and subcultures. In short: it is democratic and multicultural. In this seminar we will discuss one American short story each week to give you a sense of what issues are being negotiated in the American literary tradition. Last not least this seminar comprises an interpretation workshop. Contrary to popular belief, interpreting is not a magical mystery tour but does follow rational principles which can be taught and learned.

Prof. Dr. Evelyne Keitel

Proseminar: Der amerikanische Westen

Dienstag, 15.15 – 16.45 Uhr,

Beginn: 10.10.

Dieses Proseminar dreht sich um den Westen, den Western und den Mythos des Westens, anders gewendet: es geht um die Frage, wie sich der amerikanische Westen sowohl geopolitisch als auch imaginär inszeniert. Nordamerika definierte sich seit Kolumbus jahrhundertelang darüber, daß es - in Abgrenzung von den europäischen Mächten - eine nach Westen hin offene Grenze besaß, die *frontier*. Hier trafen "Wildnis" und "Zivilisation" in ständig wechselnden Konstellationen aufeinander. Als um die Wende zum 20. Jahrhundert der Historiker Frederick Jackson Turner das Schlagwort von "the closing of the American frontier" prägte, und die Vereinigten Staaten plötzlich keine Westgrenze mehr hatten, erfolgte prompt die Mythologisierung des Westens im Hollywood-Film. Ziel dieses Proseminars ist es, historische, literarische und filmische Darstellungsweisen des Westens gemeinsam zu erarbeiten und zu diskutieren. Neben diversen Vorlesungen (beispielsweise über die Gefangenschaft bei den Indianern und den Goldrausch), und etlichen Dokumentar- und Spielfilmen werden auch zwei literarische Texte (eine Mark-Twain-Kurzgeschichte und ein Lederstrumpf-Roman) Gegenstand der Diskussion sein.

Die TeilnehmerInnen sollten Interesse am Thema und Spaß am Diskutieren haben. Es wäre wohl günstig, den ca. 350 Seiten langen(!) Lederstrumpf-Roman bereits in den Semesterferien zu lesen: James Fenimore Cooper, *The Last of the Mohicans* (1826) - aber bitte nicht in einer Kinderbuch-Ausgabe, sondern, wenn möglich, in der Penguin-Edition oder in einer anderen, ungekürzten, englischen Version.

Gunter Süß

Proseminar: Internet and American Studies

**Freitag: 9.30 – 11.00 Uhr,
13.10.**

Beginn:

The aim of this course is to provide the student of American Studies and American Literature with basic internet communication services, such as Email, WWW and FTP. Topics discussed in the course will include:

- **information retrieval** (the use of academic search engines, library catalogs, department homepages, link lists and other scientific resources)
- **evaluation of information**
- **publication of information** (creating your own webpage)

The course will mainly focus on the discussion of practical issues and skills relevant to the subject of American culture and American literature. However, we will also include theoretical concepts, such as the concept of digital literacy by Paul Gilster.

Requirements for a certificate:

Participants have to hand-in or present research results and short essays on a regular basis. All students have to publish their findings on a website at the end of the semester. For presentation and publication purposes students may work in groups.

Please note: this course requires a lot of work outside the classroom during the semester.

Prerequisites:

Students need to have a login/account (*Nutzerkennzeichen*) with the *Universitätsrechenzentrum* as well as a basic command of a Windows PC.

Registration:

As all of our sessions will take place in the computer lab 338 on RH 41, the number of participants has to be restricted to 20. Interested students are therefore asked to register via the WWW at <http://www.guntersuess.de/classes> before the semester starts. If you experience difficulties or if you have any question concerning the content or the structure of this course, feel free to contact me (gunter.suess@hrz.tu-chemnitz.de).

Britische und Amerikanische Kultur- und Länderstudien

Prof. Kastendiek hat im WS 2000/01 ein Forschungssemester, steht aber selbstverständlich für Sprechstunden, Prüfungsabsprachen und Prüfungen zur Verfügung.

Uwe Wenzel

Proseminar: The Mass Media in American Society

Dienstag, 17.00 – 18.30 Uhr,

Beginn: 10.10.

The mass media play a central and growing role in American society and politics. TV news, newspapers, and news magazines have developed as the main sources of information on public affairs. In the course of the semester we will examine the structure of the current media scene as well as the production and presentation of news and the distinctive ways television and newspapers influence the behavior of its consumers. As an topical example of the role of the media we will closely follow the media's coverage of the presidential and congressional campaigns in the United States.

