

Liebe Studentinnen und Studenten,

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

Leider standen bei der Drucklegung des KoVo die Räume noch nicht fest. Bitte berücksichtigen Sie die entsprechenden Aushänge im Flur der Anglistik/Amerikanistik (Reichenhainer Str. 39, 2. Stock). Bitte beachten Sie, daß der Unterricht für *Erstsemester* erst am Mittwoch, 15. Oktober beginnt, während die übrigen Veranstaltungen schon am Montag, 13. 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).

Wichtige Termine im Wintersemester 2003/04:

Dienstag bis Mittwoch	30. September 08. Oktober	ganztägig	Einschreibung Sprachpraxis
Freitag	10. Oktober	09.00 Uhr	Placement Test in C 104
Montag	13. Oktober	07.30 Uhr	Kursbeginn mit Ausnahme der Erstsemester
Dienstag	14. Oktober	18.30 Uhr	Erstsemester-Begrüßung (Club der Kulturen, Thüringer Weg 3)
Dienstag	14. Oktober	20.00 Uhr	1. Treffen des English Club (Club der Kulturen, Thüringer Weg 3)
Mittwoch	15. Oktober	07.30 Uhr	Kursbeginn für Erstsemester
Montag	20. Oktober	07.30 Uhr	Kursbeginn Sprachpraxis
Montag bis Freitag	22. Dezember 02. Januar		Weihnachtsferien
Freitag	06. Februar		Ende der Vorlesungen
Montag bis Freitag	09. Februar- 27. Februar		Prüfungsperiode

Wir möchten Sie insbesondere auf das Angebot des **English Club** hinweisen. Beschreibungen finden Sie auf *Seite 39*, 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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Please note:

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

BMEKO (+ Zahl)	=	BA Medienkommunikation (+ Fachsemester)
BEUST	=	BA Europastudien
MIKK	=	Magister Interkulturelle Kommunikation
MKTK	=	Magister Kombiprofil Technikkommunikation
MAVL	=	Magister Allgemeine und Vergleichende Literaturwissenschaft
MMEKO	=	Magister Medienkommunikation

Englische Sprachwissenschaft

Prof. Dr. Josef Schmied

Vorlesung/Übung: Introduction to English Language and Linguistics

MIKK, BEUST, MKTK

(7400101)

Mittwoch, 7.30-9.00 Uhr

Beginn: 15.10.

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

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

Required reading:

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

N.N.

Tutorial: Introduction to English Linguistics

Beginn: 2. Semesterwoche

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

Prof. Dr. Josef Schmied

Vorlesung: A Sociocultural History of the English Language

MIKK, BEUST, MKTK

(7400102)

Donnerstag, 7.30-9.00 Uhr

Beginn: 16.10.

This survey shows language in perspective: its relationship to power and technology, to historical personalities and social groups. It ranges from the Anglo-Saxon invaders Hengist and Horsa to William the Conqueror, from Caxton to Newton and from the Anglo-Saxon Chronicles to Civil War pamphlets. It tries to show how modern technologies (concordances from various text-types of the Helsinki Corpus) can be used to analyse historical language features in context and tries to draw general conclusions about the social factors affecting language (change) throughout.

NB: This lecture can be attended parallel to the Hauptseminar *Language Change* (Anne Schröder) on Friday.

Prof. Dr. Josef Schmied

Hauptseminar: The Language of Tourism

**MMEKO, MIKK, BEUST, MKTK
(7400103)**

Donnerstag, 11.30-13.00 Uhr

Beginn: 16.10.

“(…) amazingly, no one has comprehensively analysed this language as a phenomenon in its own right. Certainly there have been some studies which have alluded to the linguistic features of tourism promotion, but none has so far brought them together and systematically examined tourism as a language per se…”

In every day speech, we often hear references to the 'language of dance', the 'language of architecture', the 'language of music', and so on. We know roughly what the expressions mean – that somehow these various facets of life have ways of communicating to us. They are structures. They follow certain grammatical rules and have specialized vocabularies. They are in many senses language-like in their properties. Analogically too, these languages convey messages, they have a heuristic or semantic content, they operate through a conventional system of symbols and codes. Many also include the equivalent of dialects and registers.

(…) tourism operates along similar lines (…) tourism, in the act of promotion, as well as in the accounts of its practitioners and clients, has a discourse of its own. Seen in this light, the language of tourism is thus a great deal more than a metaphor. Via static and moving pictures, written texts and audio-visual offerings, the language of tourism attempts to persuade, lure, woo and seduce millions of human beings, and, in so doing, convert them from potential into actual clients. By addressing them in terms of their own culturally predicated needs and motivations, it hopes to push them out of the armchair and to the plane – to turn them into tourists.“

Dann, Graham M.S. (1996). *The Language of Tourism. A Sociolinguistic Perspective*. Wallingford: CAB International (p.2).

This is obviously an experimental seminar. After a general introduction, students will analyse tourist documents in groups (usually of two) and create exemplary texts (i.e. web pages) themselves; this requires a thorough knowledge of linguistic tools, a systematic search on the www and a creative imagination to present and explain a convincing result.

- 1) The wonderful world of Korean/Saxon food
- 2) Green/ecotourism in Quebec and in “Wismutland”
- 3) Agroturismo in Portugal and
- 4) Sustainable tourism
- 5) Biking trips along the Elbe
- 6) UNESCO World Heritage Tourism for Freiberg?
- 7) Wine tourism in Veneto and Meissen
- 8) Christmasland around Seiffen
- 9) Spa tourism for West Bohemia
- 10) Kid tours
- 11) Ayurveda tourism
- 12) Feng shui tourism in Asia and Europe
- 13) Carnival in Venice and in Rottweil?
- 14) “Meet the people” – tourism in Jamaica and Chemnitz

Students are also encouraged to pursue their own project and expand their work into an MA thesis later-on

PLEASE register for this course via email by October 6th indicating the topic of your choice.

Prof. Dr. Josef Schmied

Hauptseminar: Contrastive Grammar

(7400108)

ComputerPool RH38/41: 338

Blockseminar Fr Oct 17th/2-6 p.m. + Sa Nov 8th/2-6 p.m. + Fr Dec 5th/2-6 p.m. + Sa Dec 6th/9 a.m.-6 p.m.)

Students are taught in the 1st session how to use the English – German translation corpus to analyse grammar contrastively by categorising hundreds of authentic examples. The following two sessions will discuss student contributions in detail on the following topics:

- 1) *Can/could/may/might* and their German equivalents
 - 2) *Shall/should/ought to* and their German equivalents
 - 3) *Must/have to* and German equivalents
 - 4) Continuous forms and their German equivalents
 - 5) Future time references in English and German
 - 6) Conditionals in English and German
 - 7) The *do - tun/machen* overlap
 - 8) *seem/appear* and their German equivalents
 - 9) *begin/start/end/finish/complete* and infinitive or gerund constructions: can German translations help to decide?
 - 10) German downtoners like *schon, denn*, etc. and their translations in English
 - 11) English *of* vs. German *von*
 - 12) When (English) *in* is not (German) *in*
 - 13) Complex prepositions in English and German
 - 14) *discuss/debate/talk +/-* prepositions and their German equivalents
- etc.

Student presentations should concentrate on “the theory” from the Standard Grammars and Handbooks in contrast to the “practical application” from the database, including a thorough statistical analysis of at least 200 cases in different text types, etc.

