

Kommentiertes Vorlesungsverzeichnis

Wintersemester 2001/2002

Englische Sprachwissenschaft

Prof. Dr. Josef Schmied

Hauptseminar: Contrastive Grammar

Blockseminar:

**Thursday, 15 November 2001, 13.00 - approx. 16.00: Introduction;
computerpool RH39/41 338**

**Friday 14 December 2001: Individual Discussion of Students' Papers in
RH39/222**

**Friday 18 January 2002, 15.00-18.00: Student Presentations in RH 39/41 room
538**

**Saturday 19 January 2002, 09.00-17.00: Student Presentations in RH 39/41
room 538**

**Students will use the English-German-Translation Corpus under
<http://www.tu-chemnitz.de/InternetGrammar>**

**to explore the differences between English and German with special emphasis
on prototypical equivalence. Thus one can expect that in many cases English
must is translated by German *müssen* (and its variants), however there are
many other possibilities. In this workshop students are expected to present
seminar papers on a quantitative and qualitative basis, i.e. explore how many
cases of *must* are not translated as *müssen* in various text types, or in which
cases *seem* or *appear* are not translated as *scheinen*, but as *anscheinend*,
scheinbar etc. From a categorization of these German equivalents we can also
deduce various/different English meanings.**

**If you would like to take part in this workshop, please register on the list on the
notice board and make sure you come for the first meeting on Nov. 15th. If you
cannot make that send me an email to josef.schmied@phil.tu-chemnitz.de .**

Prof. Dr. Josef Schmied

Übung: Examenskurs (14-tägig!!)

Thursday, 7.30- 9.00; Beginn: 18.10.2001

**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 Examenskursen ausgehend von Texten beispielhaft diskutiert, wobei jeweils eine intensive Vorbereitung der TeilnehmerInnen erforderlich ist. Bereits im Vorfeld des Kurses sind die drei Texte zu lesen, die in den ersten beiden Sitzungen besprochen werden (Näheres im Sekretariat Zi. 222). Im Verlauf des Semesters sollte jede/r TeilnehmerIn eine Probeklausur abgeben.

Da es im SS2002 und im WS 2002/2003 keinen entsprechenden Kurs geben wird, sollten bereits Studierende ab dem 7. Semester teilnehmen!!

All participants should have read the examhints under

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

before the course starts; they will be discussed in detail during the first two sessions.

Anne Schröder

Übung: Introduction to English Linguistics (7400101) MIKK,
BMEKO, MKTK, BEUST 1

Donnerstag, 13.45 -15.15 Uhr

Beginn: 11.10.

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).

Anne Schröder

Proseminar/Hauptseminar: English as an International Lingua Franca (7400102)
MIKK, BMEKO, MKTK

Donnerstag, 9.15 - 10.45 Uhr

Beginn: 11.10.

This course is about the international status of the English language in the 21st century as English is used for more purposes and in more countries than ever

before. It is the main language of international business, of air traffic, of science and technology, of diplomacy, of newspapers, of the Internet, of pop music and advertising – to name only the most important domains. We will therefore take a look at the development of English in general and its use in these domains in particular, while also discussing the status of languages which have historically rivalled English (in some of these domains). This will include a discussion of the consequences of globalisation on national (and linguistic) identities and the different forms of English we can find in the numerous domains and various countries.

Prerequisite: 'Introduction to English Linguistics' (PS) and intermediate exam (ZP,HS).

For this course you have to register personally with Anne Schröder in RH 39, Room 221.

Christoph Haase

Proseminar: Applied Linguistics (7400103)

Montag, 11.30 - 13.00 Uhr

Beginn: 8.10.

The course wants to give a general overview of different and versatile aspects in the field of applied linguistics. We will review approaches in cognitive linguistics as well as generative grammar and their implications and applications in other fields of knowledge, hence, "applied" linguistics. It is intended to cover a broad field from models of language learning to the acquisition of prototypes, from semantic categories to systems of conceptual metaphors in language. We will try to evaluate the relevance of these approaches for technical applications that refer to a linguistic background, e.g. automatic translation systems, semantic dictionaries or the definition of entries in a "mental lexicon". The different topics will be accompanied by a selection of original texts provided by the lecturer. "Schein" requirements will be a presentation and a term paper.

References:

Pennycook, Alastair (2001). *Critical applied linguistics. A critical introduction*. New Jersey, London: Mahwah.

Christoph Haase

Proseminar/Hauptseminar: Introduction to Cognitive Grammar (7400103)

Dienstag, 13.45 - 15.15 Uhr

Beginn: 9.10.

"Cognitive Linguistics [...] is an approach to language that is based on our experience of the world and the way we perceive and conceptualize it." (Ungerer 1996,x).

