

## **Liebe Studentinnen und Studenten,**

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

Das KoVo enthält bereits die Raumangaben für die Seminare. Erfahrungsgemäß kann es aber noch zu Änderungen kommen. Bitte berücksichtigen Sie daher die entsprechenden Aushänge im Flur der Anglistik/Amerikanistik (Reichenhainer Str. 39, 2. Stock). Bitte beachten Sie auch, dass der Unterricht für *Erstsemester* erst am Mittwoch, 13. Oktober, beginnt, während die übrigen Veranstaltungen schon am Montag, 11. Oktober, anfangen. Informieren Sie sich daher über die Anfangstermine Ihrer Veranstaltungen. Über kurzfristige Änderungen gibt auch die Homepage der Fachgruppe Auskunft ([www.tu-chemnitz.de/phil/english](http://www.tu-chemnitz.de/phil/english)).

Wichtige Termine im Sommersemester 2004:

Montag bis Mittwoch	27. September 06. Oktober	ganztägig	Einschreibung Sprachpraxis
Freitag	08. Oktober	9.00 Uhr	Placement Test in C 104
Montag	11. Oktober	7.30 Uhr	Kursbeginn mit Ausnahme der Erstsemester
Dienstag	12. Oktober	18.30 Uhr	Erstsemester-Begrüßung (Club der Kulturen, Thüringer Weg 3)
Dienstag	12. Oktober	20.00 Uhr	1. Treffen des English Club (Club der Kulturen, Thüringer Weg 3)
Mittwoch	13. Oktober	7.30 Uhr	Kursbeginn für Erstsemester
Montag	18. Oktober	7.30 Uhr	Kursbeginn Sprachpraxis
Montag bis Freitag	20. Dezember 31. Dezember		Weihnachtsferien
Freitag	04. Februar		Ende der Vorlesungen
Montag bis Freitag	07. Februar 25. Februar		Prüfungsperiode

Wir möchten Sie insbesondere auf das Angebot des **English Club** hinweisen. Beschreibungen finden Sie auf Seite 4, bzw. auf der letzten Seite des KoVo. Beachten Sie bitte auch die Angebote des **Fachschaftsrates der Philosophischen Fakultät**, den Sie in Raum 026, Reichenhainer Str. 39, ansprechen können.

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### **Please note:**

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

<b>BMEKO (+ Zahl)</b>	=	<b>BA Medienkommunikation (+ Fachsemester)</b>
<b>BEUGE</b>	=	<b>BA Europäische Geschichte</b>
<b>BEUST</b>	=	<b>BA Europastudien</b>
<b>MASW</b>	=	<b>Magister Angewandte Sprachwissenschaft</b>
<b>MIKK</b>	=	<b>Magister Interkulturelle Kommunikation</b>
<b>MKTK</b>	=	<b>Magister Kombiprofil Technikkommunikation</b>
<b>MMEKO</b>	=	<b>Magister Medienkommunikation</b>

### **The English Club**

Join us every Tuesday evening from 8.00 p.m. There is always some event (Halloween / Christmas / Scottish folk dancing or whatever party, readings etc.), followed by the opportunity to have a conversation in English – a good chance to practise your English in an informal atmosphere with native speakers or just with other people who want to practice their English. Remember: **Practice makes perfect!**

For further details, see the notice on the door of the Club room, Club der Kulturen, Thüringer Weg 3, or contact us on the English Department corridor. Look for us on the Internet [www.tu-chemnitz.de/stud/club/english/](http://www.tu-chemnitz.de/stud/club/english/) - or better yet, sign up on the English Club List by sending an email to: [majordomo@tu-chemnitz.de](mailto:majordomo@tu-chemnitz.de) containing simply the message: subscribe Englishclub. Then you will automatically be kept up to date by mail with the programme being offered. For personal contact you can send an e-mail to [evelyn.richter@s2000.tu-chemnitz.de](mailto:evelyn.richter@s2000.tu-chemnitz.de)

# Englische Sprachwissenschaft

**Prof. Dr. Josef Schmied**

**Vorlesung: Introduction to English Language & Linguistics**

**MMEKO, BEUST**

**Mittwoch, 7.30-9.00 Uhr (2/HS1)**

**(7400101)**

**Beginn: 13.10.**

This course offers a broad outline of the basic concepts and methods in English linguistics. We will adopt a more academic approach to language, and how the results can be put into practical use. We will then examine the basic issues involved in the various subdisciplines, and finally focus on the key disciplines, i.e. the study of pronunciation, word formation, sentence structure, and meaning. This course is based upon the first chapter of the introductory book *Einführung in die Anglistik*. Participants are therefore expected to prepare for each session by working through the relevant section(s). This course is the prerequisite for all linguistic seminars and will be accompanied by an obligatory tutorial.

Required reading:

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

**N.N.**

**Tutorial: Introduction to English Linguistics**

**Beginn: 2. Semesterwoche**

This tutorial complements the course "Introduction to English Language & Linguistics" and is obligatory for its participants. The purpose and contents of the course are practical activities designed to follow up and illustrate those concepts and methods introduced and discussed in the above-mentioned class. We will read and analyze additional selected texts and clarify issues that are considered only briefly in the accompanying classes. Participation in the mid-term test as well as in the final test is essential.

**Prof. Dr. Josef Schmied**

**Vorlesung: English as a World Language**

**Donnerstag, 7.30-9.00 Uhr (2/D301)**

**MMEKO, MIKK, BEUST (7400102)**

**Beginn: 14.10.**

This lecture is (also) a (logical) continuation of the socio-cultural history of the English language offered every other WS, since it concentrates on the 20<sup>th</sup> and 21<sup>st</sup> centuries. This survey of forms and functions of English outside of Europe and the US will provide a world-wide comparison and distinguish English as a mother tongue (e.g. in England and Australia), as a second language (e.g. in parts of Africa and India), as a second dialect (e.g. in the Caribbean), and as an international language (e.g. in Germany and Japan). The role of English in education and its influence on other languages will be discussed. The variation of style in literary works and the importance of literature in nation-building processes are topics of particular interest to

students of literature. Each session will be devoted to one region: Canada; the Caribbean; West, South and East Africa; South Asia; Australia and New Zealand. Texts will be used as illustrations, and the book *English Around the World: the Social Contexts* (edited by Jenny Cheshire, Cambridge: CUP 1991) will provide useful background reading.

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

**Hauptseminar: English as a World Language MMEKO, MIKK, BEUST (7400103)**  
**Donnerstag, 9.15-10.45 Uhr (2/SR23)** **Beginn: 14.10.**

This seminar is based on the lecture outlined above (but can be attended without that if the relevant background reading has been completed) and gives mainly text illustrations and student presentations on English as it is used outside of Europe. Usually, student presentations are based on one country and include a survey of the relevant literature, spoken and written examples from corpora or the www and an appropriate (20 min) presentation (preferably Powerpoint or HTML), which will be the basis for a 20-page (WORD or HTML) paper later.

Required reading for the first meeting with a short (30 min) **test** (!) on Cheshire, Jenny "Introduction" and "The UK and the USA" in Cheshire, Jenny ed. 1-34 (!).

More recent specific descriptions can be found in: Glauser, Beat/Manfred Görlach/Edgar Schneider (1993). *A Bibliography of Writings on Varieties of English 1984-1992/93*. Amsterdam: Benjamins, the relevant on-line bibliographies and internet searches.

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

**Hauptseminar: Contrastive Linguistics** **MMEKO, MIKK, MASW**  
**Blockseminar: 22./23.10.04 und 08./09.01.05** **Beginn: 22.10. 14.00 Uhr**

This seminar will introduce students to the general principles, perspectives and problems of contrastive linguistics and illustrate these principles using English and German as examples. Selected texts that will have to be read before the seminar starts will be made available as downloads from the seminar www page.

The second part of the seminar consists of presentations (preferably Powerpoint or HTML) on a detailed (20 min/20 pages) qualitative and quantitative analysis of selected topics such as phonemes, suprasegmental features, semantic fields, word order (adverb positions, adjective sequence), word formation, tenses, aspect, modality, passives, prepositions, articles, adverb morphology, conditionals, relative clauses, etc.

Theoretical aspects have to be verified through empirical studies of corpora and the www.

#### Recommended reading:

Burgschmidt, Ernst and Dieter Gotz (1974). *Kontrastive Linguistik Deutsch/Englisch*. München: Max Hueber.