The final session will also discuss more general issues like translatability and the hypothesis that "there is less correspondence between surface form and semantic representation in English than in German" (viii), as claimed in Hawkins, John (1986). *A Comparative Typology of English and German. Unifying the Contrasts*. London & Sydney: Croom Helm.

PLEASE register for this course via email by October 6th indicating the topic of your choice.

Dr. Anne Schröder

Proseminar: Morphology

(7400104)

Freitag, 13.45-15.15 Uhr

Beginn: 17.10.

'Morphology' is often paraphrased as 'the linguistic study of the internal structure of words' and in this class we will concern ourselves with the forms of words in different uses and constructions. This includes the discussion of what actually constitutes a 'word' as well as the study of different types of morphemes and the distinction between inflection and word-formation. We will also look at the relation of morphology

to other levels of linguistic description, e.g. phonology, lexicon and syntax. This will eventually lead us to typological and diachronic issues. Thus, we will discuss the classification of languages on the basis of their morphological structure and look at patterns of morphological change.

References:

Carstairs-McCarthy, Andrew (2002). *An Introduction to English Morphology*.
Edinburgh: Edinburgh University Press.

Ø This is a recent and concise introductory book which could serve as a starter. A folder with the required reading assignments for each session will be made available before start of term.

Prerequisites: Einführungskurs 'Introduction to English Linguistics' passed with satisfactory results

Registration: For this course, you should register with Anne Schröder, Rh 39, Room 221.

Dr. Anne Schröder

Hauptseminar: Language Change
Freitag, 9.15-10.45 Uhr

MIKK (7400105)
Beginn: 17.10.

*'Ye knowe ek, that in forme of speche is chaunge
Withinne a thousand yer, and wordes tho
That hadden prys now wonder nyce and straunge
Us thenketh hem, and yet they spake hem so.
And spedde as wel in love as men now do.*
Troilus and Criseyde II, 22-6.

As this little excerpt of a text by Chaucer clearly illustrates, the English language has changed dramatically over the past six to seven hundred years. Throughout history, people, including the medieval writer Chaucer himself, noticed that language, like everything else, is in a continuous state of change. Thus, from its beginning, linguistics has been looking at language change. In this class we will therefore look at the various theories, which have been proposed to explain language change. We will also discuss language-external (e.g. language contact) and language-internal (e.g. structural instability) motivations for language change and look at specific manifestations of language change at all levels of linguistic description, i.e. phonological, grammatical and semantic changes. At the end of term, we will hopefully be equipped with the necessary knowledge to sensibly discuss the question put forward by Jean Aitchison, as to whether language change is to be seen as progress or as decay.

References:

Aitchison, Jean. 1991. *Language Change: Progress or Decay?* Cambridge: CUP.
(New edition available)

Ø This book has received much attention and could serve as a starter. A folder with the required reading assignments for each session will be made available before start of term.

Prerequisites: Proseminar and ZP passed with satisfactory results.

Registration: For this course, you should register with Anne Schröder, Rh 39, Room 221.

Ø Please note that Josef Schmied's lecture 'A Sociocultural History of the English Language' is related in topic and we recommend participation in both seminars.

Dr. Christoph Haase

Proseminar: Introduction to corpus linguistics
Dienstag 15.30-17.00 Uhr

MIKK, BEUST (7400106)
Beginn: 14.10.

Corpora are bodies or collections of written/spoken material upon which linguistic analysis is based (OED). In the age of computer-processable amounts of linguistic data, corpus analysis provides a view beyond individual experience that eliminates the bias of subjective introspection on the linguistic example. Therefore, corpus linguistics has emerged as a field of fruitful natural language observation and empirical data. The course is designed to provide participants with the methodological foundations of corpus research which includes strategies of compiling linguistic data depending on the goals of research. As a next step we will look into ways of structuring the data via annotations. Annotations provide descriptive information about the materials presented, usually provided as *corpus tags*. The second part of the course will concern ways of analyzing corpora. We will train practical skills by using corpora for simple tasks as well as for more ambitious applications as term papers and student projects.

Prerequisites: Introduction to English linguistics, passed with good results

Further readings:

Biber, Douglas et al. (1998). *Corpus linguistics. Investigating language structure and use*. Cambridge: CUP.

Kennedy, Graeme D. (1998). *An introduction to corpus linguistics*. London, New York: Longman.

MacEnery, Tony and Andrew Wilson (1996). *Corpus linguistics*. Edinburgh: Edinburgh University Press.

Meyer, Charles F. (2002). *English corpus linguistics. An introduction*. Cambridge: CUP.

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

Dr. Christoph Haase

Proseminar: Language acquisition
Donnerstag, 15.30-17.00 Uhr

MIKK (7400107)
Beginn: 16.10.

The linguistic research of language acquisition started well before the advent of Chomsky, but a serious debate did not start until then. For a substantial proportion of the linguistic research community, the "theoretical goal (...) is to explain how children come to have knowledge of language through only limited and impoverished experience of it in the speech of adults" (Gleitman/Bloom in: *MIT Encyclopedia of the*

cognitive sciences, 2001). Conventionally, language acquisition is considered to be determined by a highly specific mental organ, the LAD (language acquisition device) on the basis of a Universal Grammar. In this course we will adopt a more balanced point of view that focuses on the L1 learner on the one hand and on the language itself on the other. Therefore, investigation of the learner will be backed up with considerations of what properties of the grammar of a natural language makes it susceptible to acquisition? This methodological separation will be concluded with a look into L2 acquisition research. With the assistance of cognitive strategies learners build mental grammars of the L2. Error research will provide a perspective on the state of these dynamic and flexible norms of the internalized grammar.

Prerequisites: Introduction to English linguistics, passed with good results

Further readings:

Chomsky, Noam. (1986). *Knowledge of language. Its nature, origin, and use*. New York: Praeger.

Clark, Eve V. (2003). *First language acquisition*. Cambridge: CUP.

Ellis, Rod. 1995. *The study of second language acquisition*. Oxford: OUP.

Fletcher, Paul (ed.) (1992). *Language acquisition. Studies in first language development*. Cambridge: CUP.

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

Anglistische Literaturwissenschaft

Prof. Dr. Werner Huber

Vorlesung: Irish Life in Irish Literature: Autobiographies

BEUST, studium generale

Montag, 17.15-18.45 Uhr

(7400202)

Beginn: 13.10.

The founding fathers of autobiography studies, Wilhelm Dilthey and Georg Misch, put forth the theory that autobiography comes to the fore in times of cultural crisis, dislocation, and reorientation, when a creative clash of civilizations takes place (as, for example, in late antiquity and during the Renaissance). Against the background of the struggle for cultural and political identity and independence during the Irish Renaissance/Irish Literary Revival/Celtic Renaissance (c. 1880-1922), Irish autobiographers undertake what Stephen Dedalus, speaking as James Joyce's autobiographical persona, describes as forging "in the smithy of my soul the uncreated conscience of my race." (Incidentally, James Joyce, *A Portrait of the Artist as a Young Man* [1916], from which this quotation is taken, is recommended as a general introduction to this course.)

Critics have maintained that the close identification between personal and national aspirations is indeed the single most important feature of Irish autobiography, and the motif of the quest for individual as well as national identity constitutes a 'central metaphor' of the self, a focus, an organizing principle. In this lecture course we will study the autobiographies of major Irish writers (W. B. Yeats, George Moore, James Joyce, Sean O'Casey, Sean O'Faolain, Frank O'Connor, Liam O'Flaherty, Patrick

Kavanagh, Brendan Behan, Edna O'Brien) and consider the ways in which they reflect the political and cultural history of Ireland in the twentieth century (thereby covering prominent themes such as Irish nationalism, the building of the nation state, the search for a national theatre, post-independence Ireland, the Civil War, DeValera's Gaelic Catholic Rural Ireland, censorship).