The seminar focuses on recent developments in Cognitive Linguistics, particularly on the model of a "cognitive grammar" developed by R. Langacker (San Diego). We will briefly consider the different theories that led to the model of a so-called "space grammar", a forerunner of Cognitive Grammar. Spatial perception will be regarded as a decisive criterion for a more intuitive perspective on grammar and language as emphasized by linguists like Langacker, Talmy etc. Therefore, we will also review approaches to the concept of space in cognition as well as language. We will see how perceptual principles like proximity and continuation influence the study of language and how this perspective on language contrasts with competing theories, especially in generative linguistics.

Course requirements will be reading assignments of relevant material provided upon course start as well as presentations on different topics. "Schein" requirements will be a presentation and a term paper.

Prerequisite: 'Introduction to English Linguistics' (PS) and intermediate exam (ZP,HS).

References:

Langacker, Ronald (1993). *Foundations of cognitive grammar*, vol.1.: theoretical prerequisites. Stanford: Stanford University Press.

Langacker, Ronald (1990). *Concept, image, and symbol. The cognitive basis of grammar*. Berlin: Mouton de Gruyter.

Ungerer, Friedrich et al. (1996). *An introduction to cognitive linguistics*. London, New York: Longman.

Dr. Friedrich Lenz

Hauptseminar: The Language of Advertising

Donnerstag, 9.15 - 10.45 Uhr

Beginn: 11.10.

See separate announcement.

Anglistische Literaturwissenschaft

Prof. Dr. Werner Huber

Vorlesung: The Twentieth-Century Novel (7400201), BEuST 1, Studium generale

Montag, 17.15 - 18.45 Uhr

Beginn: 8.10.

This lecture course is intended as a general introduction to the twentieth-century novel in English or, to be more precise, novel-writing in the British Isles (and that, in turn, means largely, England and Ireland). Its main subject are the 'classical' novelists of modernism, i.e. the development of the novel genre after its break with the Victorian tradition, after the popularisation of Freudian psychology, and after the great disaster of World War I. Accordingly, the emphasis initially will be on high modernism (James Joyce, Virginia Woolf, D.H. Lawrence), from where the lectures will proceed along historical lines by looking at individual writers distinguished either by their popularity as fictionists (E.M. Forster, Aldous Huxley, George Orwell, Graham Greene, the neopicaresque novelists of the 1960s and 1970s) or by their acknowledged status as experimentalists (Samuel Beckett, Lawrence Durrell, Flann O'Brien). Thus, the development of the twentieth-century novel will be charted well into the 1970s. The course will be rounded off by an introduction to 'metafiction' as one of the truly representative modes of novel-writing in the postmodern era.

Preparatory reading:

For titles of relevant novels, please consult the reading list in the *Wegweiser* (issued by the Department of English). See also the relevant chapters in *Englische Literatur-geschichte*, ed. Hans-Ulrich Seeber (Stuttgart, Weimar: Metzler, 1991).

Prof. Dr. Werner Huber

Hauptseminar: Fine Young Cannibals: Drama and Violence (7400203)

Dienstag, 13.45 - 15.15 Uhr

Beginn: 9.10.

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

wave of the New British Drama and have pointed out its affinities with Jacobean revenge tragedies of the early seventeenth century.

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

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

- Sarah Kane, *Blasted* (1995),
- Mark Ravenhill, *Shopping and F***ing* (1996),
- Enda Walsh, *Disco Pigs* (1996),
- Mark O'Rowe, *Howie the Rookie* (1999),
- Martin McDonagh, *The Lieutenant of Inishmore* (2001).

Recommended reading:

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

Required reading:

A private anthology especially designed for this course will be available in Room Rh 39/213 (Mrs. Podsiadly) from 15 August onwards. In order to facilitate the distribution of such material, students are asked to register for this seminar before 1 August.

Prof. Dr. Werner Huber

Hauptseminar: Trashing Shakespeare: The Bard as an Icon of Popular Culture
(7400204)

Mittwoch, 9.15 -10.45 Uhr

Beginn: 10.10.

Shakespeare's popularity continues unabated: "The Bard is Hot" was the famous title of an article in *Newsweek* dealing with the recent rediscovery of Shakespearean plots for the cinema. 'Big-Time Shakespeare,' 'Bardbiz,' 'Shakesperotics' are other keywords pointing to the trivialisation of the 'Shakespeare perplex.' It is the aim of this course to study manifestations of this phenomenon which might also be circumscribed as 'Shakespeare Our Contemporary.' Starting from a close analysis of early manifestations of 'Bardolatry' (G.B. Shaw's term) and of critical and playful engagements with the Shakespearean canon (O. Wilde, G.B. Shaw) we will explore the manifold

ways in which Shakespeare is brought to merge with contemporary aesthetics and popular culture. Our examples will include such diverse genres as bio-pics (*Shakespeare in Love*), bio-plays (Edward Bond), travesties (Tom Stoppard), film adaptations (e.g. by directors Baz Luhrmann and Al Pacino), multimedia Shakespeare, TV comedy, and London's Globe Theatre as a Shakespearean theme park.