Gnutzmann, Claus, ed. (1990). *Kontrastive Linguistik*. Frankfurt/M.: Lang.

Hawkins, John A. (1986). *A Comparative Typology of English and German. Unifying the Contrasts*. London: Croom Helm.

Hellinger, Marlis (1977). *Kontrastive Grammatik Deutsch/Englisch*. Tübingen: Niemeyer.

Leisi, Ernst and Christian Mair (1999). *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.

### Dr. Christoph Haase

**Proseminar: Introduction to Pragmatics**  
**Mittwoch, 13.45-15.15 Uhr (2/SR13)**

**MIKK, BEUST (7400105)**  
**Beginn: 13.10.**

Once believed to be a subdiscipline of semantics, pragmatics has evolved into a linguistic field of its own despite its strong links to the study of meaning. However, pragmatics extends the notion of meaning of linguistic utterances towards attitudinal aspects of the speaker-hearer situation. On the language side, pragmatics includes vague concepts such as purpose and belief of aforementioned speech situation participants and their interpretation strategies. Partially captured in canonical approaches like speech act theory we will expand from there bottom-up into more sophisticated models and their application in extensive example practice.

The course will start with a close reading of some of the classics in the field and their implications. Discourse research and text linguistics will be considered as well as modern applications of the functioning of presuppositions, inferences and syllogisms within speakers' mental models. Finally, we will look at how things can be done with language. Interesting objects of study will be referring expressions such as performatives, demonstratives, and proper names.

Prerequisites: Introduction to English linguistics, passed with good results

Further readings:

Cruse, D.A. (2000). *Meaning in language. An introduction to semantics and pragmatics*. Oxford: OUP.

Peccei, Jean Stillwell (1999). *Pragmatics*. London: Routledge.

Wierzbicka, Anna (2003). *Cross-cultural pragmatics. The semantics of human interaction*. Berlin: Mouton de Gruyter.

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

### Dr. Christoph Haase

**Proseminar: Selected Problems in English Grammar**  
**Donnerstag, 13.45-15.15 Uhr (2/SR8)**

**MIKK (7400107)**  
**Beginn: 14.10.**

This course will zoom in on a selected field of problematic cases in English grammar that pose problems for learners on the acquisition side and for native speakers on the analytic side. The class will be split into an applied part and a theoretical part, in that order.

The applied part of the class is designed for learners of English as a second language and their particular problems among which many "classics", like restrictive/non-restrictive relative clauses and adverbial relative clauses, relative pronouns, deixis markers and PRO, subjunctive mood, split infinitive, reflexive pronouns and verb quantification and modal verbs, the latter forming a separate

section within the course. In the theoretical part we will try to achieve or at least get close to a notion of explanatory adequacy in the Chomskyan sense when we look at problems of movement, raising constructions, small clauses, stranding of elements and problems of case in connection with semantic role classification. This class will be concluded by a written test rather than a term paper.

Prerequisites: Introduction to English linguistics, passed with good results

Further readings:

Aarts, Bas (2001). *English syntax and argumentation*. Basingstoke: Palgrave.

Huddleston, Rodney and Geoffrey K. Pullum (2003). *The Cambridge grammar of the English language*. Cambridge: CUP.

Radford, Andrew (1997). *Syntactic theory and the structure of English*. Cambridge: CUP.

Radford, Andrew (1997). *Syntax. A minimalist introduction*. Cambridge: CUP.

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

**N.N.**

**Proseminar/Hauptseminar: Computational Linguistics**

**MIKK, MASW, MMEKO**

**(7400106)**

**Donnerstag, 17.15-18.45 Uhr (2/SR17)**

**Beginn: 14.10.**

In this seminar, we will try to gain an insight into the field of computational linguistics. We will explore in which ways the approaches employed in computational linguistics differ from those employed in general linguistics for the areas of morphology, phonetics/phonology, syntax, semantics and pragmatics, and why this may be the case. Furthermore, we will investigate which additional areas of research, such as *information retrieval*, *dialogue systems*, etc. computational linguistics encompasses and how they relate to the more traditional types of linguistic analysis. By the end of the course, participants should also have developed a good understanding of the problems in handling any form of electronic 'text', be it in spoken – in form of dialogue recordings - or written form, such as text corpora or pages collected off the web. More computationally-minded participants can also produce small example programs as part of their final assignments.

Recommended reading for the individual sections:

Mitkov, R., ed. (2003). *The Oxford Handbook of Computational Linguistics*. Oxford: OUP.

Jurafsky, D. & Martin, J. (2000). *Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition*. Upper Saddle River, New Jersey: Prentice Hall.

## N.N.

**Proseminar: Semantics**  
**Freitag, 11.30-13.00 Uhr (2/B101)**

**MIKK;BEUST (7400108)**  
**Beginn: 15.10.**

This seminar will begin with an introduction into the basic, more traditional word-level concepts in semantics, such as *synonymy*, *antonymy*, etc., and the use of binary features, etc. We will then move on to investigate how semantics may influence other levels above the word, such as syntax and pragmatics and how more philosophically oriented approaches to semantics have tried to capture logical relations within these extended units of text in terms of *entailments* and *presuppositions*. Then, moving away from traditional semantics, we will begin to explore a more recent approach to the subject, namely *cognitive semantics* and *prototype theory*. Last, but not least, we will take a look at some even more recent developments within the computational area and examine the use of computer-based *ontologies*, such as WordNet.

Recommended reading:

Leech, G. (1981). *Semantics* (2nd edition). Harmondsworth: Penguin.  
Taylor, J. (1995). *Linguistic Categorization: Prototypes in Linguistic Theory* (2nd edition; 3rd also available). Oxford: OUP.  
Ungerer, F. & Schmid, H.-J. (1996). *An Introduction To Cognitive Linguistics*. London: Longman.

## PD Dr. Hartmut Stöckl

**Hauptseminar: English Lexicography – An introduction**  
**Donnerstag: 11.30-13.00 Uhr (2/D301)**

**(7300108)**  
**Beginn: 14.10.**

Dictionaries are a vital part of the linguist's and average language user's toolkit. They answer a wide range of questions relating to the system and the use of a language. Making dictionaries stands midway between art and craftsmanship, but it is first and foremost a great deal of linguistic knowledge that goes into their compilation. The course aims at presenting and exemplifying the main lexicological and semantic principles underlying the structure of dictionaries. Lexicographical issues to be addressed range from the systematisation of dictionary and user types to the description of information categories in dictionary entries and the various ways of treating words and explaining their meaning. Throughout the course students will be required to consult a multitude of different dictionaries and train to assess dictionary quality. Ultimately the course sets out to give students a clear idea of what dictionary to consult how for which purpose.

Einschreibung ab 4.10.04 per Mail an: [hartmut.stoeckl@phil.tu-chemnitz.de](mailto:hartmut.stoeckl@phil.tu-chemnitz.de)

Required reading:

Jackson, Howard (2002): *Lexicography: An introduction*. London: Routledge.  
Hartmann, R.R.K. (2001): *Teaching and researching lexicography*. Harlow: Longman.

# Anglistische Literaturwissenschaft

## Prof. Dr. Werner Huber

### Vorlesung: William Shakespeare Goes to the Movies

**BEUST, BMEKO, MMEKO, studium generale**

**Dienstag, 17.15-18.45 Uhr (2/B102)**

**(7400201)**

**Beginn: 12.10.**

The joke has been well rehearsed: if William Shakespeare were alive and well and living in Los Angeles, he would be earning his living as a Hollywood script-writer/director.

From the early days of cinema, Shakespeare's plays have constituted an interesting playground for film-makers. The 1990s, in particular, witnessed a strong revival of Shakespeare adaptations for the big screen. In fact, we find ourselves in a hitherto unparalleled phase of creative engagements with Shakespeare extending to all fields of popular culture.

It is the aim of this lecture course to provide an introduction to the Shakespeare canon via a survey of the major adaptations/re-workings of his plays for the big screen. Thus, we will look at, and compare, the work of famous directors and their styles (Lawrence Olivier, Orson Welles, Peter Brook, Franco Zeffirelli, Kenneth Branagh, Baz Luhrmann etc.), at the same time familiarising ourselves with the major plays or – at least – those plays that have evinced great 'cinematic' potential (e.g. *Hamlet*, *Henry V*, *Richard III*, *Romeo & Juliet*, *Twelfth Night*, *Macbeth*, *A Midsummer Night's Dream*).