Recommended Reading:

Rolf Breuer, 2003. *Irland: Eine Einführung in seine Geschichte, Literatur und Kultur*. München: Fink.

Prof. Dr. Werner Huber

Vorlesung/Übung: Introduction to the Study of Literature (Drama)

BEUST 1, 3, studium generale

(7400201)

Mittwoch, 9.15-10.45 Uhr

Beginn: 15.10.

In this lecture-cum-seminar, an introduction to the study of literature ("Einführungskurs"), the emphasis will be on 'drama.' We will discuss in detail the constituent elements of plays such as action, plot, character, conflict, dramatic language, genre (tragedy, comedy, epic theatre, farce, the Theatre of the Absurd, meta-drama), theatres and theatrical space.

Beyond that, the study of drama will be situated within a wider context, i.e. the network of literary communication. This entails a brief discussion of other literary genres and their specifics (fiction, poetry, non-fiction) as well as an introduction to the basic tools for the study of literature (rhetorical figures, imagery, metrics, poetics). The programme will be rounded off by a survey of important critical approaches and methods.

This course requires active participation (oral presentations, discussion, mid-term test) and concludes with a written test during the penultimate week. It is obligatory for beginners ('Grundstudium') and a prerequisite for 'Proseminare' (in English Literature as well as American Studies) and the intermediate exam ('Zwischenprüfung'). Students preparing for their final exams are welcome to attend it as a refresher course. The course is part of a cycle of introductory courses with a different focus each term (fiction, poetry, film, theories and methods, drama, respectively).

NB: A tutorial in which in-depth analysis and the close reading of a play will be practised is also offered to go with this lecture course (see below).

Required Reading:

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

N.N.

**Tutorium zur Vorlesung/Übung: Introduction to the Study of Literature (Drama)
Details to be announced in first session of course # 7400201 (see above)**

In this tutorial, which is meant as a supplement to the 'Einführungskurs' outlined above, we will put into practice some of the skills and tools acquired there. At the centre of this course will be the discussion of a modern classic, Samuel Beckett's play *Waiting for Godot* (1953). Close reading of this text will go hand in hand with an

exploration of more general principles and conventions of the study of literature, but there will also be room to consider such basic practical aspects as: bibliography, the university library, how to organise your course of studies most effectively.

Participation is on a voluntary basis, but is highly recommended!

Required Reading:

Samuel Beckett (1997). *Waiting for Godot*. Ed. Manfred Pfister. Stuttgart: Reclam.
(= Reclams Fremdsprachentext)

Prof. Dr. Werner Huber

Hauptseminar: "Bend It Like Beckham": Literature and Sports (7400203)
Montag, 13.45-15.15 Uhr **Beginn: 13.10.**

When, in 1992, Nick Hornby published *Fever Pitch*, his autobiographical novel about the trials and tribulations of an Arsenal London supporter, soccer finally became an acceptable, if not fashionable, topic with literary critics and audiences alike. One might also instance here David Beckham, who is an icon of pop and the subject even of academic studies, or Andrew Lloyd Webber's soccer musical *The Beautiful Game* (2000), currently playing at Dresden (Staatsoperette).

This course aims to approach "sports writing" from the perspective of cultural studies. Apart from athletics and rugby, which feature prominently in 'early' forms of sports literature, the emphasis will be on soccer as a cultural metaphor in a variety of discourses. We will analyse a number of texts/films with regard to the themes and issues of class, race, gender, and nation, as they become manifest in their topicality. Examples to be studied will include: Alan Sillitoe, *The Loneliness of the Long-Distance Runner* (1959), David Storey, *This Sporting Life* (1960), Nick Hornby, *Fever Pitch* (1992), Marie Jones, *A Night in November* (1999), Clifford Oliver's trilogy *The Football Plays (Kicking out, Ooh Ah Showab Khan, My England)* (1997-2001), and the popular film *Bend It Like Beckham* (2002).

Required Reading:

Alan Sillitoe (1985). *The Loneliness of the Long-Distance Runner*. Ed. Susanne Lenz. Stuttgart: Reclam, (= Reclams Fremdsprachentext). Further material will be made available after registration.

Prerequisites: 'Zwischenprüfung'

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

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

Prof. Dr. Werner Huber

Hauptseminar: Reviewing Considered as One of the Fine Arts

MMEKO, MAVL

(7400204)

Freitag, 9.15-10.45 Uhr, am 24.10., 7.11. – danach Blockseminar Fr 9-17 am 21.11., 12.12., 23.1. (weitere Termine für Theater-/Kinobesuche nach Ansage)

Beginn: 24.10.

This seminar takes an experimental approach insofar as it is orientated towards practical criticism as a scholarly and/or creative-writing exercise. After an introductory phase, during which we will consider the basic premises of the art of reviewing, we will try our hands at various genres: reviews of plays, films and novels, reviews of works of literary criticism, comparative analyses of reviews in newspapers, academic journals and on-line resources.

The nature of this seminar also requires viewing/re-viewing as a communal experience. For this purpose, we will attend (as a group) interesting theatre performances and films as they become available in theatres and cinemas during the autumn/winter season.

Required Reading: Tom Stoppard/Marc Norman (2000). *Shakespeare in Love: A Screenplay*. Ed. Barbara Puschmann-Nalenz. Stuttgart: Reclam (= Reclams Fremdsprachentext). This will constitute one of the major texts to be 'reviewed'.

Prerequisites: 'Zwischenprüfung'

Requirements for Credit: All participants will be asked to contribute at least one review which will be discussed in class. Instead of a term paper/Hausarbeit, students will be asked to hand in a portfolio of five reviews (totalling 15 pp.).

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

Dr. Sabine Baltes

Proseminar: Eighteenth Century English Comedy: Oliver Goldsmith and Richard Brinsley Sheridan

BEUST (7400205)

Dienstag, 13.45-15.15 Uhr

Beginn: 14. 10.

Richard Brinsley Sheridan (1751-1816) and Oliver Goldsmith (1728-74) revived the English "laughing comedy" after it seemed in danger of submitting to sentimentalism in the mid-eighteenth century. Looking back to Shakespeare and Restoration comedy as their models, the two playwrights – both of them Irish, as were most of the more successful dramatists writing for an English audience in those days – strove to bring "wit and humour" back onto the stage. We will focus our discussion on two celebrated and frequently performed plays: Goldsmith's *She Stoops to Conquer* (1773) and Sheridan's *The Rivals* (1775). Topics to be dealt with are: Eighteenth Century Theatre; Elements and Variables of Play Types; The Criticism of Sentimentalism; The Satire of the Arranged Marriage; Stock Characters and Types.

Course limit: 25 participants

Required Reading:

Oliver Goldsmith (2001). *She Stoops to Conquer*. London: Black, (New Mermaids).

Richard Brinsley Sheridan (1995). *The Rivals*. London: Black, (New Mermaids).

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

Registration:

To register, students are to send an e-mail to sabine.baltes@phil.tu-chemnitz.de by 15 September, stating their name, semester standing and subjects.