Required reading:

Norman, Marc/Tom Stoppard. *Shakespeare in Love: A Screenplay* (2000). Ed. Barbara Puschmann-Nalenz. Stuttgart: Reclam. (= Reclams Fremdsprachen-texte ISBN 3-15-009072-5). Copies are available from UNIVERSITAS Buchhandlung.

Additional material 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 15 September.

Students are also expected to be thoroughly familiar with *Romeo and Juliet* (any unabridged edition, preferably Reclams Fremdsprachentexte).

Dr. Marie-Luise Egbert

Proseminar: The Country House Tradition (7400207) MIKK, BMEKO 3

Dienstag, 9.15 - 10.45 Uhr

Beginn: 9.10.

It is not least due to the National Trust's work of preservation and reconstruction that the British public have become aware of the rich heritage of country houses that Britain calls its own. But if it is the Trust's merit to have saved many buildings from decay and to have made these once privately owned houses accessible to the public, the country house had already held a prominent position in the nation's self-image long before the Trust's work began around the turn of the 20th century. The country house is the symbol of a glorious past in which aristocratic ostentation was counterbalanced by a feudal bond of responsibility for one's inferiors. Apart from its significance for the rural community, the country house formed a contrast with the town house. It offered its owner a retreat from London with its court and busy political and commercial life. This seminar offers participants the opportunity to familiarize themselves with some literary representations of the country house and its social and political associations as well as its position within the self-image, cultivated by the British.

Pre-requisites: Earning course credit in this Proseminar presupposes that students have already taken the lecture course 'Introduction to the Study of Literature' and that they attend the seminar on a regular basis.

Required reading:

Forster, E.M. (2000 [1910]). *Howard's End*. London: Penguin.

Waugh, Evelyn (1999 [1945]). *Brideshead Revisited*. London: Penguin.

Further titles will be announced in the seminar.

Dr. Marie-Luise Egbert

Proseminar: HiStories from a Post-Colonial World (7400208) MIKK, BMEKO 1

Dienstag, 11.30 - 13.00 Uhr

Beginn: 9.10.

Alongside its many political and socio-economic consequences, Britain's colonial past has led to the introduction of the English language into many regions of the world. Despite the ideological burden which the language carried for the colonized, English rather than any indigenous language became the medium of communication in most of these countries, and it was usually through English that the struggle for independence was fought. Even in the post-colonial era, English remains the official language of many of the former colonies, and in many cases it is also the chief medium of literary expression and hence of the histories and stories which come to us from those places.

In this course, we will study short stories from such diverse places as India, Nigeria, the Caribbean, Australia, and New Zealand. Some writers who have their roots in one of the former colonies but who have been born or raised in Britain (e.g. David Dabydeen, Hanif Kureishi) will also be included. We will be concerned with the short story as a literary text type and with the many creative variations it offers, as evidenced in the texts we shall read.

Pre-requisites: Earning course credit in this Proseminar presupposes that students have already taken the lecture course 'Introduction to the Study of Literature' and that they attend the seminar on a regular basis.

Required reading:

Korte, Barbara/Claudia Sternberg, eds. (1997). *Many Voices – Many Cultures. Multicultural British Short Stories*. Stuttgart: Reclam.

Further texts will be announced in the course of the seminar.

Dr. Angelika Keil

Proseminar: Reading Poetry (7400205)

Freitag, 11.30 - 13.00 Uhr

Beginn: 13.10.

This course is intended to give students the opportunity to practise critical reading of poetry. In order to do so we will analyse and discuss representative works of major English poets. Analysis and interpretation will focus on themes as well as formal and stylistic devices employed in the works selected. We will also discuss some poetological positions as articulated in theoretical works on poetry, i.e. in so-called poetics. The texts will be provided in the first session.

Requirements for a *Leistungsschein*: Regular attendance and participation in discussions, an oral presentation and a term paper. Attendance at first session is obligatory.

Please note that only those students can be admitted to this course who have successfully attended "Introduction to Literary Criticism" and can present the *Schein* for this introduction in the first session of our poetry course.

Dr. Angelika Keil

Proseminar: Harold Pinter (7400206)

Freitag, 13.10. und 20.10., 13.45 - 15.15 Uhr, dann Blockseminar 18.-20.1.02.

