

## Liebe Studentinnen und Studenten,

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

Leider standen bei Drucklegung des KoVo die Räume noch nicht fest. Bitte berücksichtigen Sie daher die entsprechenden Aushänge im Flur Anglistik/ Amerikanistik (Reichenhainer Str. 39, 2. Stock). Bitte beachten Sie auch, dass der Unterricht für *Erstsemester* erst am Dienstag, 10. Oktober, beginnt, während die übrigen Veranstaltungen schon am Montag, 09. 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 Wintersemester 2006/07:

Montag	09. Oktober	7.30 Uhr	Kursbeginn mit Ausnahme der Erstsemester
Dienstag	10. Oktober	7.30 Uhr	Kursbeginn für Erstsemester
Dienstag	10. Oktober	18.30 Uhr	Erstsemester-Begrüßung (Club der Kulturen, Thüringer Weg 3)
Dienstag	10. Oktober	20.00 Uhr	1. Treffen des English Club (Club der Kulturen, Thüringer Weg 3)
Montag	16. Oktober	7.30 Uhr	Kursbeginn Sprachpraxis
Mittwoch bis Dienstag	20. Dezember 02. Januar		Weihnachtspause
Freitag	02. Februar		Ende der Vorlesungen
Montag bis Freitag	05. Februar 24. Februar		Prüfungsperiode

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

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**WICHTIGER HINWEIS:**

**Die Einschreibung für alle Veranstaltungen erfolgt ab diesem Semester online über:**

**[http://ell.phil.tu-chemnitz.de/ereg/course\\_reg.php](http://ell.phil.tu-chemnitz.de/ereg/course_reg.php).**

**Davon ausgenommen sind nur Kurse, bei denen das explizit vermerkt ist.**

**Die Anmeldung ist möglich ab 01.09.2006.**

**Termine für den BA English Test**

Dienstag	18. Juli	10.00-12.30 Uhr
Dienstag	18. Juli	13.00-15.30 Uhr
Mittwoch	19. Juli	10.00-12.30 Uhr
Donnerstag	20. Juli	10.00-12.30 Uhr
Donnerstag	20. Juli	13.00-15.30 Uhr
Freitag	21. Juli	10.00-12.30 Uhr

Ort: Weinholdbau, Reichenhainer Str. 70, B301

Anmeldung: [petra.naumann@phil.tu-chemnitz.de](mailto:petra.naumann@phil.tu-chemnitz.de)

**Ausnahmetermine**

Montag	09. Oktober	10.00-12.30 Uhr
Montag	09. Oktober	13.00-15.30 Uhr
Dienstag	10. Oktober	10.00-12.30 Uhr
Dienstag	10. Oktober	13.00-15.30 Uhr

**Please note:**

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

<b>BMEKO</b>	<b>=</b>	<b>BA Medienkommunikation</b>
<b>BEUGE</b>	<b>=</b>	<b>BA Europäische Geschichte</b>
<b>BEUST</b>	<b>=</b>	<b>BA Europastudien</b>
<b>MEUST</b>	<b>=</b>	<b>MA Europastudien</b>
<b>MASW</b>	<b>=</b>	<b>Magister Angewandte Sprachwissenschaft</b>
<b>MIKK</b>	<b>=</b>	<b>Magister Interkulturelle Kommunikation</b>
<b>MKTK</b>	<b>=</b>	<b>Magister Kombiprofil Technikkommunikation</b>
<b>MMEKO</b>	<b>=</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 practice your English in an informal atmosphere with native speakers or just with other people who want to practice their English. Remember: **Practice makes perfect!**

For further details, see the notice on the door of the Club room, Club der Kulturen, Thüringer Weg 3, or contact us on the English Department corridor. Look for us on the Internet [www.tu-chemnitz.de/stud/club/english/](http://www.tu-chemnitz.de/stud/club/english/) - or better yet, sign up on the English Club List by sending an email to: [majordomo@tu-chemnitz.de](mailto:majordomo@tu-chemnitz.de) containing simply the message: subscribe Englishclub. You will then automatically be kept up to date by mail with the programme being offered. For personal contact you can send an e-mail to [andrea.hermann@s2004.tu-chemnitz.de](mailto:andrea.hermann@s2004.tu-chemnitz.de)

# Veranstaltungen für das Bachelorstudium Anglistik/Amerikanistik, 1. Semester

## Basismodul 1.1: Sprachpraxis I

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Petra Naumann

### Integrated Language Course

<b>Gruppe 1: Dienstag,</b>	<b>11.30-15.15 Uhr</b>	<b>Beginn: 17.10.</b>
<b>Gruppe 2: Mittwoch,</b>	<b>11.30-15.15 Uhr</b>	<b>Beginn: 18.10.</b>
<b>Gruppe 3: Donnerstag,</b>	<b>11.30-15.15 Uhr</b>	<b>Beginn: 19.10.</b>
<b>Gruppe 4: Freitag,</b>	<b>9.15-13.00 Uhr</b>	<b>Beginn: 20.10.</b>

Contents: This course focuses primarily on the productive speaking and (partially) writing skills required for a broad spectrum of professional fields, on the relevant text and speech functions, and on lexical areas linked to specific subject-related topics. The skills include summary and report, role play, presentation, informal discussion and more formal debate, etc.

Topics are selected with regard to aspects of the target culture(s); students' background and interests; and general aspects of global interest, e.g., Tourism and Environment, Nationalities and Cultural Patterns, the Entertainment Industry, Business, etc.

The course also looks at the question of adequate reaction (strong, neutral, tentative) and register (formal/informal, spoken/written).

Various types of more formal texts, such as business letters, memos, letters of application, letters to the editor, as well as informal letters will also be touched on in context.

Approach: This course runs over four hours a week, comprising two blocks of 90 minutes each. The topics will be dealt with on a rather general, not a theoretical level. Related texts and various exercises are designed to lay the foundation for in-depth discussions in class, as well as group discussions, project work, simulations and role plays, completed by follow-up written assignments.

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

Teaching goals: By the end of this course, students

- can express themselves clearly, develop a chain of arguments and explain a viewpoint on a topical issue;
- are able to give a prepared straightforward presentation on a familiar topic;
- can write a description of an event, a trip – real or imagined – ;
- can write formal letters;
- have a good range of vocabulary for most general topics;
- show a relatively high degree of grammatical control.

Requirements: a 90 minute in-class final test (Prüfungsvorleistung)

Prerequisites: student of BA programme

Required books:

Alexander, L. G. (1999). *Longman English Grammar Practice for intermediate Students*. Harlow: Longman.

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

**Dr. Joachim Seifert**

**Übung: Presentation Techniques**

**(7400801)**

**Gruppe 1: Montag, 9.15 Uhr-10.45 Uhr**

**Beginn: 16.10.**

**Gruppe 2: Dienstag, 7.30-9.00 Uhr**

**Beginn: 17.10.**

Contents: In 'Presentation Techniques (oral and written)' the students are made familiar with effective forms of oral and written presentation involving media and producing their own presentation materials using HTML and Power-Point

Qualifications: The students learn how to construct and present a talk or lecture, how to arrange a talk, how to deal with quotes, how to keep the attention of the audience and how to find out whether the audience has understood the main points or not.

Besides presenting the students learn how to provide and lead an (academic) discussion.

Lectures and discussions should be media-supported when possible and useful. Thus, the students learn how to create a good website, power point presentations and also handouts.

Requirements for credits: end of the term test: a written paper

Literature:

Purser, Emily (2005). *Academic Writing*. Berlin: Cornelsen.

Ogbue, Udoka (2005). *Englischstudium und Internet*, Berlin: Cornelsen.

Petra Hobrecht (2005). *Computer, Internet & Co. im Englischunterricht*. Berlin: Cornelsen.

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

**Prof. Dr. Josef Schmied**

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

**(7400101)**

**Mittwoch, 7.30-9.00 Uhr**

**Beginn: 11.10.**

Content: This course offers a broad outline of the basic concepts and methods in English linguistics. Students learn to adopt a more academic approach to language, and how the results can be put into practical use, e.g. in language learning or automatic language analysis.