Dr. Sabine Baltes

**Proseminar: Jane Austen, *Pride and Prejudice*
Mittwoch, 9.15-10.45 Uhr**

**BEUST (7400206)
Beginn: 15. 10.**

"It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife." These are the memorable opening words of Jane Austen's *Pride and Prejudice*. Published in 1813, it has always been the most popular among Austen's novels, not least because of its delightful characters and subtle irony, which has made critics describe it as a "comedy of manners." We are going to deal with the work from different thematic angles, such as its place in the history of the English novel, its themes and structure, the presentation of society and of women's place in it, its narrative strategies, its modes of characterization as well as the book's reception from the nineteenth century to the present.

Course limit: 25 participants

Required Reading:

Jane Austen. *Pride and Prejudice* (Penguin Classics; latest edition).

Students are expected to have read the book before the start of the winter semester.

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

Registration:

To register, students are to send an e-mail to sabine.baltes@phil.tu-chemnitz.de by 15 September, stating their name, semester standing and subjects.

Dr. Marie-Luise Egbert

**PS Virginia Woolf and the Modernist Experience (Blockseminar)
BMEKO 3,5, BEUST
Beginn: 16.10.2003**

(7400207)

Workshop schedule:

Thursday, 16 October, 9:15 to 10:45 a.m.

Thursday, 23 October, 9:15 to 10:45 a.m.

Friday, 8 November, 9 a.m. to 5 p.m.

Saturday, 9 November, 9 a.m. to 2 p.m.

Thursday, 20 November, 3:30 p.m. to 6:45 p.m.

Friday, 21 November, 9 a.m. to 4 p.m.

A major representative of literary modernism, Virginia Woolf and her novels have lost little interest even for a contemporary readership. This is due not least to the technical innovations displayed in her writing, which laid the groundwork for later developments in the history of the novel such as the playful experiments of postmodernist fiction. But Woolf is also appreciated for her early contributions to the redefinition of the role of woman in 'modern' society, especially through *A Room of One's Own* (1929) and *Three Guineas* (1938). What is more, Woolf herself is an exemplary figure for the difficult positioning of the modern subject in a world which offers ever fewer certainties and where the borderlines between sanity and madness tend to blur. This workshop provides an introduction to Woolf's work in the realm of fiction and non-fiction. Textual analysis will be complemented by filmic adaptations, among them the recent award-winning *The Hours* (directed by Stephen Daldry).

Required Reading:

Virginia Woolf (1992). *Three Great Novels: Mrs Dalloway, To the Lighthouse, The Waves*. London: Faber & Faber 1992 (or separate editions of *Mrs Dalloway* and *To the Lighthouse*, the two novels which will be dealt with in class).

----- (1998). *A Room of One's Own and Three Guineas*. Ed. Morag Shiach. Oxford: OUP, 1998.

----- (2000). *Orlando: A Biography*. Ed. Brenda Lyons. London: Penguin, 2000.

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

Registration:

To register, students are to send an e-mail to marie-luise.egbert@phil.tu-chemnitz.de by 15 September, stating their name, semester standing and subjects.

Amerikanistik

Prof. Dr. Evelyne Keitel

Vorlesung: Die amerikanische Literatur- und Kulturgeschichte, Teil 1: Die Anfänge
Montag, 15.30-17.00 Uhr

BMEKO 3/5, MIKK (7400301)
Beginn: 20.10.

Die auf sechs Teile angelegte Vorlesungsreihe zentriert sich um die großen politischen und kulturellen Entwicklungslinien der amerikanischen Kulturgeschichte. Der erste Teil reicht vom Amerika vor Kolumbus, den Hochkulturen Mittel- und Südamerikas und der Entdeckung der Neuen Welt über die Eroberungs- und Besiedlungsgeschichte und den Puritanismus bis zum Ende des 17. Jahrhunderts. Eine Anmeldung ist nicht erforderlich.

Prof. Dr. Evelyne Keitel

Hauptseminar: Humor in Women's Writing
Mittwoch, 9.15-10.45 Uhr

(7400302)
Beginn: 15.10.

Traditionally, humor has meant 'male humor.' In American literary history, only regionalism has been associated with female humor, yet women working outside the local color tradition have produced a wide variety of parodies, satires, burlesques, and comedies of manners. This seminar will discuss and analyze texts covering 150 years of humorous writing by women from Fanny Fern, Dorothy Parker, and Erma Brombeck to feminist detective fiction. We will raise questions like: Has women's humor arisen from women's particular social and cultural experiences? Has it developed its own themes and strategies? Can women's comic writing be read for its implicit (or explicit) commentary on power relations between the sexes and the absurdity of patriarchal laws? Is there a 'uniquely female' sense of humor? Is there a tradition of comic writing by women?

It is not necessary to register for this course.

Introductory text:

Morris, Linda, ed.,(1994). *American Women Humorists: Critical Essays*. New York: Garland, 1994. The volume contains classic essays on the tradition of American women's humor writing.

Prof. Dr. Evelyne Keitel

Hauptseminar: Poe-Adaptionen
Mittwoch, 11.30-13.00 Uhr

MMEKO (7400303)
Beginn: 15.10.

Es gibt eine imposante, nahezu 100 Jahre lange Tradition von Poe-Verfilmungen. Der gesamte Kanon der bekanntesten Poe-Kurzgeschichten wurde filmisch verarbeitet, viele dieser Geschichten wurden mehrfach adaptiert. Der erste Poe-Film wurde bereits gedreht, als die Bilder gerade erst das Laufen gelernt hatten: *Sherlock Holmes in the Great Murder Mystery* (1908) basiert auf "The Murders in the Rue Morgue" und auf Charakteren von Arthur Conan Doyle. Ein Jahr später, 1909, drehte

D. W. Griffith einen Film über „The Raven“. Und seither reißt die Geschichte der Poe-Verfilmungen nicht ab, es gibt kaum ein Jahr, in dem nicht ein, zwei oder drei Poe-Filme gedreht wurden – manche besser, manche schlechter, manche erfolgreich, andere weniger. Es waren etliche *hits* dabei. So stellte sich Roger Cormans Version von „The Fall of the House of Usher“ (1960) mit Vincent Price als gigantischer Publikumserfolg heraus, die Kombination Poe-Price wurde in den 60er Jahren mehrfach neu aufgelegt und erlangte cinematographische Unsterblichkeit. Ziel dieses Seminars ist es, die Geschichte der Poe-Adaptionen nachzuzeichnen. Im Zentrum der Diskussion stehen die Frage nach der Attraktivität von Poe für die Populärkultur des 20. Jahrhunderts und das theoretische Problem der Literaturverfilmungen.

Dieses Seminar richtet sich sowohl an Studierende der Anglistik/Amerikanistik als auch an Studierende der Medienkommunikation. Es werden 15 Studierende der Anglistik/Amerikanistik und 15 der Medienkommunikation zugelassen.

Studierende der Anglistik/Amerikanistik, die einen Schein erwerben wollen, tragen sich zur Anmeldung ab 30.09. in die Liste an der Tür von Rh.39/228 ein (Studierende, die keinen Schein erwerben wollen, brauchen sich nicht anzumelden.)

Studierende der Medienkommunikation werden gebeten, sich elektronisch auf den Seiten der Medienkommunikation (<http://www.tu-chemnitz.de/phil/medkom/> und dann >>>Lehre >>> Master) einzuschreiben. Details und Daten dazu finden sich dort.

Gunter Süß , M.A.

Proseminar: Nothing As It Seems – Contemporary American Cinema II

BMEKO 4/6

(7400304)

Donnerstag, 13.45-15.15 Uhr

Beginn: 16.10.