Beginn: 13.10.

Harold Pinter is one of the most famous playwrights of the 20th century. He is also well-known for being a representative of the so-called "Theatre of the Absurd", the term "absurd" being applied to many plays of the 1950s. It expresses the idea of man's absurd position in a universe that has no purpose in itself. Nevertheless, in this course analysis and interpretation will focus on structure, setting and atmosphere, character, language and communicative behaviour as well as on the problem of identity and human relationships. The plays we will analyse are *The Room*, *A Slight Ache*, *The Birthday Party* and *The Homecoming*. Copies of the plays will be available at the "Universitas" bookshop.

Requirements for a *Leistungsschein*: Regular attendance and participation in discussions, an oral presentation and a term paper. Attendance at first session is obligatory.

Please note that only those students can be admitted to this course who have successfully attended "Introduction to Literary Criticism" and can present the *Schein* for this introduction in the first session of our course.

Prof. Dr. Evelyne Keitel

Vorlesung: Amerikanische Literatur- und Kulturgeschichte MIKK, MKTK, BMEKO

Dienstag, 17.15 - 18.45 Uhr

Beginn: 9.10.

In dieser Vorlesung werden die zentralen Entwicklungslinien der amerikanischen Literatur- und Kulturgeschichte von der Jacksonian Democracy und der Romantik zum Ende des 19. Jahrhunderts vorgestellt und diskutiert. Gegenstand der Vorlesungen sind unter anderem Coopers Lederstrumpf-Romane, die territorialen Expansionen, der Goldrausch, die Eisenbahn, die Transzendentalisten (Emerson, Thoreau) und die "dunklen" Romantiker (Poe, Melville, Hawthorne), die Popular Culture des Antebellum (Theater, Minstrel Shows, Showboats), der Civil War, die Phase der Reconstruction und das Gilded Age.

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 (7400301)

Montag, 17.15 - 18.45 Uhr

Beginn: 15.10.

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. Americans have long claimed the short story as their national literary genre, and American writers did their best work in this field. The short story is a flexible and innovative form, responsive to the scenes, dialects, and conflicts of various regions and classes. We will dissect a few of these American short stories to give you a sense of how fiction works.

This course is mandatory for students in the *Grundstudium*. It is an absolute prerequisite for entering *Proseminare in englischer Literaturwissenschaft und /oder Amerikanistik*.

In our department, the "Einführung in die Literaturwissenschaft" takes four different forms: It comes as an introduction to fiction (as in this winter semester), an introduction to poetry (this course will be taught in the summer semester 02), an introduction to film, cultural studies, and media studies (winter semester 02/03), and an introduction to drama (summer semester 03). To fulfill the requirements for the *Grundstudium*, any one of these four different introductions will do.

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

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

Prof. Dr. Evelyne Keitel

Hauptseminar: 300 Years of American Popular Culture (7400303)

Montag, 15.30 - 17.00 Uhr

Beginn: 8.10.

Popular Culture in any form is designed to appeal to as broad an audience as possible. It has a certain egalitarian spirit about it, and it is no accident that popular culture has a particular force, presence, and appeal in industrialized countries with a representative democracy like the United States. Capitalism efficiently manufactures and distributes popular artefacts, fostering a kind of anti-elitist 'cultural democracy.' In this seminar, we will reconstruct the history of American popular culture – and, by implication, the history of popular culture as the art of democracy – by studying Chapbooks, Theater, Minstrel Shows, Dime Novels, Dance Halls, Movies, Radio, Advertising, the American Dream, Television, Hip-Hop, Detective Fiction, and Computer Games. The emphasis will be on secondary sources (which are more accessible and informative for those not deeply knowledgeable about the individual subjects in question), but each secondary source will be accompanied by primary materials.

Recommended Literature:

Cullen, Jim (2001). *Popular Culture in American History*. Oxford: Basil Blackwell.

Storey, John (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*. Edinburgh: Edinburgh University Press.

Prof. Dr. Keitel, Dr. Gunzenhäuser, Dr. Hahn

Hauptseminar: Das 21. Jahrhundert als das Jahrhundert der Computerspiele

(7400304) MIKK, BMEKO, MKTK

Dienstag, 15.30 - 17.00 Uhr

Beginn: 9.10.

PC und Internet verändern unsere Gegenwartskultur grundlegend: Arbeit, Kunst und Unterhaltung finden nun an einem Gerät statt. Die weltweite erfolgreiche Vermarktung von Internet-Unterhaltung lässt erwarten, dass das 21. Jahrhundert zum Jahrhundert der Computerspiele werden wird.