Literature:

Iyengar, Shanto/Richard Reeves eds. (1997). *Do the Media Govern? Politicians, Voters, and Reporters in America*. Thousand Oaks et al.: Sage.

Gitlin, Todd (1994). *Inside Prime Time*. London: Routledge.

Emery, Edwin/Nancy L. Roberts (1996). *An Interpretive History of the Mass Media*. Boston: Allyn and Bacon.

Uwe Wenzel

Proseminar: Great Britain Since 1945

Mittwoch, 11.45 - 13.15 Uhr,

Beginn: 11.10.

Postwar British society and politics are characterized by a growing complexity and by constant changes. Underlying this complexity are some basic structuring elements and certain distinctive features that we will try to account for in this course. Special attention will be given to the development of social relations and to the emergence of a multicultural Britain. The idea of a postwar consensus has developed as an

enduring theme among commentators to describe the course of British politics since the Second World War. The consensus thesis, however, has received major criticism in more recent times. Hence we will discuss both basic ideas and critical interpretations of the consensus approach so to gain a fuller understanding of the evolution of the British state in the postwar era.

Literature:

Abercrombie, Nicholas (1988). *Contemporary British Society. A New Introduction to Sociology*. Oxford: Polity Press.

Kastendiek, Hans et al. eds. (1998). *Länderbericht Großbritannien. Geschichte - Politik - Wirtschaft - Gesellschaft*. New edition. Bonn: Bundeszentrale für pol. Bildung (gratis - bis auf die Portokosten - erhältlich: Postfach 1369, 53003 Bonn).

Marsh, David et al. (1999). *Postwar British Politics in Perspective*. Cambridge: Polity Press.

McDowall, David (1999). *Britain in Close-Up*. New edition. Longman: Harlow.

Uwe Wenzel

Hauptseminar: The United States Since the 1980s

Montag, 17.00 - 18.30 Uhr,

Beginn: 9.10.

American society has undergone significant changes in the 1980s and 1990s that were reflected in the election of two contrasting figures as presidents of the United States, Ronald Reagan (1980) and William Jefferson Clinton (1992). In the course of the semester we will discuss continuities and discontinuities of American politics on the background of major societal developments in the global economic and political context. The course will consist primarily of peer-led discussions and guided research. Each student is expected to have completed the assigned readings before coming to class and to present a research paper. As the topic of this seminar reaches up to the very present, students will have to use a variety of sources for their research (books, articles, newspapers, internet sources).

Literature:

Chafe, William H. (1995). *The Unfinished Journey. America Since World War II*. New York: Oxford University Press.

Chubb, John E./Paul E. Peterson eds. (1985). *The New Direction in American Politics*. Washington, D.C.: The Brookings Institution.

Dittgen, Herbert/Michael Minkenberg eds. (1996). *Das amerikanische Dilemma. Die Vereinigten Staaten nach dem Ende des Ost-West-Konflikts*. Paderborn: Schöningh.

Robertson, David B. (1998). *Loss of Confidence. Politics & Policy in the 1970s*. University Park, Pa.: Pennsylvania State University Press.

Fachdidaktik Englisch

Dr. Joachim Seifert

Übung: Einführung in die Fachdidaktik Englisch

Montag, 9.30 - 11.00 Uhr,

Beginn: 16.10.

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

Literatur:

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

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

Dr. Joachim Seifert

Hauptseminar: Formen eines Offenen Unterrichts unter besonderer Berücksichtigung der Projektarbeit

Dienstag, 9.30 - 11.00 Uhr,

Beginn: 10.10.

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

Literatur:

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

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

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

Dr. Joachim Seifert

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

Dienstag, 11.15 - 12.45 Uhr,

Beginn: 10.10.

Das Hauptseminar eignet sich für **alle** Lehrämter und für **alle** MA-Studenten, namentlich für solche des Kombinationsprofils "Fremdsprachen in der Erwachsenenbildung". Wir widmen uns den verschiedensten Methoden der

Textarbeit. Auch Fragen der Fachtextarbeit werden berührt, um der Spezifik von Berufsschulen und Einrichtungen der Erwachsenenbildung näherzukommen. Außerdem wird sich ein Teil des Seminars mit Fragen der Einbeziehung des Computers und seiner Möglichkeiten in den Sprachlehr- und -lernprozeß befassen. Was ist Bilingualität und was versteht man unter bilinguaalem Sachfachunterricht? Was vermag er und was vermag er nicht auf dem Weg zur Europatauglichkeit unseres Fremdsprachenunterrichts.