Objectives: Students learn to discuss the basic concepts and issues in the various linguistic sub-disciplines of phonology (the study of pronunciation), morphology (word structure and formation), grammar (sentence structure), and semantics and pragmatics (meaning in the widest sense). Students learn to look closely at language structures and entire texts and how language features help to constitute textuality in text-linguistics.

Thus they also learn on an abstract level to deal systematically with problems and strategies to solve them.

Requirements for credits: regular attendance, active participation in lectures and tutorials, written exam.

Type of module exam: written test, ca. 60 min, in the last week of term.

This course is based on the first chapter of the introductory book *Einführung in die Anglistik*.

This course will be accompanied by an obligatory tutorial (details below) and its own www page: <http://www.tu-chemnitz.de/phil/english/einf/sw.html>

Required reading:

Korte, Barbara / Peter Müller / Josef Schmied (2004). *Einführung in die Anglistik*. 2.Aufl. Stuttgart: Metzler (Kap 1!).

## **Kernmodul 2.3 Anglistische Literatur- und Kulturwissenschaft I**

**Mark Schreiber, M.A.**

**Vorlesung/Tutorium: Introduction to the Study of Literature  
Dienstag, 11.30-13.00 Uhr**

**(7400205)  
Beginn: 17.10.**

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

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

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

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

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

The module exam has to be taken in the *Seminar Englische Kultur- und Literaturwissenschaft I* in summer term 2007.

Required reading:

Klarer, Mario (<sup>2</sup>2004). *An Introduction to Literary Studies*. London: Routledge.

## NN 1

**Vorlesung: History of British Literature**  
**Dienstag, 9.15–10.45 Uhr**

**(7400201)**  
**Beginn: 17.10.**

Content: Britain possesses a great literary heritage and this lecture course (the first part in a two-part sequence) will offer the richness, diversity, and continuity of that tradition. Thus, the history of English literature from the Renaissance to the Romantic period will be covered. Apart from conveying the pleasure and exhilaration of literature, this course will provide a concise outline of schools and periods of writing: Renaissance and Reformation: Literature 1510-1620, Revolution and Restoration: Literature 1620-1690, Eighteenth-Century Literature: 1690-1780, to The Literature of the Romantic Period 1780-1830. At the heart of the course towers the figure of Shakespeare, who has a special session devoted entirely to himself. In addition, the lecture offers detailed treatments of other major writers such as Donne, Milton, Behn, Defoe, Blake or Wordsworth and their texts.

Objectives: More than a mere chronology, the course will provide a basic core of information and material, including suggestions for further reading, maps, a chronological table of dates, and details regarding birth and death dates of individuals. It will also move beyond these facts and events to characterise the broad sweep of ideas and the main concerns of British writers of the periods mentioned above. A detailed course schedule will be available at the beginning of the semester.

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

Requirements for credits: regular attendance, active participation.

The module exam has to be taken in the *Seminar Englische Kultur- und Literaturwissenschaft I* in summer term 2007.

Registration: Students do not need to register. Please attend the first meeting of the lecture course.

## **Kernmodul 2.5: Amerikanistik I**

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**Prof. Dr. Evelyne Keitel**

**Vorlesung: North America in the 16th and 17th Century  
Montag, 17.15-18.45 Uhr**

**(7400301)  
Beginn: 16.10.**

Content: This lecture course will center on the cultural, social, historical, and political developments in the new world during the Renaissance. The topics presented will include the diverse cultures of the Native Americans, the Columbian Exchange, Europe during the Age of Discovery, the first settlements, the myth of Pocahontas, slavery, Puritanism in the Old and in the New World, the literatures of the 17th Century, and the Salem Witch Trials.

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

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

Requirements for credits: regular attendance, active participation.

Type of module exam (*Modulprüfung*): This semester, there will be no exam. At the end of the summer semester 2007, there will be a ninety minute written exam that will cover the materials taught this semester and the following summer semester.

Registration: Students do not need to register. Please attend the first meeting of the lecture course.



## Kernmodul 2.7: Britische Kultur- und Länderstudien

Prof. Dr. Hans Kastendiek

**Vorlesung: Einführung in die Großbritannienstudien**

**Montag, 13.45–15.15 Uhr**

**Beginn: 16.10.**

Inhalt: Die Vorlesung gibt einen Überblick über die Entwicklung Großbritanniens seit 1945 und über ausgewählte Grundstrukturen von Wirtschaft und Gesellschaft, Politik und Kultur. Dabei wird insbesondere gefragt, wie sich der Verlust der Weltmachtrolle nach dem Zweiten Weltkrieg und die Veränderungen in den innenpolitischen Kräftekonstellationen auf die britische Gesellschaftspolitik ausgewirkt haben (Postwar Settlement, wirtschaftliches Krisenmanagement, gesellschaftliche Konfliktualität und politische Polarisierung, die „lange Wende“ des Thatcherismus und New Labour).

Qualifikationsziele: Kenntnisse über den Wandel der gesellschaftspolitischen Grundarrangements in Großbritannien seit 1945; Verständnis der für das Land spezifischen Verbindung von Tradition und Umbruch; Erklärungskompetenz für die Entwicklungsformen und Ausprägungen der britischen Kulturen und ihrer gesellschaftlichen Grundlagen.

Voraussetzungen für die Teilnahme: Der *regelmäßige* Besuch der Vorlesung wird vorausgesetzt, weil sie die Basisbegriffe und Grundkenntnisse für den erfolgreichen Abschluss des Moduls im 3. Studiensemester vermittelt (Seminar „Britische Gesellschaft und Kultur“). Für die Nachbereitung der Vorlesungsthemen sind eigenständige gründliche Material- und Literaturrecherchen erforderlich.

Voraussetzungen für die Vergabe von Leistungspunkten und die Zulassung zur Modulprüfung: Vor- und Prüfungsleistungen für den Modulabschluss sind im Seminar „Britische Gesellschaft und Kultur“ im 3. Studiensemester zu erbringen.

Begleitlektüre:

Kastendiek, Hans / Roland Sturm, Hrsg. (2006). *Länderbericht Großbritannien. Geschichte – Politik – Wirtschaft – Gesellschaft – Kultur*. 3. völlig neu konzipierte Auflage. Bonn: Bundeszentrale für politische Bildung (der Band kann ab Oktober 2006 sehr preisgünstig bei der Bundeszentrale bestellt werden; siehe [www.bpb.de](http://www.bpb.de)).

**WICHTIGER HINWEIS:**

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**Die Anmeldung ist möglich ab 01.09.2006.**

**Veranstaltungen für das Magisterstudium Anglistik/ Amerikanistik**

**Englische Sprachwissenschaft**

**Prof. Dr. Josef Schmied**

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

**MMEKO, BEUST**

**Mittwoch, 7.30-9.00 Uhr**

**(7400401)**

**Beginn: 11.10.**

Siehe BA-Programm, Kernmodul 2.1: Englische Sprach- und Kulturwissenschaft, S. 7.

**N.N**

**Tutorial: Introduction to English Linguistics**

**Beginn: 16.10.**

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.

**Prof. Dr. Josef Schmied**

**Vorlesung: Contrastive Grammar German – English**  
**Donnerstag, 7.30-9.00 Uhr, 14tägig**

**(7400102)**  
**Beginn: 19.10.**

This lecture will present some core areas where English and German have interesting differences in grammar.

The English verb has a very complex tense-aspect system; German has no grammaticalised aspect at all. Modality is much more elaborate in the English verb system. Prepositions (like *with*) have developed into conjunctions in English, not in German. In morphology, German retains many more forms than English. Word formation principles are usually the same in German and English (e.g. compounding), but English has zero-derivation (conversion). In syntax, relative constructions are equally complex in both languages.

This seminar will illustrate principles with real data from an on-line English - German translation corpus.

Students will learn to investigate grammar differences empirically. In a brief historical expansion, they will see that the same West Germanic basis has developed in different directions or more quickly in English than in German.