Kommerzielle multimediale Computerspiele sind bereits einer der größten Wachstumsfaktoren der Weltwirtschaft und treiben die Entwicklung von Hard- und Software massiv voran. Computerspiele sind aber nicht nur Motor und Träger, sondern auch Ausdruck und Zeichen kulturellen Wandels; sie eröffnen dem User die Möglichkeit, kulturell relevante Techniken zu erwerben. In diesem Seminar – das sich keineswegs nur an Computerspiel-Freaks wendet – soll das Phänomen einer solchen digital vermittelten Wissens- und Weltaneignung mittels der Diskussion relevanter philosophischer und kulturwissenschaftlicher Texte erarbeitet und diskutiert werden.

Gunter Süß

Proseminar: Evil Empires, Teflon Presidents and Iron Ladies: Eighties' Cinema and Ideology (7400306)

Donnerstag, 15.30 – 17.00 Uhr

Beginn: 11.10.

The 80s have generally been described as a decade of greed, conspicuous consumption, and conservative backlash in Britain as well as in the United States. The movies of "Ronald Reagan's America" (used here as a construct) are deeply rooted in nostalgia for traditional masculinity, family values typical of the 1950s, and clear-cut answers. In some examples these elements are mixed with "innocent" childishness and a celebration of technology. Other movies, however, refuse obedience to such an ideology.

We will analyze movies such as *The Terminator*, *Star Wars: Return of the Jedi*, *Working Girl*, *Desperately Seeking Susan*, *Down By Law*, *Wall Street*, and *Cracker: To Be a Somebody* in order to conceptualize elements of (Anti-)Reaganite ideology in the cinema of the 80s.

A class page will be accessible by the end of September at <http://www.tu-chemnitz.de/phil/amerikanistik/seminarseiten/index.htm>. Relevant texts can be found in a Semesterapparat in the Pegasus-Center.

Students must have passed the "Introduction to Literature" in order to participate in this seminar. The number of participants in this seminar is restricted to 30. Students have to register via email (gunter.suess@hrz.tu-chemnitz.de) before the first session.

Gunter Süß

Proseminar: Wissenschaftliches Arbeiten – on- und offline (7400305)

Donnerstag, 13.45 – 15.15 Uhr

Beginn: 11.10.

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

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

Voraussetzung für eine Teilnahme an diesem Seminar ist ein erfolgreich bestandener Einführungskurs in die Literaturwissenschaft. Weiterhin benötigen Studierende ein Nutzerkennzeichen des URZ (Informationen dazu im Nutzerservice des URZ). Da dieses Proseminar im Computerraum Rh. 41/338 stattfindet, ist die Teilnehmerzahl auf 20 Studierende begrenzt. Eine Anmeldung zum Seminar vor der ersten Sitzung per Email an gunter.suess@hrz.tu-chemnitz.de ist zwingend erforderlich.

Britische und Amerikanische Kultur- und Länderstudien

Prof. Dr. Hans Kastendiek

Vorlesung: Einführung in die USA-Studien (7400401) MIKK

Montag, 13.45 - 15.15 Uhr

Beginn: 15.10.

Die Vorlesung gibt einen Überblick über einige gesellschaftliche und politische Grundstrukturen der USA. Sie eignet sich insbesondere für Anfangssemester

und Studierende im Grundstudium. Kernthemen werden sein: Weltmacht USA; die Entwicklung der Wirtschaft seit 1945; die sozialen, regionalen und ethnischen Trennlinien der spezifisch segmentierten Gesellschaft; die eigentümliche Fragmentierung des politischen Systems; das Wertesystem des "Amerikanismus" und seine Bedeutung für den Zusammenhalt der Gesellschaft. Die Teilnahme wird dringend als Vorbereitung für die Proseminare in den Amerikanischen Kultur- und Länderstudien empfohlen.

Begleitlektüre:

Lösche, Peter (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.

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

Prof. Dr. Hans Kastendiek

Proseminar: Grundkurs Geschichte der USA (7400402) MIKK

Dienstag, 15.30 - 17.00 Uhr Beginn: 9.10.

Der erstmals angebotene Kurs ist ein Experiment: Wir wollen herausfinden, ob es möglich ist, innerhalb (nur) eines Semesters ein Verständnis für die Grundlinien der historischen Entwicklung der USA zu erarbeiten. Als Basistext soll uns das Geschichtskapitel des *Länderberichts USA* , S. 3 - 204, dienen, ergänzt um ausge-wählte weitere Texte.