Contemporary Hollywood cinema presents – as David Bordwell put it in *Film Art* – a “distinctly experimental attitude” and “a play with narrative form” (438). In this course, which is partly a follow-up seminar to the course of the last summer semester, we will analyze a wide range of genre films and their connection to notions of ‘reality’ and ‘identity’. Furthermore, we will examine aspects of film editing, narration, *mis-en-scene*, and ideology.

Movies may include:

Vanilla Sky (dir. Cameron Crowe, 2001)
The Sixth Sense (dir. M. Night Shyamalan, 1999)
The Truman Show (dir. Peter Weir, 1998)
American Beauty (dir. Sam Mendes, 1999)
Magnolia (dir. Paul Thomas Anderson, 1999)
Memento (dir. Christopher Nolan, 2000)
Total Recall (dir. Paul Verhoeven, 1990)
eXistenZ (dir. David Cronenberg, 1999)
Strange Days (dir. Kathryn Bigelow, 1995)
Adaptation (dir. Spike Jonze, 2002)
Lost Highway (dir. David Lynch, 1997)
The Thirteenth Floor (dir. Josef Ruznak, 1999)
Minority Report (dir. Steven Spielberg, 2002)

A class page for this course will be available at <http://www.tu-chemnitz.de/phil/amerikanistik/seminarseiten> by the beginning of the semester. A reader with relevant texts will be available by the beginning of the semester at *Uni Copy Dietze*.

N.B.: The number of participants in this course is limited to 25 (15 *Anglistik/Amerikanistik* and 10 *Medienkommunikation*). Students of *Anglistik/Amerikanistik* have to register via email (gunter.suess@hrz.tu-chemnitz.de) before the semester starts.

Students of *Medienkommunikation* register for the course at their website (<http://www.tu-chemnitz.de/phil/medkom/>). Please check the page for details and dates.

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.

Dr. Elke Kinkel

Proseminar: Hemingway Revisited: A Critical Reappraisal of Ernest Hemingway and some of his Major Works (7400305)

Blockseminar: Dienstag, 28.10., 13.45-15.15 Uhr

Fr., 21.11., Sa., 22.11., Fr., 05.12. und Sa., 06.12., jeweils 9.15-17.00 Uhr

Beginn: 28.10.03

More than 4 decades after his death, Ernest Hemingway has endured as one of the most widely read American authors of our time. How can Hemingway's timelessness, both as writer and as celebrity, be explained?

This seminar will focus on a critical analysis of the writer's aims and achievements. We will discuss key short stories as well as some of Hemingway's major novels, like *The Sun Also Rises*, *A Farewell to Arms*, *For Whom the Bell Tolls*, and *The Old Man and The Sea*.

The course will be taught as a *Blockseminar* on two weekends (November 21-22 and December 5-6), Friday morning through Saturday late afternoon. In the third week of the new semester (Tuesday, Oct. 28, 13:45-15:15), a preparatory meeting will take place during which students can choose topics for discussion and/or presentation in class.

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.

Britische und Amerikanische Kultur- und Länderstudien

Prof. Dr. Hans Kastendiek

Vorlesung: Einführung in die USA-Studien
Montag, 13.45-15.15 Uhr

MIKK (7400401)
Beginn: 20.10.

Die Vorlesung gibt einen Überblick über Entwicklungslinien und Grundstrukturen der US-amerikanischen Gesellschaft und Politik. Sie eignet sich insbesondere für Anfangssemester und Studierende im Grundstudium. Kernthemen werden sein: von der Kolonie zur Weltmacht; die Entwicklung der Wirtschaft seit 1945; soziale, regionale und ethnische Trennlinien der Gesellschaft; die Fragmentierung des politischen Systems; das Wertesystems des "Amerikanismus" und seine Bedeutung für den Zusammenhalt der Gesellschaft. Die Teilnahme wird nachdrücklich als Vorbereitung auf die Proseminare in den Amerikanischen Kultur- und Länderstudien empfohlen.

Begleitlektüre:

Peter Lösche (1989). *Amerika in Perspektive. Politik und Gesellschaft der Vereinigten Staaten*. Darmstadt: Wiss. Buchgesellschaft; oder ders. (1997). *Die Vereinigten Staaten. Innenansichten. Ein Versuch, das Land der unbegrenzten Widersprüche zu begreifen*. Hannover: Fackelträger-Verlag;

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

N.N.

Proseminar: Britain and Ireland. Four Nations – Two States
BEUST, MIKK

(7400402)

Mittwoch, 11.30-13.00 Uhr

Beginn: 15.10.

With their four nations and two states, the areas of the British Isles have long presented a problem to traditional definitions of nation states. This course will be divided into two parts, the first dealing with the history leading to the current division into states and nations. In the second part of the course, we will be concerned with selected topics that both the Irish and the British societies are concerned with.

Literature:

Kastendiek, Hans/Karl Rohe/Angelika Volle, Hrsg. (1998). *Länderbericht Grossbritannien. Geschichte, Politik, Wirtschaft, Gesellschaft*. Neuausgabe. Bonn: Bundeszentrale für pol. Bildung (kann dort kostenlos - bis auf die Portokosten - angefordert werden: Postfach 1369, 53003 Bonn).

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

Longley, Edna & Decan Kiberd (2001). *Multi-culturalism: The View from the Two Irelands*. Cork University Press.

Dr. Sebastian Berg

Proseminar: Conjunctures in British History
Freitag, 9.15-10.45 Uhr

MIKK, BEUST (7400405)
Beginn: 17.10.

This is the British equivalent to the course on the history of the USA in the last winter term. Again, it is based on the idea of “conjunctures”, i.e. on the assumption that interacting or competing individual and collective actions in the different spheres of society might lead to “sudden” changes in historical developments. Although Britain is an “old country”, we will not start with the Romans or in 1066, but in the modern period. Some examples of conjunctures: the protectorate of Cromwell (1653-58), the “Glorious Revolution” (1688/89), the Peterloo massacre (1819), the debates over free trade (around 1850), the general strike (1926), EC entry (1973), “Winter of Discontent” (1978/79), devolution in Scotland and Wales (1997ff), etc.

We will try to detect longterm developments behind these culmination points, to find out how they are structured, who was involved, who had the power to move things in a particular direction. My idea is to spend one or two sessions on each conjuncture and that a team of participants presents it from different angles.

Recommended reading:

Schröder, Hans-Christoph (1998). “Die Geschichte Englands. Ein Überblick“ in: Hans Kastendiek et al., eds. *Länderbericht Großbritannien. Geschichte, Politik, Wirtschaft, Gesellschaft*. Neuausgabe. Bonn: Bundeszentrale für politische Bildung, 15-69 (kann dort kostenlos – bis auf die Portokosten – angefordert werden: Postfach 1369, 53003 Bonn).

Dr. Katrin Fischer

Proseminar: Ordeal by Fire: The Story of the American Civil War (7400407)
Donnerstag, 17.15-18.45 Uhr **Beginn: 16.10.**

The American Civil War (1861-1865) was the most tragic event in American history. During four years of bloody fighting between the commercial-based northern states and the agriculture-based southern states more than 600,000 people lost their lives, countless more were wounded, and the overall cost of property damages ran into billions of dollars. While there were many crises that contributed to the conflict between the states, today we remember the American Civil War as a war fought over one key issue: slavery.

This course explores the story of the American Civil War from the first shots at Fort Sumter to the Confederate surrender at Appomattox. Topics include the events at places such as Antietam, Gettysburg, Shiloh, Vicksburg and Fredericksburg. Special emphasis will be given to the slavery issue and the role of women in the Civil War.