Recommended reading: Students would do well to read the plays mentioned beforehand (in any edition).

## Prof. Dr. Werner Huber

### Hauptseminar: Literature and the Cinema

**BMEKO5, MMEKO (7400202)**

**Blockseminar, 1. Sitzung: Freitag, 15.10.2004, 11.30-13.00 Uhr (RH 39/233),  
danach: n.V. und 3.-4.2.2005, 9.00-18.00 Uhr**

**Beginn: 15.10.**

The seminar seeks to investigate the complex relationships between literature and film/the cinema. Thus, intermediality, in a very basic and practical sense, is the theme of this seminar. 'Intermediality' denotes the crossing of genre borders, cross-fertilisation between the arts (originally between the sister arts of literature and painting).

After looking at some of the basic explorations of the interrelations between literature and film in classical film theory (e.g. S. Eisenstein, W. Benjamin, S. Kracauer), we will move on to studying the cinema as a literary theme (e.g. in movie poems, film stories, cinema novels). Eventually, 'intermediality' will be considered in a stricter sense, i.e. as a cross-over-phenomenon, as the hybridisation of genres, esp. in the field of contemporary drama where the references to, and the inclusion of, films and video sequences within a play raise the problem of a new intermedial aesthetics.

Texts to be studied include: classics of film theory; movie poems, film stories; plays: Eugene O'Neill, *The Movie Man* (1914); Samuel Beckett, *Film* (1967); Marie Jones, *Stones in His Pocket* (1999).

As this course is planned as a *Blockseminar*, students should be prepared to attend a two-day conference on "Literature & the Media: Intermediality." This conference is

currently being organised by the chairs of English Literature and American Studies and will take place on February 3-4, 2005.

Required reading: Relevant material will be made available after registration.

Prerequisites: *Zwischenprüfung*

Requirements for credit: regular attendance, oral presentation, and term paper

Registration: To register, please send an e-mail to [werner.huber@phil.tu-chemnitz.de](mailto:werner.huber@phil.tu-chemnitz.de) before 15 September, stating your name, semester standing, and subjects. To avoid disappointment, please register early, as there is a limit on attendance (25 participants).

### **Prof. Dr. Werner Huber**

**Proseminar: The Short Story**

**Freitag, 9.15-10.45 Uhr (2/SR40)**

**BEUST1/3/5 (7400204)**

**Beginn: 15.10.**

The short story is generally considered "a young art," "the child" of the twentieth century, as Elizabeth Bowen, not quite an insignificant practitioner of the art herself, put it in 1936. The rise of the short story is generally related to "the restlessness," "the short breath of contemporary life" (V.S. Pritchett). In other words, the short story is the genre that is seen as truly representative of radical changes occurring during the first decades of the 20th century. These changes are not only related to revolutions in literary modes and styles, but also to the phenomena of (mass) production and (mass) consumption of literature as well as to the advances of modern technology and modernism in general.

The course aims to study the theory and practice of the short story in an historical dimension. It will briefly go back to the pioneers of the genre (e.g. E.A. Poe) and their influential attempts at defining a short story before exploring the rich variety of modernist and postmodernist stories. The emphasis throughout will be on British and Irish short stories.

Required reading: Relevant material will be made available after registration.

Recommended reading:

Barbara Korte (2003). *The Short Story in Britain*. Tübingen: Francke/UTB.

Prerequisites: "Introduction to the Study of Literature"

Requirements for credit: regular attendance, oral presentation, and term paper

Registration: To register, please send an e-mail to [werner.huber@phil.tu-chemnitz.de](mailto:werner.huber@phil.tu-chemnitz.de) before 15 September, stating your name, semester standing, and subjects. To avoid disappointment, please register early, as there is a limit on attendance (25 participants).

### **Dr. Sabine Baltes**

**Proseminar: Charlotte Brontë, Jane Eyre**

**Mittwoch, 9.15-10.45 Uhr (2/N105)**

**(7400205)**

**Beginn: 13.10.**

In the *Short Oxford History of English Literature*, Charlotte Brontë's novel *Jane Eyre* is called "an extraordinary phenomenon: a totally assured, provocative, and compelling piece of fiction." Published under the pseudonym of "Currer Bell," to compete among contemporary male novelists, the book professes to be the autobiography of a young woman, who finally succeeds in marrying a wealthy

aristocrat, looking back on her life as an unloved orphan and struggling governess in the haughty and self-righteous world of the gentry. Some have seen the novel simply as a heartbreakingly love-story teaching female submission and Christian resolution. However, the text is far from that: it shows the heroine burning with a sense of injustice and determined in her quest for surroundings in which her intelligence and integrity will be appreciated. This portrait of the emancipation and development of a free woman's spirit became immediately popular and has remained one of the most successful of all English novels. Since it is one of the archetypes of the British "governess novel," we shall have a look at social conditions in Victorian England in general and the role of the governess in particular. Besides, we shall concentrate on literary aspects, such as narrative situation, symbolism as well as features of romanticism and Gothicism.

Prerequisites: Earning a course credit in this Proseminar presupposes that students have already taken the lecture course "Introduction to the Study of Literature" and that they attend the seminar on a regular basis. Apart from writing a term paper of between 10 and 12 pages, students will be asked to give a short presentation on a specified topic.

Required reading:

Charlotte Brontë (1996). *Jane Eyre*, ed. Michael Mason. Harmondsworth: Penguin. Texts will be available at the UNIVERSITAS bookshop (Reichenhainer Str. 55) by early September. **NB:** Students are expected to have read the book before the start of the winter semester.

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

### Dr. Sabine Baltes

**Proseminar: Sean O'Casey, The Dublin Trilogy  
Dienstag, 11.30-13.00 Uhr (2/B201)**

**(7400206)  
Beginn: 12.10.**

The Dublin Trilogy are three plays by Sean O'Casey which deal with the complicated and violent process towards Irish independence from the Easter Rising in 1916 to the Civil War in 1923. O'Casey does not present us with political decisions and military engagements, but rather with their effects on the civilian population in the poorer districts of Dublin. By showing human suffering caused by war and violence, O'Casey makes a pacifist plea in the wake of a process of bloody strife. Yet, there are not only tragedy and death playing havoc among the tenement dwellers, but also raucous humour and off-hand wit. We see memorable characters in ludicrous situations squabbling among themselves in that peculiar Dublin variety of English mixed with poetic diction which produces such hilarious verbal effects. We shall concentrate on the historical and theatrical backgrounds of the plays, particularly their verdicts on warfare and patriotism and their reception among contemporary audiences. We will also pay attention to the tragi-comic rhythm conveyed through stock characters, especially the juxtaposition of male braggarts and female pragmatists, as well as linguistic and farcical humour.

Prerequisites: Earning a course credit in this Proseminar presupposes that students have already taken the lecture course "Introduction to the Study of Literature" and that they attend the seminar on a regular basis. Apart from writing a term paper of between 10 and 12 pages, students will be asked to give a short presentation on a specified topic.

Required reading:

Sean O'Casey (2000). *Three Dublin Plays: Juno and the Paycock, The Shadow of a Gunman, The Plough and the Stars*. London: Faber & Faber.

Texts will be available at the UNIVERSITAS bookshop (Reichenhainer Str. 55) by early September. **NB:** Students are expected to have read the plays before the start of the winter semester.

Registration:

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

### **Dr. Marie-Luise Egbert**

#### **Vorlesung/Übung: Introduction to the Study of Literature: Introduction to Poetry**

**BEUST1/3, studium generale (7400207)**  
**Mittwoch, 11.30-13.00 Uhr (2/HS1) Beginn: 13.10.**

This lecture-cum-seminar course offers students an introduction to the study of literary texts. Reading literature will be examined as a special case of communication, and the basic tools and approaches of literary criticism will be introduced. The focus is on poetry, and the formal and semantic analysis of this genre will form a core part of the course. Students are expected to contribute a brief presentation on a selected topic, and there will be a written examination in the penultimate week of the semester. This introductory lecture course is obligatory for beginners (*Grundstudium*) and a prerequisite for *Proseminare* and the *Zwischenprüfung*.

**NB:** The lecture course will be accompanied by a tutorial in which the formal and thematic analysis of poetry will be practised (s. below).

Required reading:

Michael Meyer (2004). *English and American Literatures*. Tübingen, Basel: Francke.  
ISBN 3-8252-2526-7.