Literatur:

Adams, Willi Paul/Peter Lösche, Hg. (1998). *Länderbericht USA. Geschichte, Politik, Geographie, Wirtschaft, Gesellschaft, Kultur*. 3. Aufl., Bonn: Bundeszentrale für politische Bildung (kann dort gratis - bis auf die Portokosten - angefordert werden: Postfach 1369, 53003 Bonn);

Heideking, Jürgen/Vera Nünning (1998). *Einführung in die amerikanische Geschichte*. München: Verlag C.H.Beck.

Dr. Sebastian Berg

Proseminar: Britain since the 1960s (7400405) MIKK

Donnerstag, 11.30 - 13.00 Uhr

Beginn: 11.10.

Imagine a person who had left Britain in 1960. Returning today, she or he would probably be shocked by the changes visible in a society often criticised for its reluctance to change: there are almost no British-made cars on the streets, the industrial structure has been transformed (whole branches having nearly collapsed), you have to watch for red phone boxes and black cabs, you find most social services privatised, there are young darker-skinned British people who speak with local dialects from, say, Lancashire or London, you can shop around the clock, and at least in the large cities there are self-confident lesbian and gay communities.

Is there something like a single dynamics behind these changes, or is it just piecemeal processes? Is there some continuity underneath? Has Britain become less "British" and, for example, more "European" or "cosmopolitan" during these years? These are questions I would like to discuss in the seminar. For debating on an informed level, we can look into diverse issues such as "race" relations, the economy, religion, leisure activities, class consciousness, etc., etc., and work out how they have developed, changed (or disappeared?) during the last 40 years.

You are encouraged to suggest or choose a topic for preparing a seminar paper that will help us gathering the detailed knowledge necessary for an in-depth discussion.

Literature and sources will be discussed in the first sessions.

Dr. Sebastian Berg

Proseminar: The USA: Society, Politics and Culture (7400406) MIKK

Freitag, 9.15 - 10.45 Uhr

Beginn: 12.10.

In this seminar, we will approach some of the central questions in American Studies'. Topics might include the democratic process, multiculturalism, the role of religion, changing cultural identities, regions and regional differences (for example, sun, rust and other belts) or the relationship between the USA and Europe. During the course we will try to find out what is behind interpretations and myths of US society ("American dream", "melting pot", "frontier society", "civil religion"). We will compare our own understanding of, for example, democracy or multiculturalism with US versions. We will ask whether there is some glue holding together society in the USA and whether there were massive changes in the recent past. Participants may choose a certain area of interest and analyse some of these or related questions.

Literature and sources will be discussed in the first sessions.

Prof. Dr. Hans Kastendiek

Hauptseminar: Scotland and Wales: Nations Again? (7400403) MIKK

Dienstag: 9.15 - 10.45 Uhr

Beginn: 9. 10.

The United Kingdom as one of the oldest multi-national states in Europe has come to experience the fallout from nationalist challenges in different ways. Whereas Northern Ireland has provided a gruesome example for the intricacies of territorial politics, the cases of Scotland and Wales seem to have demonstrated that national demands for political and cultural autonomy can be accommodated successfully. The course will include the (Northern) Irish case, but will mainly concentrate on the "Scottish Question" and the "Welsh Question" both in a historical and a contemporary perspective.

Required reading (for the first session):

Roland Sturm (1998). "Das Vereinigte Königreich von Grossbritannien und Nordirland. Historische Grundlagen und zeitgeschichtlicher Problemaufriß", in: Hans Kastendiek et al., Hg., *Länderbericht Großbritannien*. 2. Aufl., Bonn: Bundeszentrale für pol. Bildung, S. 70 - 85.

Prof. Dr. Hans Kastendiek

Hauptseminar/Kolloquium: Studienschwerpunkt Kultur- und Länderstudien

(7400404)

Mittwoch, 11.30 - 13.00 Uhr

Beginn: 10.10.

Die Veranstaltung wendet sich an StudentInnen im Haupstudium, die die Britischen und/oder Amerikanischen Kultur- und Länderstudien als Studienschwerpunkt gewählt haben bzw. wählen wollen. In Ergänzung und Vertiefung der auf Spezialthemen ausgerichteten Kurse des übrigen Lehrprogramms soll sie sich insbesondere mit Fragen und Problemen beschäftigen, die sich aus der Position und den Aufgaben des Teilstudiums innerhalb der Gesamtdisziplin ergeben. Die Verständigung über den thematischen, methodischen und theoretischen "Ort" der British and American Studies in der Anglistik/Amerikanistik kann zugleich Orientierungshilfen für die Planung der individuellen Studienprogramme bis hin zur Themenwahl für die Studienabschlußarbeit bieten. Insofern hat das Seminar auch die Funktion eines Examenskolloquiums. Dabei soll es jedoch nicht um unmittelbare Vorbereitungen auf die schriftlichen und mündlichen Prüfungen gehen, also nicht um eine "kollektive Sprechstunde". Ich denke eher an eine Verständigung

über die Arbeitsweise(n) des Teilstücks am Beispiel von Referaten und Hausarbeiten zu ausgewählten Themen (dies bietet zugleich die Möglichkeit, in dieser Veranstaltung einen Hauptseminarschein zu erwerben). Daneben könnten wir einige der kürzlichen Absolventen bitten, uns über ihre Erfahrungen bei der Themenwahl, der Materialrecherche und der Niederschrift ihrer Magister- oder Staatsexamensarbeit zu berichten.