**Prof. Dr. Josef Schmied**

**Hauptseminar: Applied Linguistics**  
**Donnerstag, 9.15-10.45 Uhr**

**(7400103)**  
**Beginn: 19.10.**

This seminar will offer a very broad survey of applied linguistics. Students will gain first insights into lexicography, stylistics, second-language learning, CALL, language testing, discourse analysis, corpus linguistics and language, thought and culture. They also learn to discuss survey articles critically and read and write brief reviews. Finally, they specialise in one case study.

The approach will be a close reading of the relevant sections in Wikipedia and in the *Handbook of Applied Linguistics* edited by Alan Davies/Catherine Elder for Blackwell in 2004. Students read the texts at home and discuss basic concepts and research issues that should lead to a project in the second half of the course. For that, students prepare a 20-minute presentation which leads to a discussion and further recommendations for the written version of the project (of about 20 pages).

In this seminar, students will learn to discuss concepts of language in context, of language learning and computer applications in language studies.

**Prof. Dr. Josef Schmied**

**Hauptseminar: Translation Studies (Blockseminar)**  
**Beginn: 14.07.06, 14-18 Uhr/15.07.06, 9–18 Uhr und 03./04.11.06**

**(7400104)**

Registration for this class is complete! You can only attend, if you can prove a very special interest, e.g. your own translation project e.g. for a Magisterarbeit.

This course will deal with a broad survey of translation issues, from translation critique to culture- or addressee-specific issues, from terminological to technical prob-

lems. Practical tools like on-line dictionaries, memory systems and automatic checking options will also be discussed.

In the first part in July, a survey of theories will be presented and discussed; in the second in October, students will present their own practical work. Students can, for instance, work on their own versions of relevant texts comparing them with model translations in “parallel texts” and discussing alternative “translations” and their choices (e.g. our university, faculty, library or Chemnitz City, Industriemuseum, etc.). We also hope to discuss the role of translation in a European Master of Intercultural Communication and its importance in language services in general.

**Katrin Uhlig, M.A.**

**Übung: English for Academic Purposes (EAP)**  
**Montag, 9.15-10.45 Uhr**

**MIKK, MMEKO (7400110)**  
**Beginn: 09.10.**

Objectivity, clarity, precision – these are THE key terms in English for Academic Purposes (EAP). Considering the great significance of English in today’s research world, the ability to use language as a tool for effective scientific communication in a variety of conventional forms and contexts is one of the crucial prerequisites for academic success. In this course we will take a detailed look at English as a means to express and clarify ideas within different forms of academic discourse. Students will learn how to use the language effectively to present arguments and thoughts in term papers and oral presentations. After a brief overview of basic theoretical concepts in EAP, we will concentrate on practical aspects, such as planning your paper or talk, information structuring techniques, the writing process, and referencing. We will also look at a selection of stylistic and grammatical problems in EAP, as well as discourse features that may help you structure your paragraphs. For a Schein, students are required to actively participate on a regular basis, to give a short oral presentation, and to hand in several small written assignments which will be used as a basis for discussions of the individual problems that may occur throughout the writing process.

**The first part of the class will take place weekly, the second will be a two-day seminar.**

**Claudia Frenzel, M.A.**

**Proseminar: Introduction to Lexicology**  
**Mittwoch, 15.30-17.00 Uhr**

**BEUST (7400105)**  
**Beginn: 11.10.**

Words take a central position in language and also in our understanding of what language is. Lexicology is the study of the lexicon and can be described as ‘the linguistic study of words’. However, what exactly qualifies an item in language to be considered a word is not as clear as it may seem. Several linguistic solutions to the problem of defining a ‘word’ will be discussed before we deal with morphological complexity, fixed expressions and idioms. This course will further investigate the connection of the lexical dimension of language to other fields of linguistics, primarily semantics but also language acquisition, language variation and language change. Lexicography, the study of dictionary-making will be an important side topic. Each of these connections will be discussed in some detail by taking a closer look at different approaches. In this context, we will explore structuralist and cognitive perspectives on meaning.

This course will therefore provide you with a wide perspective and understanding of the most basic part of language.

Further readings:

Cruse, D. A. (1995). *Lexical Semantics*. Cambridge: Cambridge UP.

Jackson, H. & Amvela, E. Z. (2000). *Words, Meaning, and Vocabulary: an Introduction to Modern English Lexicology*. London: Cassell.

Lipka, L. (2002). *An Outline of English Lexicology* (3<sup>rd</sup> ed.). Tübingen: Narr.

**Kerstin May**

**Proseminar: Dictionaries: Concepts and Use**

**(7400112)**

**Montag, 13.45-15.15 Uhr**

**Beginn: 09.10.**

In this course we will examine various aspects of lexicographic theory and methodology, from monolingual, bilingual, and electronic viewpoints. Students will encounter various types of lexicographic works of reference, their characteristics and functions. After a brief introduction to the core elements of lexicography, we will focus on some state-of-the-art reference works. By taking an in-depth look at their macro- and microstructures and the underlying lexicographic concepts of organising dictionaries and articles, students will learn how to detect and evaluate the dictionaries' relative strengths and weaknesses. Emphasis will also be placed on a comparison of the compilers' and the users' perspectives, especially with regard to the use of paper, CD-ROM and online dictionaries. Students will discover how to work effectively with dictionaries and how to make use of their assets. An important aspect of the course will be hands-on experience in the use of paper and electronic dictionaries encouraging a critical approach to reference works and their usability for learning and teaching English.

Prerequisite: Introduction to English linguistics

To obtain a Schein, students are required to actively participate in class discussions, to give a short oral presentation, and to write a term paper of about 10 to 12 pages. The number of participants is restricted to 20 (first come – first served).

**Dr. Martin Weißer**

**Proseminar: Essential Programming for Linguistics**

**BMEKO, MMEKO, MASW**

**(7400107)**

**Montag, 15.30-17.00 Uhr**

**Beginn: 09.10.**

The aim of this course is to present participants with a general introduction to programming techniques needed for the computational analysis of texts. You will learn how to read and process text files or small corpora, manipulate the data so as to enrich it with linguistic information, create word frequency lists, etc. No prior knowledge of programming is necessary, but some essential IT competence, such as logging on to computers, running programs, being able to use a file manager, etc., is obviously required. All other necessary computing skills will be acquired at a relatively gentle pace.

**Dr. Martin Weißer**

**Proseminar/Hauptseminar: Pragmatics**  
**Montag, 11.30-13.00 Uhr**

**BMEKO, MMEKO, MASW (7400106)**  
**Beginn: 09.10.**

This course is intended to provide you with a basic background in pragmatics. However, we will not only deal with more traditional philosophically-oriented approaches to the subject, but gradually try to work our way towards more modern (computational) approaches, so that eventually you will be able to see what kind of relevance pragmatics has in modern information society, e.g. in conversational analysis, human-machine communication, etc.

Preparatory reading:

Leech, Geoffrey & Weisser, Martin. 2002. "Pragmatics and Dialogue" in: Mitkov, R. (ed.) 2003. *The Oxford Handbook of Computational Linguistics*. Oxford: OUP.

**Dr. Christoph Haase**

**Proseminar: Principles and Methods in Psycholinguistics**  
**MIKK, BEUST**  
**Dienstag, 13.45-15.15 Uhr**

**(7400108)**  
**Beginn: 10.10.**

The topic of psycholinguistics is the investigation of the mental processes involved in human language use. This seminar will present a tableau of current approaches to the production and processing of spoken and written language. In the first part, the approaches will concern primarily the human biological foundations of language and the acquisition of a first language in infants. An important side topic will be the examination of language impairments. In the second part, we will analyze the processing of linguistic signals (including gestural signals) on several levels (starting with the lexical level and moving up toward the textual level). We will focus on a separate treatment of spoken and written utterances; the latter will be investigated in the framework of reading research and its different approaches (serial, parallel, etc.). On a semantic/pragmatic level we will look into the representation of semantic knowledge and cognitive patterns of inference.