The text will be available at UNIVERSITAS (Reichenhainer Str. 55) by early September.

### **Dr. Marie-Luise Egbert**

#### **Proseminar: Award-Winning Novels Dienstag, 9.15-10.45 Uhr (4/101)**

**BEUST1/3 (7400208)  
Beginn: 12.10.**

With the ever increasing number of novels published each year, literary awards have become an immensely important factor in the commercial success or otherwise of a writer. The most prestigious international prize for literature is the Nobel Prize. Where literature written in English is concerned, the Booker Prize is the best-known award,

but there are, in addition, a host of other literary prizes with various emphases (e.g. Guardian First Novel, Whitbread Book of the Year, W.H. Smith 'People's Choice' Book). Apart from studying a selection of award-winning novels, participants in this course will be introduced to more general issues, such as the notion of excellence underlying the assignment of awards and the contribution they make to the formation of a literary canon. Furthermore, it should prove interesting to examine vested interests by asking who is responsible for the selection of the winners and who donates the prize money.

Prerequisites: "Introduction to the Study of Literature"

Requirements for credit: regular attendance, oral presentation, term paper

## Required reading:

J.M. Coetzee (1999). *Disgrace*. London: Secker & Warburg.

Roddy Doyle (1993). *Paddy Clarke Ha Ha Ha*. London: Secker & Warburg.

Michael Frayn (2002). *Spies*. London: Faber & Faber.

The novels will be available at UNIVERSITAS (Reichenhainer Str. 55) by early September.

**NB:** Students are expected to have read Coetzee's *Disgrace* before the start of the winter semester.

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

## Dr. Hans-Joachim Hermes

Tutorium zur Vorlesung: Introduction to the Study of Literature/Einführung in die Literaturwissenschaft BEUST1/3, studium generale (7400209)

**Montag, 15.30-17.00 Uhr (2/B101)**

BEUST1/3, studium generale (7400209)

**Beginn: 18.10.**

In this tutorial, which is meant as a supplement to the "Introduction to the Study of Literature" outlined above, we will put into practice some of the skills and tools acquired there. At the centre of this course will be the analysis and discussion of a selection of poems from different periods. Close reading will go hand in hand with an exploration of more general formal and semantic aspects of poetry, but there will also be room to study such basic practical aspects as bibliography, the university library, and how to organise your course of studies most effectively.

**NB:** Participation is on a voluntary basis, but is highly recommended!

## Amerikanistik

Prof. Keitel expects to be on sabbatical leave ("Forschungsfreisemester") during the winter term of 2004/2005.

The following courses are alternatives for students interested in American Studies or students who need to acquire a certificate ("HS-Schein") in WS 2004/05.

**Prof. Dr. Werner Huber "Modern American Drama", Di. 13.45-15.15 Uhr**

**Dr. Elke Kinkel "From Melting Pot to Salad Bowl: Multicultural Fiction in America (Blockseminar)**

**Dr. Elke Kinkel "The American Myth of Success: Culture, Literature, Film" (Blockseminar)**

(For details see below)

**Prof. Dr. Werner Huber**

**Hauptseminar: Modern American Drama  
Dienstag, 13.45-15.15 Uhr (2/SR40)**

**(7400203)  
Beginn: 12.10.**

To say that American drama is a marginalized genre in academia is not merely stating the obvious, it is also a critical commonplace. This may have to do with the expectation that the novel is perceived as a far more suitable medium when it comes to reflecting the development of American society and culture (viz. the continuing search for the Great American Novel).

In order to redress the balance somehow, this course is designed as an introduction to some of the landmarks, the classics of 20th-century American drama. Upon close scrutiny it may come as a surprise to see that American drama, very much like the novel, has also taken up the recurring themes of the national ideologies, utopias, and traumas that may be subsumed under the umbrella terms of the 'American Dream' (or 'Nightmare,' respectively).

The plays and playwrights to be studied in detail are:

Eugene O'Neill, *The Emperor Jones* (1920); Eugene O'Neill, *Long Day's Journey into Night* (1956); Thornton Wilder, *Our Town* (1938); Arthur Miller, *Death of a Salesman* (1949); Edward Albee, *Who's Afraid of Virginia Woolf?* (1962); Tony Kushner, *Angels in America* (1990-1994).

Required reading: The plays by O'Neill, Wilder, Miller, and Albee are available as inexpensive editions in the *Reclams Rote Reihe (Fremdsprachentexte)* series. Other material will be made available after registration. Students are expected to have read the two O'Neill plays before the beginning of term.

Prerequisites: *Zwischenprüfung*

Requirements for credit: regular attendance, oral presentation, and term paper

Registration: To register, please send an e-mail to [werner.huber@phil.tu-chemnitz.de](mailto:werner.huber@phil.tu-chemnitz.de) before 15 September, stating your name, semester standing, and subjects. To avoid disappointment, please register early, as there is a limit on attendance (25 participants).

## Dr. Elke Kinkel

### Hauptseminar: From Melting Pot to Salad Bowl: Multicultural Fiction in America (7400303)

Blockseminar: Fr., 29.10. 11.30-13.00 Uhr, Fr., 12.11 und Sa., 13.11., Fr., 10.12.  
und Sa., 11.12., je 9.15-17.00 Uhr Beginn: 29.10.

The experience of (im)migration is one of the basic features of American identity and accounts for the richness and diversity of American culture. Traditionally, immigration meant assimilation in the melting pot called America. The second half of the 20<sup>th</sup> century, however, saw a fundamental change: Previously marginal ethnic traditions have now been recognized and entered into mainstream American literature. Newly articulate groups have argued for a diversity of "lifestyles": Jewish American writers moved beyond topics of assimilation and identity; artistic expressions showing the cultural complexity of the American population from Chinese Americans, Japanese Americans, Mexican Americans and South Asian Americans have now become part of the literary canon.

This seminar will discuss and analyze texts covering 100 years of (im)migrant fiction. In addition to the concept of ethnicity as a determining factor of American identity, we will concentrate upon the special formative role of gender. Is the ethnic woman a double outsider in American culture? How did ethnic and female experiences change over the last century?

Required reading: Anzia Yezierska *Bread Givers*, Sandra Cisneros *The House on Mango Street*, Bharati Mukherjee *Jasmine*.

Please register for this course by email <[elkekinkel@web.de](mailto:elkekinkel@web.de)> until Oct. 23, 2004.

Prerequisites: *Zwischenprüfung*

## Dr. Elke Kinkel

### Hauptseminar: The American Myth of Success: Culture, Literature, Film (7400304)

Blockseminar: Fr, 29.10. 13.45-15.15 Uhr, Fr., 26.11. und Sa., 27.11., Fr., 07.01.,  
und Sa., 08.01.05., je 9.15-17.00 Uhr Beginn: 29.10.

As early as 1906, William James wrote in a letter to H.G. Wells: "The exclusive worship of the bitch-goddess SUCCESS [...] is our national disease." The modern American imagination has long been fascinated by this mythology of success, which is a key ingredient of the American Dream. Beginning with the popular myth of Horatio Alger, "the great American religion of success" was preached to the people: No matter how poor and from which background, if you persevere and do your best, you can succeed. Massive social transformations, however, have shaken the belief in this myth of success.

Engaging a variety of critical perspectives, the course will both explore and raise questions about the changing nature of the myth of success – within the larger framework of the American Dream – during the 20<sup>th</sup> century. We will look closely at a collection of texts from different genres.

Required reading: Theodore Dreiser *Sister Carrie*, Arthur Miller *Death of a Salesman*, Mike Nichols' film *Working Girl* (will be made available).

Please register for this course by email <[elkekinkel@web.de](mailto:elkekinkel@web.de)> until Oct. 23, 2004.

Prerequisites: *Zwischenprüfung*

## **Gunter Süß, M.A.**

**Proseminar: Postmodernism**  
**Donnerstag, 11.30-13.00 Uhr (2/N101)**

**BMEKO3/5, MIKK1 (7400301)**  
**Beginn: 14.10.**

The term postmodernism has been widely debated in academia, the culture pages, and spheres we may call 'everyday life'. It has been used as a temporal phenomenon referring to a literary period as well as an aesthetic and political phenomenon pointing towards a break-down of treasured and naturalized principles of Western thought, such as the decline of meta-narratives, the suspicion regarding categories like 'truth' or 'reality', and the collapse of the distinction of high art and popular culture.