A course reader will be provided by the beginning of the semester.

Recommended Reading:

McPherson, James M. (1988). *Battle Cry of Freedom: The Civil War Era*. Oxford: Oxford UP.

Vorenberg, Michael (2001). *Final Freedom: The Civil War, the Abolition of Slavery, and the Thirteenth Amendment*. Cambridge: Cambridge UP.

N.N.

Hauptseminar: The British Empire
Dienstag, 15.30-17.00 Uhr

MIKK, BEUST (7400404)
Beginn: 14.10.

This course deals with the imperial phase of British history, contrasting the early examples of imperial policies with the Victorian rationale for expansion. Particular attention will be paid to how imperial growth affected British society and culture.

Literature:

Cain, Peter & Tony Hopkins (2001), *British Imperialism, 1688-2000*. London: Longman.

Lloyd, Trevor (1995), *The British Empire 1588-1995*. Oxford University Press.

Hall, Catherine (2000), *Cultures of Empire: A Reader*. Manchester University Press.

The Oxford History of the British Empire. (2001) Oxford University Press.

Dr. Sebastian Berg

Hauptseminar: Globalisation, American Hegemony, and Europe

MIKK, BEUST

Donnerstag, 9.15-10.45 Uhr

(7400406)

Beginn: 16.10.

In the *Tageszeitung (taz)* of 28 June, 2003, Walden Bello, a well-known globalisation critic, argued that American hegemony has replaced globalisation. Just a few pages on, the French scholar Emmanuel Todd (author of *Après l'empire. Essai sur la décomposition du système américain* [After the empire: essay on the decomposition of the American system]) explained that globalisation had replaced American hegemony. This illuminates the convoluted and at times confused debates on globalisation. In this course we will try to come to terms with a number of issues: is globalisation a new stage of history? Is it primarily an economic, a political, a cultural phenomenon? How does it influence different countries and societies? What exactly is the role of the "world's last superpower" in globalisation? Do globalisation and/or American hegemony lead to a cultural homogenisation of the world (to what some people call the McWorld)? How do European states and societies and the EU (re-) act in this context?

Recommended reading:

I will prepare a reader with key texts that will be available in my office (Rh 39/224) from 1 October.

PD Dr. Doris Schmied

Hauptseminar: Regions and regionalism in the United Kingdom MIKK, BEUST

Vorbesprechung: Freitag, 14.10., 13.45-15.15 Uhr RH39/41/538, Zwischenbesprechung Anfang Dezember

Blockseminar Fr Jan 9th, 2-6 p.m. and Sa 10th, 9 a.m. – 6 p.m.

"Regionalism in the United Kingdom is like a dog that never barked." This old statement is no longer true. Ever since devolved political institutions in Scotland, Wales and Northern Ireland have been created and English regions have been demanding greater autonomy, there has been heightened academic interest in the region as a political, economic and socio-cultural entity in the UK.

The seminar will cover the following topics:

- Why has regionalism suddenly (re-)emerged in the 1990s?
- How have Scotland, Wales and Northern Ireland changed after devolution?
- What problems respectively chances for development do exist in the nine English regions (including London)?
- What is the role of Regional Development Agencies and Regional Chambers?
- What is the role of the European Union and its emphasis on "regions"?
- Is regionalism in England/the UK a suitable instrument for socio-economic development?
- What are the consequences for central government?

Student papers will deal primarily with individual nations/regions from Northern Ireland to the South East, so if you have any special experience, indicate it early.

Students are encouraged to research their own literature before the first meeting; a detailed list of references will be made available then.

PLEASE register for this course via email to doris.schmied@uni-bayreuth.de by October 6th.

Fachdidaktik Englisch

Dr. Joachim Seifert

Vorlesung/ Übung: Einführung in die Fachdidaktik Englisch (7400801)
Montag, 9.15 – 10. 45 Uhr; 11.30-13.00 Uhr (Übung dazu) Beginn: 20.10.

Die Vorlesung mit anschließender Übung macht die Termini der Fachdidaktik bekannt, erläutert die didaktischen Prinzipien und gibt eine grundlegende Einführung in das Fach mit praxisrelevantem Übungsbezug. Die vier Zieltätigkeiten des FSU werden untersucht und Wechselbeziehungen hergestellt. Welche Rolle spielt die Fachdidaktik in Verbindung mit den Disziplinen der Anglistik/ Amerikanistik (Kultur- und Länderstudien, Literatur, Linguistik, hier besonders der „Grammatik“). Fachdidaktik ist nicht nur schlechthin ein Fach, das für „alle Schulformen, die Lehrer“ von Signifikanz ist, sondern eine Disziplin für Lerner und Lehrende gleichermaßen.

Wie lerne ich zu lernen? Wie lerne ich zu lehren? Wie lehre ich zu lernen? Wie lehre ich zu lehren? Alles ist als eine Einheit zu sehen, wobei es Besonderheiten zwischen Erwachsenen und Kindern zu beachten gilt. Deshalb wendet sich die Vorlesung an alle Einsteiger in das Fach, an alle Lehrämter, an die FortbildungstudentInnen Grundschule und an alle MA-Studiengänge, besonders natürlich an die StudentInnen im Kombinationsprofil "Fremdsprachen in der Erwachsenenbildung".

Literatur:

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

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

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

Dr. Joachim Seifert

Übung: Gestaltung von Vorträgen, OHP-Folien, Fragen der Moderation von Talkrunden und Diskussion (7400803)
Dienstag, 9.15-10.45 Uhr **Beginn: 21.10.**

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

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

Literatur:

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

Dr. Joachim Seifert

Hauptseminar: Formen eines Offenen Unterrichts unter besonderer Berücksichtigung der Projektarbeit in Kursen der Erwachsenenbildung (7400804)
Dienstag:11.30-13.00 Uhr **Beginn: 14.10.**

Das Hauptseminar diskutiert die Frage, ob offener Unterricht nur ein Modewort ist oder die Besinnung auf Lernkultur. Wie kann offener Unterricht in der Praxis aussehen ? Im Seminar wird besonders auf die Möglichkeiten der Projektarbeit und der Methode Lernen durch Lehren eingegangen. Das Seminar ist mit einer

wissenschaftlichen Semesterarbeit über sinnvolle Projektarbeit in den jeweiligen Schultypen verbunden (dafür wird ein Leistungsschein erteilt).

Literatur:

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

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

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

Dr. Joachim Seifert

**Hauptseminar: Didaktische Spezifika eines Englischunterrichts in
Einrichtungen der Erwachsenenbildung (7400805)**

Mittwoch: 7.30-9.00 Uh

Beginn: 15.10.

Das Hauptseminar soll sich folgenden Fragen widmen:

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

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

Literatur:

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

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

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

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

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

Dr. Joachim Seifert

Prüfungskolloquium

Mittwoch: 9.15 –10.00 Uhr

Beginn: 22.10.

Die Veranstaltung dient der optimalen Vorbereitung auf die erste Staatsprüfung und lebt von Beiträgen und Diskussionen der KursteilnehmerInnen. Es kann KEIN

Schein erworben werden. Die Veranstaltung wird voraussichtlich letztmalig angeboten.

Dr. Joachim Seifert

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

Alle Praktika und entsprechende Termine werden bitte persönlich mit mir abgesprochen. Dazu ist erstmals am Mittwoch der ersten Studienwoche des Wintersemesters 2003/04 von 10.00–10.30 Uhr im Raum RH 39/025 Gelegenheit und dann jeden Mittwoch zur gleichen Zeit in der „Praktikumsberatung“. Praktikumsscheine werden nur für Blockpraktika erteilt.