Schein requirements will be negotiated upon course start; student presentation is obligatory, term paper, essays or written test are optional.

Prerequisites: Introduction to English linguistics, passed with good results

Further readings:

Garman, M. (1991). *Psycholinguistics*. Cambridge: Cambridge UP.

Goodluck, H. (2001). *Language Acquisition: A Linguistic Introduction*, Oxford: Blackwell.

Guasti, M. T. (2004). *Language Acquisition: The Growth of Grammar*. Cambridge, MA: MIT Press.

Harley, T. A. (2001). *The Psychology of Language: From Data to Theory*. Hove: Psychology Press.

Registration: It is **essential to cancel** your registration if you are registered but decide not to participate.

**Dr. Christoph Haase**

**Proseminar/Hauptseminar: Statistics in Linguistics**  
**Dienstag, 17.15-18.45 Uhr**

**MIKK (7400109)**  
**Beginn: 10.10.**

Prerequisites: Introduction to English linguistics, passed with good results

Statistics is one of the most important tools in the humanities and social sciences. In linguistics, the role of statistics is primarily to quantify, analyze and evaluate data obtained either from elicitation tests or from large collections of linguistic output (e.g. texts compiled in large computer-readable corpora). The course is roughly subdivided into descriptive and inferential statistics. In the first part, this course wants to introduce some principal methods in descriptive linguistics: for interpretation we will measure centers and distributions and train different ways of plotting the data. Correlation and regression will be introduced. For data compilation we will look into methods of sampling and design of research questions. The second part will focus on more advanced methods in inferential statistics. We will investigate probability, tests of significance and variance (ANOVA).

All methods will be substantially illustrated with language data using SPSS. Participation therefore involves linguistic problem solving with statistical methods. Schein requirements will be a student presentation, regular homework and a written test at the end.

Further readings:

Butler, Ch. (1985). *Statistics in Linguistics*. Oxford: Oxford UP.

Moore, D. S. (2000). *The Basic Practice of Statistics* (2<sup>nd</sup> ed.). New York: Freeman.

Rees, D.G. (2001). *Essential Statistics* (4th ed.). London/New York: Chapman & Hall.

Registration: It is **essential to cancel** your registration if you are registered but decide not to participate.

## **Anglistische Literaturwissenschaft**

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

**Mark Schreiber, M.A.**

**Lecture/Tutorial: Introduction to the Study of Literature**  
**Dienstag, 11.30-13.00 Uhr**

**BEUST (7400205)**  
**Beginn: 17.10.**

Siehe BA-Programm, Kernmodul Anglistische Literatur- und Kultuwissenschaft I, S. 8.

**NN 1**

**Vorlesung: History of British Literature**  
**Dinstag, 9.15–10.45 Uhr**

**BEUST (7400201)**  
**Beginn: 17.10.**

Siehe BA-Program, Kernmodul Anglistische Literatur- und Kulturwissenschaft II, S. 9.

**Mark Schreiber, M.A.**

**Proseminar: Samuel Beckett – Playwright, Novelist and Writer for the TV-Screen**  
**Mittwoch, 11.30-13.00 Uhr**

**BEUST, BMEKO (7400206)**  
**Beginn: 11.10.**

“No matter. Try again. Fail again. Fail better.” (Samuel Beckett, *Worstward Ho*, 1983)

This seminar will provide an introductory overview to the oeuvre of Samuel Beckett (1906-1989). While Beckett’s international fame is largely due to his work for the theatre, particularly his ground-breaking play *Waiting for Godot* (1953), he began his literary career as a novelist and continued to write prose throughout his life. Since the 1960s, he also wrote for radio, television and film, exploring the creative potentials of these media.

In this seminar, we will survey Beckett’s oeuvre through and across genres and media, examining essential structures and motifs, literary techniques and topics in his work. Through our close reading of his texts (including recorded productions of plays, films and radio plays) we will see how Beckett, like no other author of the 20<sup>th</sup> century, has verbalised and poeticised the experience of modern man and the essentials of human existence in an age of growing uncertainty and instability.

Prerequisites: In order to participate, students of *Anglistik/Amerikanistik* need to have completed the lecture course “Introduction to the Study of Literature” successfully. Please present the *Schein* in the first session of the course.

Requirements: regular and active participation, oral presentation, term paper

Term Papers:

- deadline: 1 April 2007
- size: 10 - 15 pp. (minimum 10 pp.)
- language: English
- NB: please consult style sheet (in *Wegweiser*)!

Primary Reading:

During the seminar, we will discuss a variety of Beckett’s texts, among them the prose trilogy *Molloy*, *Malone Dies*, and *The Unnamable*; plays such as “Waiting for Godot”, “Endgame”, “Happy Days”, “Not I” and “Krapps Last Tape”, as well as his work for television. In preparation for the course, students should familiarise themselves with the above mentioned texts. A comprehensive listing of all primary texts to be considered in the seminar will be provided through the course webpage (via the English Department’s website, [www.tu-chemnitz.de/phil/english](http://www.tu-chemnitz.de/phil/english)).

Suggested Secondary Reading:

David Pattie’s *The Complete Critical Guide to Samuel Beckett*. London: Routledge, 2000. provides a good, reader-friendly and comprehensive introduction both to Beckett’s life and his work.



**Dr. Hans-Joachim Hermes**

**Proseminar: William Shakespeare: *A Midsummer Night's Dream***

**BEUST**

**(7400208)**

**Dienstag, 9.15–10.45 Uhr**

**Beginn: 10.10.**

In this course we will study William Shakespeare's romantic comedy *A Midsummer Night's Dream* which was first performed between 1594 and 1598. Subjects of interest will be the source, the three plots, analysis of major characters, themes, motifs, and symbols. Among the themes will be those of magic and dreams. Shakespeare's tone is lighthearted. His language will be analyzed closely. A forthcoming Chemnitz production (Schauspielhaus) will premiér in September, 2006, and will be in repertoire in the winter.

Required reading: Text of *A Midsummer Night's Dream* in any scholarly English edition, e.g. the unabridged and annotated edition published in the Penguin Popular Classics in 1994. ISBN: 0-14-062095-8; € 3,50.

Prerequisites: Einführungskurs "Introduction to the Study of Literature".

Requirements for Credit: regular attendance, oral presentation, term paper.

**NN 1**

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

**BEUST (7400202)**

**Mittwoch, 9.15–10.45 Uhr**

**Beginn: 18.10.**

The eighteen-forties in Britain were a time of rapid urban and economic expansion and change, great social hardship and increased social tension, which resulted in strikes, violent clashes and the emergence of "the first working-class party", the Chartists. The term "industrial novels" refers to a group of literary works (also known as "social-problem novels" or "Condition-of-England novels") written by middle-class writers concerned about both the treatment of the working class and also the threat of social instability it seemed to pose. In this course we will be looking at the social, economic and political history of the mid-century: the technological breakthroughs in production and distribution; social distress in the Northern English industrial towns; and issues such as the rise of the trade union movement and Chartism. Our main concern, though, is literary. How did the "working-class problem" find expression in the two novels under discussion: Charles Dickens' *Hard Times* (1853), which was the "master's" excursion into the industrial North (his "Coketown" is based on Manchester and Preston), and Elizabeth Gaskell's *Mary Barton* (1848), which was not just the most influential industrial novel of its time and still the best-known of the genre but also the first novel by an author who, as a vicar's wife, was familiar with poverty in Manchester. What motivated the two writers to write these novels? How do their works stand up – aesthetically and ideologically – 150 years later?

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

Credit requirements: Regular attendance and thoughtful participation in class, an oral presentation as part of an expert group, and a final paper (10-12 pages).

Required reading:

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

Elizabeth Gaskell (1997 [1948]): *Mary Barton: A Tale of Manchester Life*. London: Penguin Classics.

Registration: The number of participants in this course is limited to 25. In order to participate, students of Anglistik/ Amerikanistik need to have completed the lecture course "Introduction to the Study of Literature" successfully. Please present the Schein in the first session of the course.