In a first step, we will try to find philosophical, theoretical, aesthetic and political dimensions of the term 'postmodernism' in the works of scholars such as Ihab Hassan, Michel Foucault, Jacques Derrida, and Frederic Jamesson.

In the second part of the seminar students will analyze cultural phenomena like short stories, movies (*Blade Runner, Short Cuts*), music videos, and TV series (*Sex and the City*) which may be called postmodern.

Prerequisites: Students of *Anglistik/Amerikanistik* must have completed the lecture course "Introduction to the Study of Literature" successfully. Please present the *Schein* in the first session of the course.

Registration: Students of *Anglistik/Amerikanistik* and *IKK* register via email by October 10, 2004 ([gunter.suess@hrz.tu-chemnitz.de](mailto:gunter.suess@hrz.tu-chemnitz.de)), stating your name, semester standing, and subjects.

Students of *Medienkommunikation* register at their website <<http://www.tu-chemnitz.de/phil/medkom/>> ("Lehre").

## **Gunter Süß, M.A.**

**Proseminar: Computerspiele**  
**Donnerstag, 15.30-17.00 Uhr (2/N101)**

**BMEKO3/5 (7400302)**  
**Beginn: 14.10.**

Dieses Seminar beschäftigt sich mit Computerspielen als zeitgenössische und immens populäre Medienerscheinungen. Im ersten Teil der Veranstaltung, der eher theoretischer Art ist, stehen Fragen von Narration, Genre, Immersion, *gender* und Intermedialität im Mittelpunkt. Im zweiten Teil werden Studierende eigene Beispielanalysen vorstellen.

Zur Vorbereitung der Vorträge kann die am Lehrstuhl vorhandene Technik genutzt werden. Studierende müssen also nicht über entsprechende Hard-/Software oder Vorkenntnisse verfügen, sollten aber ein generelles Interesse an der Thematik des Seminars haben.

Die Teilnehmerzahl in diesem Seminar ist auf 25 Studierende begrenzt. Studierende der Anglistik/Amerikanistik müssen sich vor Semesterbeginn per Email an <[gunter.suess@hrz.tu-chemnitz.de](mailto:gunter.suess@hrz.tu-chemnitz.de)> anmelden. BMEKO-Studierende nutzen bitte die Online-Einschreibung auf der Homepage der Medienkommunikation <<http://www.tu-chemnitz.de/phil/medkom/>> in der Rubrik "Lehre".

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

## **Manuela Müller**

**Proseminar: The Native American Trickster in Literature and Film (7400305)**  
**Mittwoch, 11.30-13.00 Uhr (4/101)** **Beginn: 13.10.**

“Shunka Manitou, Coyote, came walking along, scrounging, as usual. He met Mastincala, Rabbit, who was carrying a leather pouch on his back. Coyote wanted to know what was in the pouch. [...] “Hey, you long-eared fellow, let me see what you got there on your back!” “Nothing you would want,” Rabbit [...] answered. “Well, let me see that nothing.” “No, you would be sorry. You would be angry with me.” Coyote was dying with curiosity. [...] In a big rage, Coyote tore the pouch from Rabbit’s back and opened it. The pouch was full of fleas, so many nobody could count them. They all went on Coyote. He ran off in a frenzy, scratching himself, howling. [...] Ever since that time you can hear Coyotes howling all over the place.”

*American Indian Trickster Tales.* Eds. Richard Erdoes and Alfonso Ortiz, New York: Viking, 1998, 50-51.

This little Lakota Sioux trickster story is to be a foretaste of the world of Native American storytelling we will enter in this course. While trying to answer the very basic question of who or what is a trickster, we will get to know Coyote, Iktomi, Raven, Whiskey Jack and all the other ambiguous figures of Native American mythology in the respective cultural context. This will also lead us to the discussion of different, sometimes contradictory trickster discourses. We will then move on to contemporary storytellers like Gerald Vizenor, Sherman Alexie, Louise Erdrich, Thomas King, etc., in order to explore how the Native American trickster is represented in film as well as in Native American literature.

Prerequisites: Students of *Anglistik/Amerikanistik* must have completed the lecture “Introduction to the Study of Literature” successfully. Please present the Schein in the first session of the course.

Registration: Register for this course via email by October 1<sup>st</sup> <[manuel.mueller@phil.tu-chemnitz.de](mailto:manuel.mueller@phil.tu-chemnitz.de)>, stating your name, semester standing, and subjects (plus indicate whether or not you want to acquire a *Proseminarschein*).

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

### **Prof. Dr. Hans Kastendiek**

**Vorlesung: Einführung in die USA-Studien**  
**Montag, 13.45-15.15 Uhr (2/HS1)**

**MIKK (7400401)**  
**Beginn: 18.10.**

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

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

Begleitlektüre:

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

Willi Paul Adams/Peter Lösche, Hg. (1998). *Länderbericht USA. Geschichte, Politik, Geographie, Wirtschaft, Gesellschaft, Kultur*. 3. Aufl., Bonn: Bundeszentrale für politische Bildung (kann dort sehr preisgünstig bestellt werden; siehe [www.bpb.de](http://www.bpb.de)).

### **Prof. Dr. Hans Kastendiek**

**Proseminar: Understanding the USA**  
**Donnerstag, 9.15-10.45 Uhr (2/N101)**

**MIKK (7400402)**  
**Beginn: 14.10.**

Starting with Peter Lösche's observations and comments on „deutsche Schwierigkeiten, die USA zu verstehen“, the course provides participants with the opportunity to explore particular topics of American society, politics and culture they are especially interested in.

Requirements:

Participants should have taken part in my lecture course “Einführung in die USA-Studien” or should immediately read Peter Lösche's *Die Vereinigten Staaten. Innenansichten*, or selected chapters of the *Länderbericht USA* (for details see reading proposals above).

### **Prof. Dr. Hans Kastendiek**

**Proseminar: Politics and Society in Britain** **MIKK, BEUST, BEUGE (7400403)**  
**Dienstag, 15.30-17.00 Uhr (2/NK003)** **Beginn: 12.10.**

The course deals with central issues in British society and politics. Participants will prepare and present reports on topics like “Postwar Consensus”, “The British Economy since 1945”, “The Development of the Party-Political Landscape since the 1970s”, “Class Matters in British Society!?", “Multi-Ethnicity”, “The Importance of not Being English: Scotland, Wales and Northern Ireland”, “Britain and/in Europe”.

Requirements:

Participants who did not attend my lecture course “Einführung in die Großbritannienstudien” are requested to read as soon as possible David McDowall (1999), *Britain in Close-Up*. New ed., Harlow: Longman.

### **Prof. Dr. Hans Kastendiek**

**Hauptseminar: The English Question** **MIKK, BEUST, BEUGE (7400404)**  
**Dienstag, 11.30-13.00 Uhr (2/SR40)** **Beginn: 12.10.**

The United Kingdom has been confronted with *national questions* at several stages of its history. So far, most of the debates have been related to the “Celtic Periphery”. Hence, in previous courses, we have dealt with the Irish, Scottish and Welsh questions. This term, we will address a *national question* which has become prominent only in the last couple of years: the “English Question”. We will do so from

a historical as well as a contemporary perspective. Topics for investigation include, for example, England's role in the formation of the United Kingdom and its hegemonic position in British society, politics and culture; the Englishness of the British Constitution; Britishness and/or Scottishness, Welshness and Englishness?; nationalism in a multi-national state and a multi-ethnic society; the future of England in a devolved (decentralized) United Kingdom.

Recommended reading:

Chen, Selina/Tony Wright, eds. (2000). *The English Question*. London: Fabian Society (a copy is available in our *Archiv Kultur- und Länderstudien* in R39/212).

**Hinweis:** Sebastian Berg unterrichtet im Wintersemester nicht, da er seine Lehrverpflichtung bereits durch zusätzliche Kurse im Sommersemester erfüllt hat. Er nimmt aber selbstverständlich seine Prüfungsaufgaben wahr und ist per E-mail und persönlich erreichbar (die Sprechzeiten finden Sie auf der Homepage der Kultur- und Länderstudien).