Literatur:

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

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

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

Dr. Joachim Seifert

Übung: Gestaltung von Vorträgen, OHP-Folien, Fragen der Moderation von Talkrunden und Diskussionen

Mittwoch, 7.45 - 9.15 Uhr,

Beginn: 18.10.

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

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

Literatur:

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

Dr. Joachim Seifert

Übung: Prüfungskolloquium Fachdidaktik

Mittwoch, 9.30 - 10.30 Uhr,

Beginn: 11.10.

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

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

Alle Praktika und entsprechende Termine werden bitte persönlich mit mir abgesprochen. Dazu ist erstmals am Mittwoch der ersten Studienwoche des Wintersemesters 2000/2001 von 10.30 – 11.00 Uhr im Raum RH 39/025 Gelegenheit und dann jeden Mittwoch zur gleichen Zeit in der "Praktikumsberatung".

The English Language Practice Programme

What, When, Where...

- **Placement Test: Friday 6th October starting at 9.00 a.m. in N 113** in the **new building, Reichenhainerstr. 70.**
for **all students in their 1st semester** of English & American Studies (as

well as for those who failed it last time). Please bring (a) a pencil (b) an eraser (c) your matriculation number with you. The written test, which will take 2 hours, will be followed by a brief oral test of pronunciation and free-speaking ability. Some of the oral tests will take place immediately after the written section, and some after lunch. Depending on the number of participants, students should be prepared to be available up to 4pm. Results should be available by the following Monday. They will be hung next to the door of RH 39 Zi. 2.07 and Zi. 2.09.

- **Signing-up for courses:** Please remember that the number of participants in each class [except Foundation Course] is limited to a maximum of 15. This means that you must sign up for courses in advance, on the basis of "first come, first served". The registration forms will be up in the corridor outside Room 2.09, RH 39, **from Monday 2nd October to Wednesday 11th October**. If your name is on the list, you are committing yourself to participation. Any course that has less than five participants when the lists close will most probably be cancelled. **Please note: You should not put your name down on more than one list for any one course, e.g. it is not acceptable for you to sign up for two Translation 1 courses in order to give you time to decide which you would like to do. This only creates false statistics, fills up the lists unnecessarily, meaning that students who could theoretically still do the course no longer do so because the lists appear to be already full. Anybody who does this is depriving other students of a place and their name will be put on the waiting list for that course. Be Warned!!**

Most Language Practice courses will begin on **Monday, 9th October** with the exception of courses aimed primarily at students in their first semester, which will start on **Wednesday 11th October**, (Please check the course descriptions for more details & any other **exceptions**). To avoid confusion due to possible changes, neither this KoVo nor the *Vorlesungsverzeichnis* contain details of where classes will take place. You are advised to find this out in good time; please consult our notice board on the 2nd floor of RH. 39, or the door of Zi. 2.09/2.07.

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

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

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

What to do when:

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

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

Grundstudium

1. **Foundation Course** (if you don't pass the Placement Test)
2. **Integrated Language Skills I** (once you have passed the Placement Test)
3. **Integrated Language Skills II**
4. **Grammar I**
 5. **Translation I** (Do NOT wait until the last semester before your ZP. You might need more than one Translation course. You are anyway recommended to take more than one Translation I course, if possible, which is why we are putting on a new course called "Translation I Part 2")
 6. **Translation I Part 2**

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

Hauptstudium

1. **Grammar II** (preferably before Oral & Written Production)
2. **Integrated Area Studies**, (preferably also before Oral & Written Production)
3. **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)

& finally

6. Preparation for Final Exams (which, as the name implies, is the last course you should do before taking your exams)

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

A semester or year abroad

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

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

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

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

Assessment

You will see from the details below that each course is divided up into groups of testing elements (e.g. Translation I has 4 groups: i. homework translations; ii. False Friends tests; iii. mid-term test translation; iv. end-term translation); a grade below 4.0 in any one of these groups usually means that a participant has failed that course. Within each group, compensation is possible, e.g. a 5 in one False Friends test can be balanced out by a 3 in the next one. Please also note the following:

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

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

If you have any problems that you would like to discuss or advice about learning English, do not hesitate to ask any of your teachers, or go to see the Sprachpraxis

Co-ordinator, Gráinne Mc Guinness, preferably during one of the office hours (*Sprechstunden*).