## NN 1

**Hauptseminar: *Hamlet* and the Media**  
**Dienstag, 13.45–15.15 Uhr**

**BEUST (7400203)**  
**Beginn: 17.10.**

"To be, or not to be: that is the question". Another question might be whether Hamlet is a self-righteous brooding type, a depressive melancholic, a mummy's boy or a rebel and social revolutionary. Or is he, according to Laurence Olivier, even the "first real pacifist"? During the course of the seminar students will read and analyse *Hamlet* by taking into account the different humanistic ideas commonly related to the Renaissance, the cultural and historical contexts of the tragedy, the history of stage/ performance, the theory of drama with special reference to the "tragedy" ("revenge tragedy"), as well as the language that is used and the symbolism that is inscribed in the play.

In a further step this course is designed to introduce students to the highly complex relationship between a literary text and its film versions, both in terms of thematic as well as technical features. Therefore, we will watch and analyse Laurence Olivier's 1947 *Hamlet*-adaptation, Franco Zeffirelli's (1991) stripped-down, two-hour version of Shakespeare's play which stars Mel Gibson as a rather robust version of the ambivalent Danish prince, Michael Almereyda's 1999 adaptation which is set in New York City in the year 2000, as well as Christoph Schlingensiefel's *Hamlet – This is Your Family* (director: Peter Kern, 2005), in which "Hamlet is performed in Zürich with Nazis as actors who want to quit".

In this course students will also take advantage of the Internet and other electronic learning and teaching aids made possible by computers. They will be encouraged to explore the literary, artistic, musical, cultural, and historical milieus of *Hamlet* in order to share their discoveries with the other students in the class through active class participation.

Prerequisite: Einführungskurs Literaturwissenschaft

Credit requirements: Regular attendance and thoughtful participation in class, an oral presentation as part of an expert group, and a final paper (15-18 pages).

Required reading:

Shakespeare, William (1983 [1601]): *Hamlet*. Harold Jenkins (ed.) Walton-on-Thames, Surrey: Arden.

Registration: The number of participants in this course is limited to 25.

NN 1

**Hauptseminar: Utopias and "Robinsonades"**  
**Montag, 15.30-17.00 Uhr**

**BEUST (7400204)**  
**Beginn: 16.10.**

Utopia, "nowhere land" or "no place", coined by Thomas More, passed into general usage. The subject is nearly always the search for the best possible form of government in a kind of "Commonwealth". The classic text, More's *Utopia* (1516), which is a speculative political essay, attempts to alter society greatly, to create fresh institutions and relationships, and introduce entirely different habits. In most of the subsequent texts, present-day social, political and technological tendencies are projected most frequently in an extreme form.

In this course, students will focus on utopian fiction by examining More's *Utopia* and discussing it in relation to other texts and genres such as Daniel Defoe's novel *Robinson Crusoe*, known generically as "Robinsonade". *Herland*, by the American writer Charlotte Perkins Gilman, is also a novel that might offer an answer to the question of how it is possible to change the habits and create the people by whom and for whom institutions had been formed, as Gilman is engaged with marginalised people – women. In Golding's novel, *Lord of the Flies*, the boys' attempts to set up a democratically run society fail and the savagery which in Golding's work underlies man's true nature takes over. What all these texts, in spite of their different geographical and historical groundings, have in common is the fact that they represent people who are marked by travel, shipwrecks or other inconveniences, and by the experience of isolation. Therefore, students will discuss the question of what kind of view these people have of their own society and of that of "the other", due to cross-cultural encounters. We will also focus on the question of how practices of domination and subordination, or ideas of Empire, social and spiritual alienation, capitalism, and a male European dominant behaviour are encoded in the texts in respect to the concepts "utopia", "dystopia" and "Robinsonade".

All of these ends require a high level of involvement and participation on the part of each member of the seminar. Bear in mind that the reading load is quite extensive; it will behave you to complete each novel by the first day of discussion.

Prerequisite: Einführungskurs Literaturwissenschaft

Credit requirements: Regular attendance and thoughtful participation in class, an oral presentation as part of an expert group, and a final paper (15-18 pages).

Required reading:

More, Thomas (2001 [1516]): *Utopia*. [A New Translation with an Introduction by Clarence H. Miller, vii-xxiii]. New Haven, London: Yale University Press.

Defoe, Daniel (1994 [1719]): *Robinson Crusoe*. London: Penguin Popular Classics.

Gilman, Charlotte Perkins (1979 [1915]): *Herland*. [With an Introduction by Ann J. Lane]. London: The Women's Press.

Golding, William (1954): *Lord of the Flies*. New York: Penguin.

Registration: The number of participants in this course is limited to 25..

## Amerikanistik

**Prof. Dr. Evelyne Keitel**

**Vorlesung: North America in the 16th and 17th Century**

**Studium generale**

**Montag, 17.15-18.45 Uhr**

**(7400301)**

**Beginn: 16.10.**

This lecture course will center on the cultural, social, historical, and political developments in the New World during the Renaissance. The topics presented will include the Diverse Cultures of the Native Americans, the Columbian Exchange, Europe during the Age of Discovery, the First Settlements, the Myth of Pocahontas, Slavery, Puritanism in the Old and in the New World, the Literatures of the 17th Century, and the Salem Witch Trials.

The lecture course will address two different groups of students, Magister and BA. The Magister students do not have to register. They will not get credit (a "Schein") for this class.

**Dr. Gunter Süß**

**Proseminar: American Literature 1900-1945**

**Donnerstag, 11.30-13.00 Uhr**

**(7400304)**

**Beginn: 19.10.**

This course will provide the student with an overview of the literary and cultural developments in the United States in the first half of the 20<sup>th</sup> century. We will analyze the main literary modes of expression – modernism and the different avant-garde movements, the continuation of the realist project – and connect them to different discourses in history (the war experience), other arts (radio, painting, photography, film), and culture (social modernity, urbanization, industrialization).

Literary works discussed in the course include short stories, novels, and poems by authors like Willa Cather, Gertrude Stein, Ezra Pound, Ernest Hemingway, John Steinbeck, John Dos Passos, Langston Hughes, William Faulkner, Zora Neale Hurston, and F. Scott Fitzgerald.

Credit requirements: Regular attendance and thoughtful participation in class, an oral presentation as part of an expert group, and a final paper (10-12 pages).

Required reading:

A reader will be available at the beginning of the semester.

Registration: The number of participants in this course is limited to 25. In order to participate, students of *Anglistik/Amerikanistik* need to have completed the lecture course "Introduction to the Study of Literature" successfully. Please present the *Schein* in the first session of the course.

**Michael Nötzold, M.A.**

**Proseminar: America Equals the West**  
**Dienstag, 15.30-17.00 Uhr**

**(7400306)**  
**Beginn: 10.10.**

The myth of the American West is all-encompassing. No other image has fired ambitions and engendered dreams in quite the same way as the image of the American frontier. No other vision has driven a whole nation to such persistent and enduring actions of hardship, expansion, and discovery.

Like any eternal dreamer, the United States today seems to be both haunted and attracted by the promise of endless prairies, open fields, and an ultimate "regeneration through violence" (Richard Slotkin) that has always been associated with westward expansion and "Manifest Destiny". Today, playing "Indian and Cowboy" is a childhood experience for almost everyone in Western civilisations, but it is also a subliminal re-enactment of the history of the American West. In that the whole history of the settlements in North America is inextricably intertwined with the myth of the West, the phrase "America equals the West" is still valid.

In this seminar, we will discuss historical facts as well as literary and filmic materials on the West from its very beginning to the present day in order to recreate the myth and the images of the Western frontiers.

Credit requirements: Regular attendance, an oral presentation and a final paper.

Required reading:

A course reader will be available at the start of the semester.

Seminar papers: The seminar paper will be 10-12 pages long. It will make an original argument about one or more of the texts we've been reading, present this argument coherently and logically, and use both close readings of the text(s) and secondary sources to support it. Every paper should include a «works cited» list of at least four secondary sources. It should be written in German.