## Fachdidaktik Englisch

### Dr. Joachim Seifert

**Vorlesung/ Übung: Einführung in die Fachdidaktik Englisch (7400801/802)**  
**Montag, 9.15-10.45 Uhr; 11.30-13.00 Uhr (4/202) Beginn: 18.10.**

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 alle MA-Studiengänge, besonders aber 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: Suche und Aufbereitung von Text- und Unterrichtsmaterial für den Englischunterricht in der Erwachsenenbildung, Erarbeitung von Kursjahresplänen und Einzelstundenkonzepten (7400803)**  
**Dienstag, 7.30-9.00 Uhr (4/102) Beginn: 19.10.**

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

Literatur:

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

**Dr. Joachim Seifert**

**Hauptseminar: Formen eines Offenen Unterrichts unter besonderer Berücksichtigung der Projektarbeit in Kursen der Erwachsenenbildung (7400804)**  
**Dienstag, 9.15-10.45 Uhr (4/102) Beginn: 12.10.**

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*. Stuttgart: Klett.

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

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

**Dr. Joachim Seifert**

**Hauptseminar: Didaktische Spezifika eines Englischunterrichts in Einrichtungen der Erwachsenenbildung (7400805)**  
**Mittwoch, 7.30-9.00 Uhr (2/SR15) Beginn: 13.10.**

Das Hauptseminar soll sich folgenden Fragen widmen:

- Europäuglichkeit 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 eines zusätzlichen Seminarreferats spezialisieren sich die KursteilnehmerInnen auf ihren Schwerpunkt der Veranstaltung und erwerben einen Leistungsschein.

Literatur:

Borgwardt, Ulf et al. (1993), *Kompendium Fremdsprachenunterricht*.  
 Edelhoff, Christoph/Ralf Weskamp (1999). *Autonomes Fremdsprachenlernen*, Ismaning, 1999  
 Rüschoff, Bernd/Dieter Wolff (1999) *Fremdsprachen in der Wissensgesellschaft*. Ismaning.  
 Schröder, Konrad (1999). „Den Fremdsprachenunterricht europäuglich machen“. *FMF-Mitteilungsblatt Thüringen/Hessen*, Nr.14, 13ff.  
 Hendricks, Wilfried (2000). *Neue Medien in der Sekundarstufe I und II*. Berlin: Cornelsen.

**Dr. Joachim Seifert**

**Kolloquium zu allen praktischen Fragen eines Fremdsprachenunterrichts in der Erwachsenenbildung** (7400806)  
**Mittwoch, 9.15-10.00 Uhr (RH 39/025)** **Beginn: 20.10.**

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

**Praktika ( Blockpraktika, Praktika im Rahmen des Kombinationsprofils „FS in der EB“):**

**Alle Praktika und entsprechende Termine werden bitte persönlich mit mir abgesprochen. Dazu ist erstmals am Mittwoch der ersten Studienwoche des Wintersemesters 2004/05 von 10.00-10.30 Uhr im Raum RH 39/025 Gelegenheit und dann jeden Mittwoch zur gleichen Zeit in der „Praktikumsberatung“. Praktikumsscheine werden nur für Blockpraktika erteilt.**

# The English Language Practice Programme

## What, When, Where...

### **Placement Test:**

**Friday 8 October starting at 9:00 a.m. in C 104 in the Main Building, Reichenhainerstr. 70 for all students in their 1st semester** of English & American Studies (as well as for those who failed it last time). Please bring (a) a pencil (b) an eraser (c) your matriculation number with you. The written test, which will take 2 hours, will be followed by a brief oral test of free-speaking ability. Depending on the number of participants, students should be prepared to be available up to 6 p.m. on Friday or the following Monday. The results will be hung next to the door of RH 39 Zi. 231 and Zi. 209 by Wednesday 13 October.

**New!**

### **Preparation for the Placement Test:**

We offer our students the opportunity to practise online for some sections of the placement test. So if you feel like you need some preparation, please visit the following website:

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

### **Signing-up for courses:**

Please remember that the number of participants in each class [except the Foundation Course] is limited. This means that you must sign up for courses in advance, on the basis of "first come, first served". The registration forms will be up in the corridor outside Room 231, RH 39, **from Monday 27 September to Wednesday 6 October**. Any course that has less than five participants when the lists close will most probably be cancelled.

**ALL** Language Practice courses will begin this winter semester on **Monday 18 October**. To avoid confusion due to possible changes, neither this KoVo nor the *Vorlesungsverzeichnis* contain details of where classes will take place. You are advised to find this out in good time; please consult our notice-board on the 2<sup>nd</sup> floor of RH. 39, or the door of Zi. 209/231. **Due to uncertainties regarding staff availability, we cannot guarantee that all the courses listed here will definitely take place.**

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

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

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

## **What to do when:**

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

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

### **Grundstudium**

1. **Foundation Course** (if you do not pass the Placement Test)
2. **Integrated Language Course I** (once you have passed the Placement Test)
3. **Integrated Language Course II**
4. **Listening & Reading Comprehension**
5. **Pronunciation**, and
6. **Vocabulary Building**  
(4., 5., 6. should ideally all be taken earlier rather than later, i.e. as early in your Grundstudium as they fit into your timetable without completely overloading you with work)
7. **Grammar I / Fremdsprachen in der Erwachsenenbildung: Situational Syntax Mobilization** (highly recommended before taking Translation I)
8. **Translation I** (Do NOT wait until the last semester before your ZP. You might need more than one Translation course. In any case, it is recommended that you take more than one Translation course, if possible, which is why we are putting on a course called "Translation I Part 2".)
9. **Translation I Part 2**

### **Hauptstudium**

1. **Grammar II / Fremdsprachen in der Erwachsenenbildung: Contrastive Language Analysis** (preferably before Oral & Written Production and Translation II)
2. **Oral & Written Production**
3. **Integrated Area Studies** (preferably after Oral & Written Production)
4. **Translation II** (which goes towards preparing you for your final exams)
5. **Essay Writing** (also important as exam preparation for anyone who will write an essay in the exam, i.e. Mag/LaG/LaBS students)
6. **Preparation for Final Exams** (which, as the term implies, is the last course you should do before taking your exams)

We would remind you that - unlike learning English at school - the courses offered within the Language Practice side of your studies represent the **minimum** of the time and energy that you should invest to improve your linguistic competence to the extent required by the time you (take your final exams &) complete your studies. You will need to work on your own in developing your skills, for example, through reading (e.g. English and American newspapers and magazines, available in the library and, perhaps more conveniently, on the **Internet**), writing (e.g. *Referate* in English), speaking (e.g. at **English Club** events; for details see p.40), and generally mobilising your English, for instance through a period of **study or work abroad** - something which every student of English should do for **at least six months** (see comment on this and recognition of work done abroad on the next page).

### **A semester or year abroad**

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

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

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

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

**Students are encouraged to use internet possibilities (e.g. [www.tu-chemnitz.de/InternetGrammar/](http://www.tu-chemnitz.de/InternetGrammar/)) and computer programmes as AIDS FOR LEARNING. However, do not forget that all that material needs to be made your own in order to speak, write and translate English professionally.**

## Basic Studies (Grundstudium)

### Foundation Course

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

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

**First meeting: 20.10.**

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:

A good monolingual dictionary (preferably the *Longman Dictionary of English Language and Culture*).

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

### Integrated Language Course I

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

**Monday, 17:15-20.30 (Naumann)**

**First meeting: 18.10.**

*or*

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

**First meeting: 19.10.**

*or*

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

**First meeting: 20.10.**

*or*

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

**First meeting: 21.10.**

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, role play, informal discussion & more formal debate. Topics are selected with regard to (a) aspects of the target culture(s); (b) students' background and interests; (c) general aspects of global interest.

Grammar is explicitly covered in self-access material with weekly tests.

#### Course requirements:

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

A final grade of less than 4.0 in **any one** of these 4 elements will cause you to fail the course; if you are unable to attend a class-hour for whatever reason, it is up to you to find out (e.g. in the course instructor's office hours or by talking to other members of the course) what came up in that class and what homework was given.

Required books:

a good monolingual dictionary and Alexander, L.G. *Longman English Grammar Practice for Intermediate Students*. Harlow: Longman

**Integrated Language Course II** (MKT 2<sup>nd</sup> Semester)

**Monday, 15:30-17:00 (Phillips)** First meeting: 18.10.

*or*

**Tuesday, 13:45-15:15 (Phillips)** First meeting: 19.10.

*or*

**Wednesday, 13:45-15:15 (Phillips)** First meeting: 20.10.

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 oral exams of the Zwischenprüfung; namely, the 'information gap' and how to bridge it (from both sides!): expressing views, structuring information-communication and arguments, interrupting, clarifying, etc. ILC II also looks in greater depth at the question of adequate reaction (strong, neutral, tentative etc.) and register (formal/informal, spoken/written). The course thus lays the oral and argument structuring skills foundation on which Advanced Studies courses will later build.