The English Language Practice Programme

What, When, Where...

Placement Test:

Friday 10 October starting at 9:00 a.m. in C 104 in the **Main Building, Reichenhainerstr. 70** for **all students in their 1st semester** of English & American Studies (as well as for those who failed it last time). Please bring (a) a pencil (b) an eraser (c) your matriculation number with you. The written test, which will take 2 hours, will be followed by a brief oral test of free-speaking ability. Depending on the number of participants, students should be prepared to be available up to 6 p.m. on Friday or the following Monday. The results will be hung next to the door of RH 39 Zi. 231 and Zi. 209 by Wednesday 15 October.

Signing-up for courses:

Please remember that the number of participants in each class [except the Foundation Course] is limited. This means that you must sign up for courses in advance, on the basis of "first come, first served". The registration forms will be up in the corridor outside Room 231, RH 39, **from Monday 30 September to Wednesday 8 October**. Any course that has less than five participants when the lists close will most probably be cancelled.

ALL Language Practice courses will begin this summer semester on **Monday, 20 October**. To avoid confusion due to possible changes, neither this KoVo nor the *Vorlesungsverzeichnis* contain details of where classes will take place. You are advised to find this out in good time; please consult our notice-board on the 2nd floor of RH. 39, or the door of Zi. 209/231. ***Due to uncertainties regarding staff availability, we cannot guarantee that all the courses listed here will definitely take place.***

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

What to do when:

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

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

Grundstudium

1. **Foundation Course** (if you do not pass the Placement Test)
2. **Integrated Language Course I** (once you have passed the Placement Test)
3. **Integrated Language Course II**
4. **Listening & Reading Comprehension**
5. **Pronunciation**, and
6. **Vocabulary Building**

(4., 5., 6. should ideally all be taken earlier rather than later, i.e. as early in your Grundstudium as they fit into your timetable without completely overloading you with work)

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

Hauptstudium

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

We would remind you that - unlike learning English at school - the courses offered within the Language Practice side of your studies represent the **minimum** of the time and energy that you should invest to improve your linguistic competence to the extent required by the time you (take your final exams &) complete your studies. You will need to work on your own in developing your skills, for example, through reading (e.g. English and American newspapers and magazines, available in the library and, perhaps more conveniently, on the **Internet**), writing (e.g. *Referate* in English), speaking (e.g. at **English Club** events; for details see p.39), and generally mobilising your English, for instance through a period of **study or work abroad** - something which every student of English should do for at least six months (see comment on this and recognition of work done abroad at the end of the Language Practice section).

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/) and computer programmes as AIDS FOR LEARNING. However, do not forget that all that material needs to be made your own in order to speak, write and translate English professionally.

Basic Studies (Grundstudium)

Foundation Course

(MKTk 1st Semester)

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

First meeting: 22.10.

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

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

Required books:

1. *Headway Upper/ Intermediate* (available from the Universitas bookshop)
2. a good monolingual dictionary (preferably the Longmans *Dictionary of English Language and Culture* - see book list pp.45-46).

Integrated Language Course I

(MKTk 1st Semester)

Monday, 09:15-13:00 (Naumann)

First meeting: 20.10.

or

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

First meeting: 21.10.

or

Wednesday 13:45-17:00 (Naumann)

First meeting 22.10.

or

Thursday, 13:45-17:00 (Naumann)

First meeting 23.10.

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

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

Course requirements:

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

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

Required books: a good monolingual dictionary (see book list pp.45-46) and Alexander, L.G. *Longman English Grammar Practice for Intermediate Students*. Harlow: Longman

Integrated Language Course II

(MKTK 2nd Semester)

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

First meeting: 20.10.

or

**Tuesday, 13:45-15:15 (Phillips)
21.10.**

First meeting:

or

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

First meeting: 22.10.

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

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

Course requirements:

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

Required books: as for ILC I.

Listening and Reading Comprehension

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

First meeting: 21.10.

or

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

First meeting: 22.10.

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: 20.10.

or

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

First meeting: 21.10.

or

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

First meeting: 22.10.

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

Course requirements:

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

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

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

Vocabulary Building

(MKTK 2nd Semester)

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

First meeting: 21.10.

or

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

First meeting: 21.10.

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). See book list pp.45-46.

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

Grammar I

(MKTK 3rd Semester)

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

First meeting: 21.10.

or

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

First meeting: 22.10.

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

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

Course requirements:

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

Required material: The materials needed (commonly called a "Skript" in German, but called a transcript/reader in English) will be available from the Copy Shop Dietze.

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

Translation I

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

First meeting: 20.10.

or

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

First meeting: 21.10.

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

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

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

Course requirements:

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

Basic & Advanced Studies

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

Translation I Part 2

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

First meeting: 22.10.

or

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

First meeting: 23.10.

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

Advanced Studies (Hauptstudium)

Integrated Area Studies

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

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

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

IAS USA

Wednesday 15:30-17:00 (Phillips)

First meeting: 22.10.

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 linguistics 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 Canada

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

First meeting: 23.10.

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 experiences 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

Oral & Written Production (=O&WP)

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

First meeting: 21.10.

or

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

First meeting: 23.10.

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

Course requirements:

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

Grammar II

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

First meeting: 22.10.

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

Course requirements:

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

Translation II

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

First meeting: 20.10.

or

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

First meeting: 23.10.

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

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

Course requirements:

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

Essay Writing

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

First meeting: 20.10.

or

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

First meeting: 21.10.

This course develops and improves the free-writing skills imparted in IAS and O&WP, while reinforcing the introduction-development-conclusion pattern practised in O&WP and the importance of planning. We begin with descriptive writing, emphasizing the use of adjectives and adverbs to build a written "picture"; the narrative then takes up these pictures into a time sequence; expository writing attempts to bring the written description of a sequence out of a chronological into a logical order; finally, argumentative writing places one logical order over against another for purposes of comparison and contrast. Vocabulary, methods of linking, punctuation, grammar, paragraphing, essay form and style are all touched on in this course.

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

Course requirements:

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

Preparation for Final Exams

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

First meeting: 20.10.

or

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

First meeting: 23.10.

PFE offers you the chance to hone the skills necessary for *Staatsexamen/ Magisterprüfung Sprachpraxis* under exam conditions. Participants write and submit a final-exam-length translation or essay approximately every second week. The translations are discussed in class the following week and will centre around the questions of how "free" a translation may be, or how "slavishly" it must follow the original; the importance of the original meaning coming through in the translation; and on the stylistic approaches to certain problems. The essays are discussed in individual consultations two or three times a semester, or as needed.

The translation and essay work are designed to train your skills in identifying weaknesses & developing checking techniques, and looking at what you have written through the reader's eyes - "Have I communicated?"

The material covers two semesters, so that you have the possibility of 10 months practice on the run-in to your Language Practice final exams, if you wish. Please bring one of the recommended monolingual dictionaries with you; texts will be provided. If you can only make it to part of the course, please come and discuss it with the lecturer as soon as possible. PFE can also be altered to accommodate special wishes, e.g. the discussion and practice of particular grammatical and/or lexical points. There is no course credit for this course, but regular attendance is expected from those who have decided to sign up for it, unless specific arrangements have been made with the lecturer. Normally, this course cannot be taken by those who have not completed their Hauptstudium course requirements in Language Practice (i.e. after Grammar II and Translation II).