**The paper is due March 31, 2007.**

Registration: The number of participants in this course is limited to 25. In order to participate, students of *Anglistik/Amerikanistik* need to have completed the lecture course "Introduction to the Study of Literature" successfully. Please present the *Schein* in the first session of the course.

**NN 2**

**Proseminar: "Stranger than Paradise": The Japanese in American Culture**

**(7400307)**

**Mittwoch, 13.45-15.15 Uhr**

**Beginn: 11.10.**

On the morning of December 7, 1941, in Hawaii Japanese bombs and torpedoes hit the largest US naval base. In response, the United States entered World War II. The US Defense Department called the 1941 Japanese attack on Pearl Harbor "one of the greatest military surprises in the history of warfare." Ever since this "Day of Infamy" (F. D. Roosevelt), the Japanese have been singled out and demonized both in political decisions and in popular culture. Interestingly enough, the various structures and mechanisms behind this instance of xenophobia appear to be similar to the ones that appeared in the aftermath of 9/11.

In this course, we will study the impact Pearl Harbor had on the American mind. Students will learn to use a Cultural Studies approach in order to analyze various and di-

verse representations of Japan and the Japanese. Political and sociological frameworks will be provided in an introductory session. Students are expected to watch movies from different Hollywood genres, to read a novel, and – possibly – to watch the opera *Madame Butterfly* (details in the first session).

In the first session, there will be a test regarding basic knowledge of literary terms and theories. Students should be able to deal with the following terms: genre features, rhetoric figures, narrator/narrative perspective, character, story vs. plot.

Credit requirements: Regular attendance and thoughtful participation in class, an oral presentation as part of an expert group, and a final paper (10-12 pages).

Required reading:

A reader will be available at the beginning of the semester.

Registration: The number of participants in this course is limited to 25. In order to participate, students of Anglistik/Amerikanistik need to have completed the lecture course “Introduction to the Study of Literature” successfully. Please present the *Schein* in the first session of the course.

**Prof. Dr. Evelyne Keitel**

**Hauptseminar: Detektivliteratur  
Mittwoch, 9.15-10.45 Uhr**

**(7400302)  
Beginn: 18.10.**

Interessant an der Detektivliteratur ist, daß es eine junge und in sich homogene Gattung ist. Rein formal betrachtet, besteht die Detektivliteratur aus der Variation einer eng begrenzten Anzahl von Bausteinen, die aber ständig unter Druck geraten, aktuelle Tendenzen der Populärkultur zu integrieren, um sich auf dem Markt behaupten zu können. Ziel des Seminars ist es, einen Überblick sowohl über die Gattungsgeschichte als auch über aktuelle Entwicklungen zu geben. Das Seminar gliedert sich in drei Teile, der erste zentriert sich um die historische Entwicklung der Gattung seit Edgar Allan Poe, im zweiten Teil wird die Gattung in ihrer Diversifikation präsentiert (*film noir*, Agatha Christie-Verfilmungen, Thriller, *Tatort*, TV-Serien, *The Da Vinci Code* etc.), der dritte Teil untersucht den gegenwärtig dominanten Trend innerhalb der Detektivliteratur, den sog. Regio-Krimi.

Dieses Seminar richtet sich ausschließlich an Magisterstudierende im Hauptstudium (mit bestandener Zwischenprüfung). Die Teilnehmerzahl ist auf 30 beschränkt, eine Anmeldung vor Semesterbeginn ist daher unabdingbare Voraussetzung für die Teilnahme an dieser Veranstaltung.

**Dr. Gunter Süß**

**Hauptseminar: Film Genres: *Film Noir*  
Donnerstag, 15.30-17.00 Uhr**

**MMEKO (7400305)  
Beginn: 19.10.**

This class is part of a series of genre-based film courses. This semester, we will focus on classical *film noir* of the 1940s and 1950s and the different cycles of “neo-noir” to the present. With its roots in German expressionist film, classical film noir screens and performs the darker side of American culture addressing psychological and social anxieties, paranoia, and chaos. After a short introduction to the concept of ‘genre’, we will focus on formal and stylistic elements, topics, themes, and ideologies of classical film noir. In the second part of the seminar we will discuss how the con-

cept of *noir* and “neo-noir” (and its perception) has changed in a climate of growing generic hybridity in the second half of the 20<sup>th</sup> century. Movies under consideration may include:

*Das Cabinet des Dr. Caligari*. Dir. Robert Wiene, 1920.

*The Maltese Falcon*. Dir. John Huston, 1941.

*Double Indemnity*. Dir. Billy Wilder, 1944.

*Scarlet Street*. Dir. Fritz Lang, 1945.

*The Big Sleep*. Dir. Howard Hawks, 1946.

*Sunset Boulevard*. Dir. Billy Wilder, 1950.

*Chinatown*. Dir. Roman Polanski, 1974.

*Blade Runner*. Dir. Ridley Scott, 1982.

*Devil in a Blue Dress*. Dir. Carl Franklin, 1995.

*Se7en*. Dir. David Fincher 1995.

*Strange Days*. Dir. Kathryn Bigelow, 1995.

*L.A. Confidential*. Dir. Curtis Hanson, 1997.

*Lost Highway*. Dir. David Lynch, 1997.

Credit requirements: Regular attendance and thoughtful participation in class, an oral presentation as part of an expert group, and a final paper (15-20 pages).

Required reading/viewing:

A reader will be available at the beginning of the semester at Uni-Copy Dietze. Students are expected to watch the movies outside of class in the media room of the library.

Registration: The number of participants in this course is limited to 30.

Students of *Medienkommunikation* use the online registration of their department at: <https://www.tu-chemnitz.de/phil/medkom/online-einschreibung/>.

**Prof. Dr. Evelyne Keitel**

**Übung: Examenskolloquium**

**(7400303)**

**Vorbesprechung Dienstag, 07.11.06, 15.30-17.00, Blockseminar am Fr./Sa.,  
12./13.01.07, Fr./Sa., 27./27.01.07, jeweils 9.15-17.00 Beginn: 07.11.**

Ziel dieses Kolloquiums ist die systematische Vorbereitung auf die mündliche Magisterabschlußprüfung in der Amerikanistik. Die Veranstaltung richtet sich ausschließlich an MA-KandidatInnen, die ihre mündliche Prüfung in der Prüfungsperiode nach dem WS 2006/2007 ablegen wollen.

Voraussetzung für die Teilnahme an dieser Veranstaltung ist erstens eine Anmeldung und zweitens die persönliche Anwesenheit während der Vorbesprechung am 07.11.06.

## Britische und Amerikanische Kultur- und Länderstudien

Prof. Dr. Hans Kastendiek

**Vorlesung: Einführung in die Großbritannienstudien**  
**BEUGE, BEUST, MIKK**  
**Montag, 13.45–15.15 Uhr**

**(7400401)**  
**Beginn: 16.10.**

Die Vorlesung gibt einen Überblick über die Entwicklung Großbritanniens seit 1945 und über ausgewählte Grundstrukturen von Wirtschaft und Gesellschaft, Politik und Kultur. Dabei wird insbesondere gefragt, wie sich der Verlust der Weltmachttrolle nach dem Zweiten Weltkrieg und die Veränderungen in den innenpolitischen Kräftekonstellationen auf die britische Gesellschaft ausgewirkt haben (Postwar Settlement, wirtschaftliches Krisenmanagement, gesellschaftliche Konfliktualität und politische Polarisierung, die „lange Wende“ des Thatcherismus und New Labour). Die Teilnahme an der Vorlesung wird dringend empfohlen. Sie vermittelt Grundkenntnisse, die in den Proseminaren über Großbritannien vorausgesetzt werden.

Begleitlektüre:

Kastendiek, Hans & Roland Sturm, Hrsg. (2006). *Länderbericht Großbritannien. Geschichte – Politik – Wirtschaft – Gesellschaft – Kultur*. 3., völlig neu konzipierte Auflage. Bonn: Bundeszentrale für politische Bildung (der Band kann ab Oktober sehr preisgünstig bei der Bundeszentrale bestellt werden; siehe [www.bpb.de](http://www.bpb.de)).