Course requirements:

1. 2-3 pieces of written work
2. tests on "False Friends" and additional materials
3. oral performance - content and language - during the semester
4. final test (written work and oral exam).

Required books: as for ILC I.

**Listening and Reading Comprehension**

**Tuesday, 09:15-10:45 (Price)** First meeting: 19.10.

*or*

**Wednesday, 17:15-18:45 (Price)** First meeting: 20.10.

The main purpose of this course is to improve your listening and reading ability by developing understanding for intonation and stress, for different accents, for how to paraphrase at word and sentence level, and for how to quickly assimilate the read and heard information. It is based on authentic material covering different textual types for both listening and reading comprehension (e.g. news broadcasts,

interviews, newspaper articles, popular scientific articles, short stories). The course format will include home study, Media Centre work and active participation in the class.

Course requirements:

1. homework (1-2 self-access texts on tape **and** a text to read **and** the relevant exercises each week).
2. 1 - 2 reading and listening tests spaced throughout the term
3. a final reading and listening test
4. Book report (possible requirement).

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

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

### Pronunciation

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

**First meeting: 18.10.**

**or**

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

**First meeting: 19.10.**

**or**

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

**First meeting: 20.10.**

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

Course requirements:

1. mid-term test, including written, oral, & transcription exercises
2. final test, including written, oral, & transcription exercises.

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

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

## **Vocabulary Building**

**(MKT 2<sup>nd</sup> Semester)**

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

**or**

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

**First meeting: 19.10.**

**First meeting: 19.10.**

This course is designed to expand your useable vocabulary by focusing on specific areas of interest and need, for example: science, environment, etc. The focus is on the meaning of particular words in selected texts, learning how to define them using English words already known, and then using the original words correctly in practical contexts. Short written assignments and exercises are employed to reinforce this procedure. The course will also comprise a section on presentation skills and the language of presentations.

**Course requirements:**

1. preparation of homework and active class participation
2. 1 - 2 short essays
3. mid-term test
4. final test
5. 1 presentation.

Required material will be available in the Copy Shop Dietze. Required book: a good monolingual English dictionary.

**Recommended book:**

*English Vocabulary in Use* (with key).

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

## **Grammar I**

**(MKT 3<sup>rd</sup> Semester)**

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

**or**

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

**First meeting: 19.10.**

**First meeting: 20.10.**

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 a text, i.e., discussing grammar in context and not simply quoting it in isolation from its source
- working through grammar exercises and tasks in order to reinforce and systematise what students may already know

**Course requirements:**

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

Required material:

The materials needed (commonly called a "Skript" in German, but called a transcript/reader in English) will be available from the Copy Shop Dietze. You are advised to take this course after completing the ILC 'package' if possible.

**Translation I**

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

**First meeting: 18.10.**

**or**

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

**First meeting: 19.10.**

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

Course requirements:

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

## **Basic & Advanced Studies**

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

### **Translation I Part 2**

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

**First meeting: 20.10.**

**or**

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

**First meeting: 21.10.**

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” and who still wants to have further practice in the skills necessary for translating, to do so. We will be using a wider variety of text types, including some advertising and literary texts, but we will also work with texts and sentences which could be seen as helpful in preparing for the Translation Zwischenprüfung. Although it is primarily designed for *Grundstudium* students, this course is also open to *Hauptstudium* students.

## **Advanced Studies (Hauptstudium)**

### **Grammar II**

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

**First meeting: 20.10.**

Grammar II carries on from where Grammar I left off. For the most part, it does not present any radically new areas of grammar, rather seeks to deepen those areas already addressed in Grammar I. In this course, however, greater emphasis will be placed on understanding grammatical terms, contexts and choices and on being able to explain them clearly to the class.

#### **Course requirements:**

1. satisfactory preparation and participation in the explanation of homework texts
2. final test (based on the areas worked on in class).

## **Translation II**

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

**or**

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

**First meeting: 18.10.**

**First meeting: 21.10.**

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

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

### **Course requirements:**

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

## **Essay Writing**

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

**or**

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

**First meeting: 18.10.**

**First meeting: 19.10.**

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. We begin with descriptive writing, emphasizing the use of adjectives and adverbs to build a written "picture"; the narrative then takes up these pictures into a time sequence; expository writing attempts to bring the written description of a sequence out of a chronological into a logical order; finally, argumentative writing places one logical order over against another for purposes of comparison and contrast. Vocabulary, methods of linking, punctuation, grammar, paragraphing, essay form and style are all touched on in this course.

Essay-Writing is intended as a follow-up to IAS and O&WP, but can also be directed towards your preparation for your final exams.

Course requirements:

1. homework preparation and active participation in class discussions - including discussing one's own essay
2. several essays submitted for correction and discussion
3. a final test.

**Oral & Written Production (O&WP)**

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

**First meeting: 19.10.**

**or**

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

**First meeting: 21.10.**

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, or requiring instant reaction to unforeseen stimuli and appropriate language use; and 'Seminar Skills' to sharpen the *effectiveness* of contributions to more formal discussions, whether as speaker or audience. Situations of a more professional nature are taken up, and stress is laid on *fluency* and relatively natural communication within the context of meaningful communicative activities, where necessary using notes, rather than pre-written texts. Related written elements emphasise structured writing of the introduction-development-conclusion pattern. O&WP thus fortifies the presentation and reception skills learned in ILC II and acts as a bridge between the written presentation of the IAS course and the more 'academic' skills required in Essay-Writing and final-exam essays. Additionally, the course develops awareness of different lexical possibilities and registers when communicating orally, and of the frequent absence of precise one-to-one equivalents in German and English, or in the case where they might seem to exist, their inappropriateness.

Course requirements:

1. suitable performance - language & content - in all Information Tasks & Scenarios
2. suitable preparation & delivery – language & content - in all oral presentations
3. submission of the required pieces of writing
4. suitable performance in final test (scenario, presentation/discussion, written item)
5. a 15 - 20 minute individual oral presentation
6. use of new media.

## **Integrated Area Studies**

Please note that IAS, while concerned with the countries and societies in question, is primarily part of the Language Practice programme; accordingly, inadequate linguistic performance in the various aspects of the course will result in a failing grade.

(NB: Which courses are given depends upon availability of a native speaker from the appropriate country.)

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

### **IAS USA**

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

**First meeting: 20.10.**

The main goals of this course are to:

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

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

#### **Course requirements:**

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

#### **Compulsory pre-course reading:**

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

### **IAS New Zealand / Australia**

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

**First meeting: 20.10.**

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

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

in New Zealand's major cities) of New Zealand use their first and official language? Is there a difference between Kiwis and Aussies?

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

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

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

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

### **IAS Canada**

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

**First meeting: 21.10.**

This course aims at enhancing your knowledge of Canada while improving your English reading and speaking abilities. We will be looking at the main regions of the country from various eclectic points of view: historical, political, cultural, economic, religious, everyday life, wilderness, etc.

The course is meant to be carried almost exclusively by the students, which means continuous participation based on lots of background reading, or even better, some first hand experience you have had in Canada.

#### **Course requirements:**

1. weekly readings and participation
2. a 15 minute presentation, plus discussion leadership
3. a written version of the presentation handed in
4. smaller theme contributions.

### **Preparation for Final Exams**

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

**First meeting: 18.10.**

**or**

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

**First meeting: 21.10.**

PFE offers you the chance to hone the skills necessary for *Staatsexamen/Magisterprüfung Sprachpraxis* under exam conditions. Participants usually write a translation the first week, an essay the second, and then we spend one period going over the translation and general problems arising from the essays. The grading is at exam level and an assessment is usually given that lets the students see where they really stand, and more importantly, how well they are improving. There is also at least one personal interview in the course of the semester. For those who are right before

their exams, there is more intensive consultation and guidance (also during the semester pause). In addition, there is usually a meeting once a week (Wednesdays noon to one) to work through the 50 pages of phrasal verbs.

The PFE is intended for those students who have finished Essay Writing and Translation II and are within one year of their exams. There is no Schein for this course, but regular attendance is expected. Students should be aware that lack of practice in the period before the exams (because one knows it all, or is already so good!) can lead to the surprising disaster that a great deal has been forgotten! For this reason also, every attempt is made to accommodate individual situations.