Fachdidaktik Englisch

Dr. Joachim Seifert

Vorlesung/ Übung: Einführung in die Fachdidaktik Englisch (7400107)

Montag, 11.30 - 13.00 Uhr

Beginn: 15.10.

(Übung nur für BBW / GrundschullehrerInnen)

Die Übung für DirektstudentInnen wird im SS 2002 angeboten

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

Literatur:

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

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

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

Dr. Joachim Seifert

Übung: Gestaltung von Vorträgen, OHP-Folien, Fragen der Moderation von Talkrunden und Diskussionen (7400108)

Dienstag, 9.15 - 10.45 Uhr

Beginn: 16.10.

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 ist? Diese und weitere Fragen sind Gegenstand der Übung, die zwar ein fakultatives Angebot, aber für alle StudentInnen von hohem Stellenwert ist. Die Veranstaltung endet mit einem Leistungsnachweis, der durch 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

Hauptseminar: Formen eines Offenen Unterrichts unter besonderer Berücksichtigung der Projektarbeit (7400109) BMEKO

Dienstag, 11.30 – 13.00 Uhr

Beginn: 9.10.

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 (1995). *Interaktiver Fremdsprachenunterricht*, Stuttgart: Klett.

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

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

Dr. Joachim Seifert

Hauptseminar: Didaktische Fragen eines Englischunterrichts in Einrichtungen der Erwachsenenbildung (7400110)

Mittwoch, 7.30 - 9.00 Uhr

Beginn: 10.10.

Das Hauptseminar soll sich folgenden Fragen widmen:

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

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

Literatur:

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

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

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

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

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

Dr. Joachim Seifert

Übung: Prüfungskolloquium Fachdidaktik (7400111)

Mittwoch, 9.15 -10.45 Uhr

Beginn: 17.10.

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.

The English Language Practice Programme

What, When, Where...

- **Placement Test:** Friday 5th October starting at 9.00 a.m. in C 1.04 in the Main Building, Reichenhainerstr. 70 for all students in their 1st semester of English & American Studies (as well as for those who failed it last time). Please bring (a) a pencil (b) an eraser (c) your matriculation number with you. The written test, which will take 2 hours, will be followed by a brief oral test of 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 6 pm. The results will be hung next to the door of RH 39 Zi. 231 and Zi. 209 by Wednesday 10th October.
- **Signing-up for courses:** Please remember that the number of participants in each class [except Foundation Course] is limited. This means that you must sign up for courses in advance, on the basis of "first come, first served". The registration forms will be up in the corridor outside Room 209, RH 39, from Monday 2nd October to Wednesday 10th 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. You have been warned!!!

ALL Language Practice courses will begin this winter semester on Monday, 15th October. Due to uncertainties regarding staff availability, we cannot guarantee that all the courses listed here will definitely take place. In addition, 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. 209/231.

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 Course I (once you have passed the Placement Test)
3. Integrated Language Course 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. Oral & Written Production

2. Grammar II (preferably before Oral & Written Production)

3. Integrated Area Studies, (preferably also before 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 Coordinator 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 Coordinator, (NN 2), 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. 025 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 (MKT 1st Semester)

Monday, 9.15 – 13.00 (NN 3)

First meeting: 15.10.

Wednesday, 9.15 – 13.00 (NN 3)

First meeting: 17.10.

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. *Focus on First Certificate* (O'Connell) (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 (MKT 1st Semester)

Monday, 9.15 – 13.00 (Naumann)

First meeting: 15.10.

or

Wednesday, 9.15 – 13.00 (Naumann)

First meeting: 17.10.

or

Friday, 9.15 – 13.00 (NN 1)

First meeting: 26.10.

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 (MKTK 2nd Semester)

Monday, 15.30 – 17.00 (Naumann)

First meeting: 15.10.

or

Tuesday, 15.30 – 17.00 (Naumann)

First meeting: 16.10.

or

Thursday, 15.30 – 17.00 (Naumann)

First meeting: 18.10.

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
2. 2-3 pieces of written work
3. oral performance - content and language - during the semester
4. final test (written work and oral exam)

Required books: as for ILC I, plus "False Friends One", which your teacher/the Coordinator will provide you with.