Prof. Dr. Hans Kastendiek

**Proseminar: Understanding the USA**  
**Donnerstag, 9.15–10.45 Uhr**

**MIKK\* (7400402)**  
**Beginn: 12.10.**

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 who did not take part in my lecture course “Einführung in die USA-Studien” should immediately read Peter Lösche (1997). *Die Vereinigten Staaten. Innenansichten. Ein Versuch, das Land der unbegrenzten Widersprüche zu begreifen*. Hannover: Fackelträger-Verlag.

Further Reading:

Selected chapters of Peter Lösche & Hans Dietrich von Loeffelholz, Hrsg. (2004). *Länderbericht USA. Geschichte, Politik, Geographie, Wirtschaft, Gesellschaft, Kultur*. 4<sup>th</sup> ed. Bonn: Bundeszentrale für politische Bildung (kann dort sehr preisgünstig bestellt werden; siehe [www.bpb.de](http://www.bpb.de)).

\* Unfortunately, there are only a few places available for students enrolled in MIKK.



**Susan Nitzsche, M.A.**

**Proseminar: Changing Ireland – From Emigration to Immigration**

**BEUGE, BEUST\***

**(7400403)**

**Donnerstag, 13.45-15.15 Uhr**

**Beginn: 12.10.**

For centuries, emigration had been a persistent feature of Irish society. Since the mid-1990s, however, there has been a steady flow of people coming to Ireland. Between 1995 and 2000, about 250,000 people migrated to the Republic of Ireland – almost 7 per cent of the Republic's 1996 population. Formerly a country of emigration, Ireland has turned into an immigration country.

This course aims at offering students an overview of Irish emigration history and of the recent phenomenon of immigration. In the first part of the seminar, we will concentrate on the waves of Irish emigration since the 18<sup>th</sup> century and on the push and pull factors responsible for them. Additionally, we will have a closer look at the Irish communities abroad. We will analyse the situation of Irish immigrants in the USA and Britain and discuss the concept of an Irish diaspora.

Before turning to immigration, we will deal with the dramatic economic and social changes in the Republic of Ireland in the last 25 years. Our main emphasis will be on the extraordinary economic growth, referred to as the 'Celtic Tiger', because it is the main factor that makes Ireland attractive to migrants.

Regarding Ireland as a country of immigration, we will investigate the legal framework that regulates immigration; focus on the different immigrant groups and their situation in Ireland; and – last but not least – ask how the Republic of Ireland copes with issues such as racism and integration.

Recommended reading:

Bielenberg, Andy (2000). *The Irish Diaspora*. Harlow etc.: Longman.

Fanning, Bryan (2002). *Racism and Social Change in the Republic of Ireland*. Manchester: Manchester University Press.

\* Unfortunately, there are only a few places available for students enrolled in BEUGE and BEUST.

**Dr. Sebastian Berg**

**Proseminar: Britain since 1945**

**BEUGE, BEUST, MIKK\* (7400404)**

**Freitag, 9.15-10.45 Uhr**

**Beginn: 13.10.**

Why did Margaret Thatcher call Britain a 'nanny state' and want to 'set the people free' in the 1980s? Why did the Blair government – in contrast to the governments in Berlin and Paris – follow the US into the Iraq war in 2003? Why did people in Scotland and Wales vote against having their own parliaments or assemblies in 1979 but decide differently in 1997? Why is 'multiculturalism' often declared 'dead' these days by people who have once pursued it? Why is it easier to distinguish between 'being Scottish' and 'being British' than between 'being English' and 'being British'?

These are some of the questions we will analyse and discuss in this course. To do so, we must look into recent history, explaining specific phenomena in the context of developments over the last 60 years. We will also talk about the purpose and the techniques of academic work. This will assist you in presenting a paper and writing a *Hausarbeit* on a topic you are particularly interested in.

Recommended reading: There are two books which approach similar phenomena from different angles, the first focusing on institutions and history, the second on public debates and the expression of identity:

Oakland, J. (2006). *British Civilization. An Introduction*. 6<sup>th</sup> edition, London: Routledge.

Morley, D. & K. Robins, eds. (2001). *British Cultural Studies. Geography, Nationality, and Identity*. Oxford: Oxford University Press.

\* Unfortunately, there are only a few places available for students enrolled in BEUGE, BEUST and MIKK.

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

**Hauptseminar: Class in Britain**  
**Dienstag, 11.30-13.00 Uhr**

**BEUGE, BEUST, MIKK (7400406)**  
**Beginn: 10.10.**

In Britain, quite in contrast to Germany, socio-economic and politico-cultural matters are still seen as class matters. Hence, in academic as well as in public discourse, the terms “class” and “class society” are widely used, and many authors, such as – for example – Andrew Adonis and Stephen Pollard, argue that “Britain cannot be understood apart from its class system”. After an exploration of how the concept of “class” is defined in Britain, the course will investigate how it is applied in analysing British society.

Recommended reading:

Tony Bilton et al. (1987). *Introductory Sociology*. 2<sup>nd</sup> ed. Basingstoke: Macmillan (chapters 2 and 3, pp. 34 – 119).

Nicholas Abercrombie & Alan Warde et al. (2000). *Contemporary British Society*. 3<sup>rd</sup> ed. Cambridge: Polity Press (chapters 5 and 6, pp. 114 – 191).

Andrew Adonis & Stephen Pollard (1997). *A Class Act. The Myth of Britain's Classless Society*. London: Hamish Hamilton.

(These and further texts will be available at our Archiv Kultur- und Länderstudien, Rh. 39, room 216)

## **Dr. Sebastian Berg**

**Hauptseminar: The American Political Tradition**  
**BEUGE, BEUST, MIKK**  
**Donnerstag, 13.45-15.15 Uhr**

**(7400407)**  
**Beginn: 12.10.**

The ‘Founding Fathers’ of the United States explicitly based the political system they built on the principle of equality. But today, the country is one of the most unequal among advanced industrialized societies. Whole groups of people were (and are?) excluded from political decision making or marginalized within society. Nevertheless, they often referred (and refer) to American political values in their attempts at getting heard. Those who supported going to war in the recent past claimed to act according to the spirit of America’s political tradition, as did many of those who were opposed. The centrality of the political tradition for public debate calls for a deeper look into its basics and variations. Hence, in this course we will discuss and analyse important texts from past and present, dealing with what American politics is, and should be, about – and how these questions influence political institutions and decisions. This means: be prepared to read and to debate questions dealing with politics, but maybe

also with values, norms, ideas, ideals, visions, utopias, ethics! Those who want to receive a *Leistungsschein* should present a paper in the course and write a *Hausarbeit*. A reader with key texts will be provided in the first session.

**Prof. Dr. Hans Kastendiek**

**Examenskolloquium: Studienschwerpunkt Kultur- und Länderstudien (Abschlussprüfungen)**  
**Dienstag: 15.30–17.00 Uhr** **(7400408)**  
**Beginn: 10.10.**

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

## **Fachdidaktik Englisch**

**Dr. Joachim Seifert**

**Übung: Suche und Aufbereitung von Text- und Unterrichtsmaterial für Englischunterricht in der EB, Erarbeitung von Kursjahresplänen und Einzelstundenkonzepten**  
**Montag, 11.30-13.00 Uhr** **(7400803)**  
**Beginn: 16.10.**

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: Didaktische Spezifika eines Englischunterrichts in Einrichtungen der Erwachsenenbildung (7400804)**  
**Dienstag, 9.15-10.45 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 Fremdspracherwerb, ein besonders effektiver Weg im FSU bei Erwachsenen, Individualisierung des Lehr-Lernprozesses
- Der Computer als Assistent beim Fremdspracherwerb; Lernprogramme, Auto-orenprogramme; 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*. 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“. *FMF-Mitteilungsblatt Thüringen/Hessen*, Nr.14, 13ff.