Requirements: Students must have completed Essay Writing, Translation II (with or without a Schein) or - in exceptional cases - can be admitted by special arrangements.

Please make sure you have the course material on hand for the FIRST lesson!

Office Hours

Please consult the notice outside the relevant office - it helps us a lot if you come during the Sprechstunden rather than 'at any old time'.

Petra Naumann (Room 231) tel. 531 2949

Jeff Phillips (Room 209) tel. 531 4255

John McCulloch (Room 209) tel. 531 4255

The English Club

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

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

Dictionaries and Reference Books

This list indicates a few books which we think are useful. Please note that almost all of them are also required for certain courses (the indications in **block letters** tell you when you need the books). We have selected the books so that you can use them in as many courses as possible, instead of needing new books for every course.

From the beginning of your studies at the TU, you must have a good monolingual dictionary. We strongly recommend:

Longman Dictionary of English Language and Culture (available in the University bookshop in the Mensa building).

You may use one or more monolingual dictionary/ies - including any one of the books above - in translation- and essay-course *Klausuren*, the *Zwischenprüfung* translation, and *Anglistik/Amerikanistik Magisterprüfungen* and *Staatsexamen*. We recommend that you experiment to find which book suits you best for essay and translation writing - many people prefer one book for one type of exercise, and another for the other. It

might not be a bad idea for you to be familiar with how to use these books before you go into an exam.

For Translation I & II - and for all of your studies at the TU - there are two good bilingual dictionaries: the *Collins/Pons Großwörterbuch* and the *Oxford-Duden German Dictionary*. You will probably find the Collins/Pons more useful and user-friendly for your studies; it's also very good on idioms. In both cases, you should go for the full version, not the smaller school or pocket editions, which are not sufficient.

For Foundation Course and ILC's I & II, you will need LG Alexander, *Longman English Grammar Practice for Intermediate Students*.

For Vocabulary Building you can use M McCarthy & F O'Dell, *English Vocabulary in Use* (a workbook that illustrates how terms are used in specific topic areas) and *Longman's Language Activator* (a reference book that allows you to choose from a range of English expressions if you only have a vague idea of what you want to say).

For general usage we recommend Michael Swan, *Practical English Usage* (a very useful book for filling in the "grey" areas generally left uncovered by the "black-and-white rules" approach of reference grammar books! It might be a book that future English-language teachers might find useful).

For pronunciation we recommend strongly that you familiarise yourself with the standard IPA transcription system used in the monolingual dictionaries above and practise looking up words you are not 100 per cent sure about.

European Credit Transfer System (ECTS)

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

Das ECTS besteht aus zwei Komponenten:

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

Credit System

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

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

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

bestanden:

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

nicht bestanden:

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

Information zur Fächerkombination nach der *neuen* Magisterprüfungsordnung

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

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

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

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

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

Hinweise zu den Hausarbeiten

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

Wichtige AnsprechpartnerInnen für Studierende

Allgemeine Fragen zur individuellen Studienplanung, zu Leistungsnachweisen und Prüfungen

Dr. Marie-Luise Egbert
Dr. Joachim Seifert
Petra Naumann

Fragen zum Auslandsstudium

Dr. Anne Schröder

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) herunterladen oder in den Sekretariaten erwerben können.

August 2001

Merkblatt Zwischenprüfung

Alle Studierenden im 4. Fachsemester müssen sich zur Zwischenprüfung anmelden oder einen Antrag auf Verschiebung der Prüfung stellen.

Dasselbe gilt für Studierende, die sich im 5. oder 6. Fachsemester noch immer im Grundstudium befinden.

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

Die Anmeldung erfolgt:

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

Die **Verschiebung der Zwischenprüfung** erfolgt ebenfalls in dem vom Prüfungsamt festgesetzten Zeitraum "Prüfungsanmeldung", aber bei dem/der Vorsitzenden des Prüfungsausschusses der Anglistik/Amerikanistik.

Der Antrag auf Verschiebung der Zwischenprüfung ist schriftlich zu stellen. Der Antrag muß enthalten:

1. Name, Anschrift, Semesterzahl, ausführliche schriftliche Begründung, Unterschrift.
2. Dem Antrag muss das ausgefüllte Formblatt „Anlage zum Antrag auf Verschiebung der Zwischenprüfung“ beiliegen. Das Formblatt ist bei Frau Podsiadly (Reichenhainer Str. 39, Zimmer 213) erhältlich.
3. Der Antrag kann per Post geschickt oder bei Frau Podsiadly abgegeben werden. Es ist nicht nötig, ihn persönlich bei dem/der Vorsitzenden des Prüfungsausschusses abzugeben.

Schein Voraussetzungen und Inhalte der ZP werden im „Wegweiser“ ausführlich dargestellt. Außerdem gibt es in den einzelnen Professuren dazu Merkblätter.

Versäumte Verschiebung: Studierende im 5. (oder höheren Semester), die sich weder zur Prüfung gemeldet noch ihre Zwischenprüfung verschoben haben, müssen sich einer - schriftlich zu bestätigenden - Fachstudienberatung (bei Frau Dr. Egbert oder Herrn Dr. Seifert) unterziehen, um zur Zwischenprüfung zugelassen zu werden. Der/die Vorsitzende des Prüfungsausschusses ist nicht für Fachstudienberatungen zuständig.

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

Studierende, die sich angemeldet haben und nicht zur Prüfung zugelassen wurden, brauchen im folgenden Semester nicht zur Fachstudienberatung zu gehen. Sie melden sich einfach erneut zur Zwischenprüfung an (siehe oben).

Verzeichnis der Lehrenden:

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Amerikanistik	Podsiadly, Sieglinde	4277	4055	sieglinde.podsiadly
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Liebe Studenten, liebe Studentinnen, Durch die am 3.,4.& 5.12. durchgeführte Urabstimmung wurde der Semesterbeitrag um 3â,- erhöht. Dies musste zuerst noch von der HS geprüft werden. Deswegen kam es heute zu einer Änderung des Semesterbeitrag. Wir bitten um euer Verständnis! Euer StuRa. Dear students Since the word "Studentin" meaning "female student" exists, "Student" could also specifically mean "male student". Thus, in order not to exclude women, you would need to say "Studenten und Studentinnen" when talking about the entity of students. This is cumbersome, so "Studierende" (=persons studying) has become the general term. January 9, 2017. Liebe Studentinnen und Studenten, hier finden Sie verschiedene Informationen zum Thema "Umweltverschmutzung". Die Umweltverschmutzung ist ein wichtiges und aktuelles Problem der Menschheit und der Welt. Und wir sind diese Menschen, die kämpfen und sollen dieses Problem lösen, weil es sehr eng mit unserer täglichen Tätigkeit verbunden ist. Share this: Twitter. Translations in context of "Studentinnen und Studenten" in German-English from Reverso Context: In vielen Ländern der EU könnte der Anteil ausländischer Studentinnen und Studenten spürbar erhöht werden. Derzeit sind 98 Auszubildende und 66 Studentinnen und Studenten im Unternehmen. At present there are 98 apprentices and 66 students at the company. Jährlich kommen rund 900 internationale Studentinnen und Studenten nach Esslingen oder Göppingen. Every year, around 900 international students come to Esslingen or Goepingen. An der HKB entwickeln die Studentinnen und Studenten ihre eigene künstlerische und gestalterische Praxis. At Bern University of Arts, students develop their own artistic and creative practice.