Listening and Reading Comprehension

Tuesday, 11.30 – 13.00 (Naumann)

First meeting: 16.10.

or

Tuesday, 13.45 – 15.15 (Naumann)

First meeting: 16.10.

or

Wednesday, 15.30 – 17.00 (NN 1)

First Meeting: 17.10.

or

Thursday, 17.15 – 18.45 (NN 4)

First meeting: 18.10.

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.
2. 2+ reading tests
3. 2+ listening tests

4. 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 the Coordinator, not the class teachers.

Pronunciation

Monday, 15.30 – 17.00 (NN 2) First meeting: 15.10.

or

Tuesday, 7.30 – 9.00 (NN 4) **First meeting: 16.10.**

or

Tuesday, 11.30 – 13.00 (NN 4) **First meeting: 16.10.**

or

Wednesday, 19.00 – 20.30 (NN 2) First meeting: 17.10.

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
2. 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 (MKT 2nd Semester)

Wednesday, 13.45 – 15.15 (NN 3)

First Meeting: 17.10.

or

Wednesday, 17.15 – 18.45 (NN 4)

First Meeting: 17.10.

or

Friday, 13.45 – 15.15 (NN 3)

First meeting: 26.10.

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.

Course requirements:

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

Thursday, 9.15 - 10.45 (Naumann)

First meeting: 18.10.

Thursday, 11.30 – 13.00 (Naumann)

First meeting: 18.10.

or

Wednesday, 7.30 – 9.00 (Naumann)

First meeting: 17.10.

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
2. 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 (Copyshop Kettler)

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

Translation I

Wednesday, 9.15 – 10.45 (NN 1)

First Meeting: 17.10.

or

Wednesday, 11.30 – 13.00 (NN 2)

First Meeting: 17.10.

or

Friday, 9.15 - 10.45 (NN 2)

First Meeting: 26.10.

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)
2. end-term 1.5-hour test translation (short text & individual sentences)
3. False Friends: Short tests during the term, approx. bi-weekly
4. 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

Wednesday, 13.45 – 15.15 (NN 4)

First meeting: 17.10.

or

Wednesday, 15.30 – 17.00 (NN 4)

First meeting: 17.10.

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 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.

Theatre Workshop

Monday 17.15 – 18.45 (NN 1)

First meeting: 15.10.

(Time will probably be changed to suit students who wish to participate)

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. 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.

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

IAS – United Kingdom & Ireland

Friday, 13.45 – 15.15 (NN 1)

First meeting: 26.10.

IAS - United States of America

Monday, 13.45 -15.15 (NN 5)

First Meeting: 15.10.

The main goals of these courses 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**
- 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. assessment of oral skills**
- 4. short final exam on material covered during semester**

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

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Oral & Written Production (=O&WP)

Thursday, 9.15 – 10.45 (NN 1)

First meeting: 18.10.

or

Thursday, 11.30 – 13.00 (NN 1)

First meeting: 18.10.

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, 9.15 – 10.45 (NN 1)

First meeting: 18.10.

or

Monday, 11.30 – 13.00 (NN 1)

First meeting: 18.10.

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.

Course requirements:

satisfactory selection and explanation of homework texts.

1. **satisfactory preparation of and participation in discussions - language and content.**
2. **final test (probably an oral exam, based on the areas discussed)**

Translation II

Thursday, 15.30 – 17.00 (NN 1)

First meeting: 18.10.

Friday, 11.30 - 13.00 (NN 2)

First meeting: 26.10.

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. Like Translation I, however, this course also devotes considerable time to the question of interference, and takes the examination of False Friends a stage further.

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. **False Friends: short tests during the term, approx. bi-weekly**
3. **a number of texts written as homework.**

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

Essay Writing

Thursday, 17.15 – 18.45 (NN 4)

First meeting: 18.10.

Friday, 9.15 – 10.45 (NN 5)

First meeting: 26.10.

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

Thursday 13.45 – 17.00 (NN 2)

First meeting: 18.10.

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.

Practical-Language "TÜV"

It is vital that you do some practical-language work all through your studies, even in those semesters where you are not taking a language practice course - it is frightening how quickly linguistic knowledge and abilities are forgotten! In addition to the courses offered above, therefore, we offer the chance for students in Advanced Studies who are not taking any practical-language courses this semester of doing a test at the end of the semester to see how their abilities have survived with no formal 'input'. It's completely voluntary and informal - but you might be rather negatively surprised! Anyone interested in doing this should contact the Coordinator of the Language Practice Programme (NN 2) four weeks before the end of the teaching semester to arrange a time.