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

For details of course credit (*Schein*) and *Semesterwochenstunden* requirements, please consult the current English & American Studies *Wegweiser* and the Studies Advisors (Dr. Seifert, Zi. 0.25 Tel: 531 2954, and Dr. Egbert, Zi. 219, Tel: 531 4286.). But in principle ALL courses (except "Preparation for Final Exams" & Theatre Workshops) count towards the *Semesterwochenstunden* that you need.

Basic Studies (Grundstudium)

Foundation Course

Tuesday, 9.30 - 13.15 (Naumann), **First meeting: 17.10.**
or
Wednesday, 11.45 - 15.00 (Naumann), **First meeting: 11.10.**

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

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

Required books:

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

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

Integrated Language Course I

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Monday, 11.45 - 15.00 (Naumann),

First meeting: 16.10.

or

Tuesday, 9.30 - 13.15 (Schümer-Lowrance),
17.10.

First meeting:

or

Wednesday, 11.45 - 15.00 (Schümer-Lowrance),

First meeting: 11.10.

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

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

Course requirements:

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

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

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

Integrated Language Course II

Tuesday, 15.15 - 16.45 (Naumann),

First meeting: 17.10.

or

Wednesday, 15.15 - 16.45 (Naumann),

First meeting: 11.10.

or

Thursday, 9.30 - 11.00 (Naumann),

First meeting: 12.10.

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

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

Course requirements:

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

Required books: as for ILC I.

Listening and Reading Comprehension

-
Wednesday, 7.45 - 9.15 (Mc Guinness), **First meeting: 11.10.**

or

Wednesday, 11.45 - 13.15 (Mc Guinness), **First meeting: 11.10.**

or

Wednesday, 15.15 - 16.45 (Schloderer), **First Meeting: 11.10.**

or

Friday, 9.30 - 11.00 (Schloderer) **First meeting: 13.10.**

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

Course requirements:

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

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

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

Pronunciation

Tuesday, 13.30 - 15.00 (v. Schilling),

First meeting: 17.10.

or

Wednesday, 9.30 - 11.00 (NN),

First meeting: 11.10.

or

Wednesday, 13.30 - 15.00 (v. Schilling),

First meeting: 11.10.

or

Thursday, 9.30 - 11.00 (NN),

First meeting: 12.10.

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

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

Course requirements:

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

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

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

Vocabulary Building

Monday, 13.30 — 15.00 (v. Schilling),

First Meeting: 16.10.

or

Tuesday, 13.30 - 15.00 (Schümer-Lowrance),

First meeting: 17.10.

or

Thursday, 11.45 - 13.15 (Schümer-Lowrance),

First meeting: 12.10.

or

Thursday, 13.30 - 15.00 (N.N.),

First meeting: 12.10.

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

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Course requirements:

1. suitable preparation of homework and active in-class participation
 1. 2 short essays
 2. mid-term test (gap-filling and multiple-choice/synonym exercises)
 3. final test (multiple-choice exercises; sentences; short essay).
 4. Presentation assessment

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

Grammar I

Monday, 9.30 - 11.00 (NN),

First meeting: 16.10.

or

**Monday, 11.45 - 13.15 (Schümer-Lowrance),
16.10.**

First meeting:

or

Wednesday, 9.30 - 11.00 (Schümer-Lowrance),

First meeting: 11.10.

or

Thursday, 13.30 – 15.00 (Naumann),

First Meeting: 12.10.

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

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

Course requirements:

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

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

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

Translation I

Monday, 17.00 - 18.30 (v. Schilling),

First Meeting: 9.10.

or

Tuesday, 9.30 - 11.00 (v. Schilling),

First Meeting: 10.10.

or

Friday, 9.30 - 11.00 (v. Schilling),

First Meeting: 13.10.

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

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

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

Course requirements:

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

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

Basic & Advanced Studies

These courses can count to either the course credit requirements (*Semesterwochenstunden*) of the *Grundstudium* OR *Hauptstudium*. The difference

being that the "*Leistungsnachweis*" for those requiring a *Hauptstudium Schein* / credit will be set at a higher and more demanding level.