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

# European Credit Transfer System (ECTS)

Mit dem *European Credit Transfer System* (ECTS) wird für die Studiengänge der Universitäten innerhalb der Europäischen Union ein einheitliches System von Leistungsbewertung geschaffen, das es den Studierenden ermöglicht, ihre an einer Universität erbrachten Studienleistungen problemlos an jeder anderen Universität innerhalb der EU anerkennen bzw. anrechnen zu lassen. Einen Nutzen hat dieses System für die Studierenden aus Chemnitz, die an einem Austauschprogramm teilnehmen, ebenso wie für unsere Gäste oder für Studienortwechsler innerhalb der Bundesrepublik sowie zwischen den EU-Staaten. ECTS läuft parallel zu den an den Universitäten bereits vorhandenen Systemen.

Das ECTS besteht aus zwei Komponenten:

- Im *Credit System* werden die Studienleistungen pro Studienjahr bemessen, d.h. der Arbeitsaufwand, den die verschiedenen Lehrveranstaltungen (LV) bei einem regelmäßigen Studienverlauf von den Studierenden verlangen.
- Die *Grading Scale* dient dazu, einen gemeinsamen europäischen Standard für die Benotung der individuellen Leistung der Studierenden zu schaffen.

## ***Credit System***

Die Bewertung der Studienleistungen durch *credit points* kann in jedem Studienfach anders ausfallen. Für die Anglistik/Amerikanistik gilt:

Proseminar mit Schein	6 Credits
Hauptseminar mit Schein	7 Credits
Vorlesung oder Übung/Proseminar ohne Schein	1,5 Credits
Sprachpraktische LV mit Schein	3,5 Credits

Die Notenskala (grading scale) wird in allen Fächern einheitlich sein:

bestanden:

Note 1,0 - 1,5	A (excellent)
Note 1,6 - 2,0	B (very good)
Note 2,1 - 3,0	C (good)
Note 3,1 - 3,5	D (satisfactory)
Note 3,6 - 4,0	E (sufficient)

nicht bestanden:

Note 4,1 - 5,0	FX/F (fail)
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## **Wichtige Hinweise**

### **Information zur Fächerkombination nach der *neuen Magisterprüfungsordnung***

Anglistik/Amerikanistik kann als 1. Hauptfach mit einem 2. Magisterhauptfach einer *anderen Fakultät* kombiniert werden. Die Magisterarbeit wird im 1. Hauptfach geschrieben.

Das Hauptfach Anglistik/Amerikanistik kann mit einem anderen Hauptfach der *Philosophischen Fakultät* kombiniert werden. Das Fach, in dem die Magisterarbeit geschrieben wird, gilt als 1. Hauptfach.

Das Hauptfach Anglistik/Amerikanistik kann auch mit zwei Nebenfächern der *Phil. Fakultät* kombiniert werden.

Eines der drei Nebenfächer der Anglistik/Amerikanistik (Englische Literatur- und Kulturwissenschaft, Amerikanische Literatur- und Kulturwissenschaft, Englische Sprachwissenschaft) kann mit einem anderen Hauptfach sowie einem weiteren Nebenfach der *Phil. Fakultät* kombiniert werden.

Eine Kombination des Hauptfaches Anglistik/Amerikanistik mit einem der drei Nebenfächer der Anglistik/Amerikanistik ist nicht vorgesehen. Es ist auch nicht möglich, zwei dieser Nebenfächer zu kombinieren.

### **Hinweise zu den Hausarbeiten**

**Ein Ordner mit besonders „gelungenen“ Hausarbeiten steht allen Studierenden der Anglistik/Amerikanistik zur Ansicht zur Verfügung (Frau Podsiadly, R. 213).**

### **Wichtige AnsprechpartnerInnen für Studierende**

Allgemeine Fragen zur individuellen Studienplanung, zu Leistungsnachweisen und Prüfungen

Dr. Sabine Baltes  
Dr. Joachim Seifert  
Petra Naumann

Fragen zum Auslandsstudium

siehe R. 221

Fragen zu Praktikumsplätzen

Dr. Sebastian Berg

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



## TECHNISCHE UNIVERSITÄT CHEMNITZ

Fachgruppe Anglistik/Amerikanistik  
Der Vorsitzende des Prüfungsausschusses  
Prof. Dr. Werner Huber

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09107 Chemnitz, Tel.: ++0371-531-4282, Sekr. 4277, Fax: ++0371-531-4053  
e-mail: werner.huber@phil.tu-chemnitz.de

### **Merkblatt Zwischenprüfung**

Alle Studierenden sollten sich spätestens im 4. Fachsemester zur Zwischenprüfung anmelden.

Die **Anmeldung zur Zwischenprüfung** erfolgt während des vom Prüfungsamt der Philosophischen Fakultät festgesetzten und durch Aushänge veröffentlichten Zeitraums „Prüfungsanmeldung“ (für gewöhnlich sind das zwei Wochen im letzten Drittel des jeweiligen Semesters).

Die Anmeldung erfolgt:

1. beim Prüfungsamt der Philosophischen Fakultät  
(Wilhelm-Raabe-Straße 43) **und**
2. bei denjenigen Professoren, bei denen die mündlichen Prüfungen abgelegt werden sollen.

Studierende, die sich erst im 5. oder 6. Semester zur Zwischenprüfung anmelden, müssen an einer Studienberatung teilnehmen (Dr. Seifert oder Dr. Baltes; der Vorsitzende des Prüfungsausschusses selbst führt **keine** Studienberatung durch). Die Studienberatung wird auf einem Formblatt bestätigt, das bei der Anmeldung im Prüfungsamt der Philosophischen Fakultät erhältlich ist.

**Scheinvoraussetzungen und Inhalte** der Zwischenprüfung sind im *Wegweiser* ausführlich dargestellt. Außerdem gibt es in den einzelnen Professuren Merkblätter zu fachspezifischen Modalitäten der Zwischenprüfung.

**Fehlende Zulassung:** Studierende, die sich zwar zur Prüfung gemeldet haben, aber vom Prüfungsamt nicht zugelassen worden sind (beispielsweise wegen noch fehlender Scheine, die nicht nachgereicht werden konnten), müssen denjenigen Professoren, bei denen sie einen Termin für die mündliche Prüfung haben, Mitteilung machen, dass sie nicht zugelassen worden sind (Nachricht per E-mail reicht).

April 2004

gez. Prof. Dr. W. Huber

## Verzeichnis der Lehrenden:

Name	Raum	Telefon	Email*
Baltes, Dr. Sabine	216	4223	sabine.baltes
Berg, Dr. Sebastian	224	4235	sebastian.berg
Egbert, Dr. Marie-Luise	215	4254	marie-luise.egbert
Haase, Dr. Christoph	220	4253	christoph.haase
Hermes, Dr. Hans-Joachim	622, RH 41	1283	hans-joachim.hermes @bibliothek.tu-chemnitz.de
Huber, Prof. Dr. Werner	214	4277	werner.huber
Kastendiek, Prof. Dr. Hans	225	4280	hans.kastendiek
Keitel, Prof. Dr. Evelyne	228	4257	evelyne.keitel
Kinkel, Dr. Elke	229	4269	elkekinkel@web.de
Langer, Gritt	221	4283	gritt.langer
McCulloch, John	209	4255	john.mcculloch
Müller, Manuela	227	4268	manuela.mueller
Naumann, Petra	231	2949	petra.naumann
Phillips, Jeff	209	4255	jeff.phillips
Schmied, Prof. Dr. Josef	222	4226	josef.schmied
Seifert, Dr. Joachim	025	2954	joachim.seifert
Süß, Gunter	208, RH 41	4920	gunter.suess@hrz.tu-chemnitz.de

\*[vorname.name]@phil.tu-chemnitz.de

Sekretariate:

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

\*[vorname.name]@phil.tu-chemnitz.de

Postadresse:

TU Chemnitz, 09107 Chemnitz

Besucheradresse:

Fachgruppe Anglistik/Amerikanistik, Philosophische  
Fakultät der TU Chemnitz, Reichenhainer Str. 39,  
2. Stock/Erdgeschoß, 09126 Chemnitz

Telefon/Fax:

(0371) 531 + [Telefon-/Faxnummer]

Email:

english@phil.tu-chemnitz.de

www:

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