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

**Dr. Joachim Seifert**

**Übung: Besonderheiten eines FACHSPRACHLICHEN Unterrichts in advanced courses der Erwachsenenbildung (ESP – English in Special Languages) (7400805)**

**Mittwoch, 7.30-9.00 Uhr**

**Beginn: 18.10.**

Die Übung wendet sich an alle StudentInnen der Anglistik/ Amerikanistik, die in Kursen der Erwachsenenbildung unterrichten, unterrichten werden oder unterrichten wollen. Es soll geklärt werden, was Fachsprache ist, wie viel Allgemeinsprache wir in der Fachsprache finden, welche besonderen Strukturen allen Fachsprachen weitestgehend gemein sind und welche methodischen Vorgehensweisen in der Fachsprachenarbeit sinnvoll erscheinen, aufgeschlüsselt auf die Wissensschiene (besonders

Lexik und Syntax/Morphologie) und die Könnensschiene (die einzelnen Sprachtätigkeiten Hören, Lesen, Schreiben und Sprechen, einschließlich (oder zuzüglich???) der Übersetzung).

Ein Leistungsnachweis kann erbracht werden.

Literatur:

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

**Dr. Joachim Seifert**

**Kolloquium zu allen praktischen Fragen eines Fremdsprachenunterrichts in der  
Erwachsenenbildung (5 Teilnehmer) (7400806)  
Mittwoch, 9.15-10.00 Uhr (RH 39/025) Beginn: 18.10.**

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 **nochmals als Versuch** angeboten.

**Praktika (Blockpraktika, Praktika im Rahmen des Kombinationsprofils „Fremdsprachen in der Erwachsenenbildung“):**

**Alle Praktika und entsprechende Termine werden bitte persönlich mit mir abgesprochen. Dazu ist erstmals am Mittwoch der ersten Studienwoche des Wintersemesters 2006/07 von 10.00-10.30 Uhr im Raum RH 39/025 Gelegenheit und dann jeden Mittwoch zur gleichen Zeit in der „Praktikumsberatung“. Praktikumsscheine (Vordruck vom zentralen Prüfungsamt) werden nur für Blockpraktika erteilt.**

# The English Language Practice Programme for Magister Students

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

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

## What to do when:

Please note that the following DOES NOT imply there have been any changes in the Studienordnungen; NOT all of these courses will necessarily be compulsory for you. We strongly recommend that you do the core courses in the following order, since doing a course before you are ready for it can be a very frustrating experience:

## Grundstudium

1. **Integrated Language Course I**
2. **Integrated Language Course II**
3. **Listening & Reading Comprehension**
4. **Pronunciation**, and
5. **Vocabulary Building**

(3., 4., 5. should ideally all be taken earlier rather than later, i.e. as early in your Grundstudium as they fit into your timetable without completely overloading you with work)

6. **Grammar I** (highly recommended before taking Translation I)
7. **Translation I** (Do NOT wait until the last semester before your ZP. You might need more than one Translation course. In any case, it is recommended that you take more than one Translation course, if possible, which is why we are putting on a course called "Translation I Part 2")
8. **Translation I Part 2**

## Hauptstudium

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

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

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

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

- Financial regulations and restrictions are making a lengthy period of time in an English-speaking country increasingly difficult for students. Nonetheless, we **very strongly** recommend it if somehow possible, for the following reasons (among others) - which will also have an effect on the recognition for credits here in Chemnitz of what you do during your time abroad:

- It offers you the chance to experience all kinds of everyday and constant communicative situations such as we cannot realistically imitate in the classroom.

- It requires you to 'live' the language - assuming you 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)

### Integrated Language Course I

(SEE BA-PROGRAMME Basismodul 1.1: Sprachpraxis I: INTEGRATED LANGUAGE COURSE)

### Integrated Language Course II

(MKTG 2<sup>nd</sup> Semester)

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

First meeting: 16.10.

or

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

First meeting: 17.10.

or

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

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

#### Course requirements:

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

### Listening and Reading Comprehension

Tuesday, 09:15-10:45 (Price)

First meeting: 17.10.

or

Wednesday, 13:45-15:15 (Price)

First meeting: 17.10.

or

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

First meeting: 17.10.

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: 16.10.**

*or*

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

**First meeting: 17.10.**

*or*

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

**First meeting: 18.10.**

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: A student 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.

## **Vocabulary Building**

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

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

**First meeting: 17.10.**

*or*

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

**First meeting: 17.10.**

*or*

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

**First meeting: 18.10.**

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).

## **Grammar I**

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

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

**First meeting: 17.10.**

*or*

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

**First meeting: 18.10.**

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

**First meeting: 16.10.**

*or*

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

**First meeting: 17.10.**

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

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

**First meeting: 19.10.**

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

#### Course Requirements:

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

## Advanced Studies (Hauptstudium)

### Grammar II

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

**First meeting: 17.10.**

*or*

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

**First meeting: 18.10.**

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

#### Course requirements:

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

## Oral & Written Production (O&WP)

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

First meeting: 17.10.

or

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

First meeting: 19.10.

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

### Course requirements:

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

## **Integrated Area Studies**

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

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

### **IAS USA**

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

**First meeting: 18.10.**

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 linguistic competence through the presentation and discussion of various topics relating to the social fabric of the US.

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

#### **Course requirements:**

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

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

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

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

**Wednesday, 9:15-10:45 (Heller)**

**First meeting: 18.10.**

Haere mai and Giddyay!

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

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

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

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

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

Course requirements:

Weekly readings and participation

Presentation (15min) on chosen topic & discussion leadership

Written version of presentation

Assessment of oral skills (participation and presentation)

Compulsory attendance in the first session:

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

## IAS Canada

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

**First meeting: 19.10.**

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.

## Translation II

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

**First meeting: 19.10.**

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 re-



finement. 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)**

**First meeting: 16.10.**

*or*

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

**First meeting: 17.10.**

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 preparation for your final exams.

Course requirements:

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

**Preparation for Final Exams**

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

**First meeting: 16.10.**

*or*

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

**First meeting: 19.10.**

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

break). In addition, there is usually a meeting once a week (Wednesdays noon to one) to work through the 50 pages of phrasal verbs.

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

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

## European Credit Transfer System (ECTS)

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

Das ECTS besteht aus zwei Komponenten:

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

### **Credit System**

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

Proseminar mit Schein	6 Credits
Hauptseminar mit Schein	7 Credits
Vorlesung oder Übung/Proseminar ohne Schein	2,5 Credits
Sprachpraktische LV mit Schein	3,5 Credits

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

bestanden:

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

nicht bestanden:

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

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

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

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

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

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

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

### Hinweise zu den Hausarbeiten

Ein Ordner mit besonders „gelungenen“ Hausarbeiten steht allen Studierenden der Anglistik/Amerikanistik zur Ansicht zur Verfügung (Sekretariat Englische Literaturwissenschaft/Amerikanistik R. 213).

### Wichtige AnsprechpartnerInnen für Studierende

Allgemeine Fragen zur individuellen Studienplanung, zu Leistungsnachweisen und Prüfungen

Mark Schreiber  
Dr. Joachim Seifert  
Petra Naumann

Fragen zum Auslandsstudium

Dr. Martin Weißer

Fragen zu Praktikumsplätzen

Dr. Sebastian Berg

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

## Hinweise zur Zwischenprüfung

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

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

[www.tu-chemnitz.de/verwaltung/studentenamt/zpa/](http://www.tu-chemnitz.de/verwaltung/studentenamt/zpa/)

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

[www.tu-chemnitz.de/phil/english](http://www.tu-chemnitz.de/phil/english)

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

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

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

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

## Verzeichnis der Lehrenden:

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## Sekretariate:

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Englische Sprachwissenschaft	Messner, Annegret	34279	4233	annegret.messner
Anglistische Literaturwissenschaft	Tulke, Eva	32372	4053	eva.tulke
Amerikanistik	Tulke, Eva	32372	4055	eva.tulke
Britische u. Amerikanische Kultur- und Länderstudien	Zenner, Heike	34285	4054	heike.zenner

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