Translation I Part 2:

-
Tuesday, 11.45 - 13.15 (v. Schilling),

First meeting: 10.10.

or

Wednesday, 11.45 - 13.15 (v. Schilling),

First Meeting: 11.10.

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

English through Literature: Reading Short Stories

**Wednesday, 9.30 - 11.00 (v. Schilling),
11.10.**

First Meeting:

As one of the most pleasurable ways of learning English is to read a good story we shall be looking at a variety of authors and their different styles of writing. Whilst most of the emphasis will be on the different authors and more particularly their best stories (you can also suggest your own favourites for inclusion) which will be read aloud (thus practising pronunciation and intonation) you will also have the opportunity to invent your own ending to a story, thus bringing out the latent author in you (don't worry, that is not as difficult as it may sound).

Anybody who enjoys a good story is welcome to join us.

Theatre Workshop

**Wednesday, 18.30 - 20.00 (NN),
11.10.**

First meeting:

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

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

Advanced Studies (Hauptstudium)

Integrated Area Studies

You have the option of taking this course with either an American or an Irish emphasis. This does not mean, of course, that you are forbidden to take the other part; however, only one course credit in IAS is required. This semester we are offering both IAS, USA and IAS, Éire and Northern Ireland, as many people did not get a place in the course last semester. Students may however only participate in ONE of the two courses this semester. Please note that IAS, while concerned with the countries and societies in question, is primarily part of the practical-language programme; accordingly, inadequate linguistic performance in the various aspects of the course will result in a failing grade. The aim of the courses is to help you learn

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

Following recent practice, IAS Ireland and IAS-USA will be offered in alternate semesters, so long as suitably qualified Brits & Americans are available to teach it.

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IAS - Éire and Northern Ireland

Wednesday, 9.30 - 11.00 (Mc Guinness),

First meeting: 11.10.

The main goals of the 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 society in Northern Ireland and its troubled past.
- iii. improve your linguistic competence through the presentation and discussion of various topics relating to Ireland, North and South.

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

Course requirements:

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

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

IAS - United States of America

Thursday, 9.30 - 11.00 (Schümer-Lowrance),

First Meeting: 12.10.

The main goals of the 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 gain an insight into contemporary society through the study of a broad range of culture-specific themes
- iii. improve your linguistic competence through the presentation and discussion of various topics relating to Ireland, North and South.

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

Course requirements:

1. Oral presentation on chosen topic.
2. Written version of presentation.
3. Suitable oral performance (content and language) during the semester.
4. Final oral examination.

Oral & Written Production (=O&WP)

Thursday, 11.45 - 13.15 (Mc Guinness),

First meeting: 12.10.

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

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

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

Course requirements:

1. suitable performance - language & content - in all Information Tasks & Scenarios

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

Grammar II

**Monday, 13.30 - 15.00 (Schümer-Lowrance),
9.10.**

First meeting:

or

Thursday, 13.30 - 15.00 (Schümer-Lowrance),

First Meeting: 12.10.

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

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

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Course requirements:

1. sufficient active understanding of the necessary terminology - details at the first meeting.
1. satisfactory selection and explanation of homework texts.
2. satisfactory preparation of and participation in discussions - language and content.
3. final test (probably an oral exam, based on the areas discussed)

Translation II

Friday, 11.45 - 13.15 (v. Schilling),

First meeting: 13.10.

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

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

refinement. These criteria assume that, generally, various translation solutions will be acceptable.

Course requirements:

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

Essay Writing

**Monday, 15.15 - 16.45 (Schümer-Lowrance),
9.10.**

First meeting:

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

Course requirements:

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

Practice for Final Exams

Friday, 9.30 - 13.15 (Mc Guinness),

First meeting: 20.10.

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

The material covers two semesters, so that you have the possibility of 10 months' practice on the run-in to your practical-language final exams, if you wish; if you do the course over only one semester, you will cover only half of the P&P verbs. Please bring one of the recommended monolingual dictionaries with you; texts will be provided. If you can make it to only one half of the session, come and discuss it with me as soon as possible. PFE can also be altered to accommodate special wishes, e.g. the discussion and practice of particular grammatical and/or lexical points. There is no course credit for this course.