

SEMESTERMITTEILUNGEN

WINTERSEMESTER 2012/2013

Stand: 13.11.2012

Englische Sprachwissenschaft und Mediävistik

Bitte beachten Sie, dass alle Modulbestandteile, d.h. Einführungskurs und Übung im 1. Studienjahr, Vorlesung und Seminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare, in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach und Semester) im Winter- und Sommersemester anstreben.

Dr. Beatrix Weber

1110 **Introduction to Synchronic** **Thu (5) POT 81**
70110 **Linguistics (+ tutorials)**

EK + tutorial 4 CP: final written exam

Using language is terribly simple – everyone does it everyday. How to describe language and language use is the topic of this course. Together we will explore the structure of this highly complex and efficient mode of expression in its different functions. We will begin with the smallest distinctive units in language, the speech sounds, and work our way towards ever more complex units, namely words, phrases, and finally sentences. The course is accompanied by tutorials, which will give you ample opportunity to revise and practise everything you heard about in the lecture.

This class may be chosen by first-year B.A. and B.Ed. students as part of the module “Basics of Linguistics/Medieval Studies”.

Prerequisites: interest in linguistics

Accompanying tutorials:

T 1: Thu (6) SE 2, 103
T 2: Thu (6) SCH A 185
T 3: Thu (6) SE 2,122
T 4: Thu (6) SCH A 194
T 5: Thu (6) Wil A 221
T 6: Thu (7) ZS 1, 304a

Dr. Beatrix Weber

1120
70120

Coping with (English) Linguistics

Wed (5) BEY 98

Ü

2 CP: requirements to be announced in class

This class is a kind of practical introduction to (English) linguistics. We will deal with the question of what linguistics actually is and how linguistic study practically works. In doing so you will become acquainted with all sorts of materials relevant to linguistics and with principles of text production as well as text reception. By examining scientific text types such as textbooks, monographs, companions and scientific papers we will also take a closer look at the scientific register employed there. The class is supposed to provide you with the practical skills you will need to produce linguistic term papers, essays, presentations etc. Instruction will partly be in English and partly in German.

This class may be chosen by first-year B.A. and B.Ed. students as part of the module "Basics of Linguistics/Medieval Studies".

Prerequisites: interest in linguistics

Dr. Göran Wolf

1120
70120

Medieval England

Tue (4) ZEU 114

Ü

2 CP ("Lektürebezogene Hausaufgabe" in two parts)

When you decided to take up English as one of your B.A. subjects you certainly had a vague idea what to expect. As you will see within the course of your studies this subject has some surprises 'up the sleeve'. One such surprise is Medieval Studies.

This course is designed to make you curious to learn more about a culture which is 1500 to 500 years removed from the present. At a beginner's level you will be introduced to some important historical aspects that shaped this culture. Moreover you will both learn about what makes the Middle Ages so different from our modern culture and what still finds its continuation to date. Last but not least, you will get to know some Old and Middle English texts.

Prof. Dr. Claudia Lange

2110
2410
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Postcolonial Englishes

Thu (4) ZEU 118

V + KI

To earn 3 CP the students have to pass the final exam (to take place in the last meeting).

V

To earn 1 CP regular attendance is required.

What is 'new' about the New Englishes, and what is the difference between the labels 'New Englishes' and 'Postcolonial Englishes'? Who counts as a native speaker of English, and how do 'new' Englishes differ from the 'old'? This lecture takes you through the fascinating history of the globalization of English and the ensuing social, political, cultural and linguistic consequences. In particular, we will explore the status, form and function of Englishes across Asia, Africa, and the Caribbean.

Prof. Dr. Ursula Schaefer

**2110
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232120**

**Selected Chapters from the
History of English**

Wed (2) HSZ 304

- V + AK To earn 5 CP regular attendance of both the lecture and the 'Arbeitskreis' is required.
- V + KI To earn 3 CP the students have to pass the final exam (to take place in the last meeting).
- V To earn 1 CP regular attendance is required.

As the title indicates this *Vorlesung* is not designed to delineate the 'complete' history of the English language. Its aim is rather to pick out specific topics and discuss them in the light of recent linguistic methodology. Thus we will, e.g., critically deal with the question of sources, the problem of a 'teleology' of English toward the modern 'standard' and deal with certain aspects from the point of view of Contact Linguistics.

- By Sept. 28, 2012 the roster of the class and a preliminary bibliography will be provided on the "Anglistische Sprachwissenschaft" homepage
- After the beginning of the class an OPAL page will be accessible for the participants.

This lecture is accompanied by an "**Arbeitskreis**" / "**Studentische Arbeitsgemeinschaft**" for Master Schwerpunktmodul Sprachwissenschaft (5 KP): **Mo (2) ZS 1, 325.**

Prof. Dr. Claudia Lange

2120

Introduction to Pragmatics

Fri (3) ZEU 118

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PS

6 CP (requirements to be announced in class)

3 CP (requirements to be announced in class)

More often than not, there is a gap between what we say and what we mean: we try to be polite; we use irony, sarcasm, humour; we exaggerate or resort to understatement, we speak metaphorically. The discipline of Pragmatics is concerned with studying meaning in context, trying to explain how we manage to recover speakers' communicative intentions. We will start off by considering several approaches to the study of *meaning* in language and then zoom in on pragmatic theories which deal with how we create meanings in our everyday communicative interactions. Topics to be covered include politeness and impoliteness, metaphor, speech acts, irony, humour, and intercultural pragmatics.

Alina Markova, M.A.

Introduction to Early Modern English

Mon (3) HSZ E03

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PS

6 CP (in-class presentation & seminar paper; details will be given in the first class)

3 CP (in-class presentation; details will be given in the first class)

English historical linguists traditionally describe the era 1500-1700 as the period of Early Modern English. It is a period surrounded by crucial external events: arrival of printing in England in 1475, founding of the modern British state in 1707, first records of English written in North America. It is a period in which contemporaries acknowledged that it is a *great advantage to waxe vniforme*. Trying to link linguistic features to extralinguistic matter, we will explore different aspects of English as it developed in the period from 1500 to 1700. We will also venture to go beyond 1700 and trace selected developments up to the present day.

By the end of the class participants will have gained an overview of the main issues of EModE studies. They will be able to assess relevant publications. The presentation will practice the competence to process given research results for an adequate presentation to and discussion with their peers. The research paper will practice the ability to present and discuss a given problem in an adequate, principled way.

Participants of this seminar must have passed the *Introduction to Linguistics* (either synchronic or diachronic). Participants are expected to be prepared and to work actively.

Prof. Dr. Claudia Lange

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**English from a typological
perspective**

Thu (2) WIL C 105

HS/S 7/5/8 CP (requirements to be announced in class)
SiH 3 CP (requirements to be announced in class)

Studying a foreign language necessarily involves comparison: where are similarities, where are differences in the structural properties of the native and the foreign language? Although the world's languages display a bewildering array of diversity at a first glance, there is also a basic unity in their core properties. Discovering, classifying and explaining the extent to which languages share certain characteristics is the aim of linguistic typology. In this course, we will look at English from a typological perspective: we will first see how the world's languages can be grouped together and where English fits in; we will then study the methods of typological research. With this theoretical perspective in mind, we will focus upon some structural properties of English and examine what is unusual and what is expected about them from a crosslinguistic point of view. We will also consider related notions such as 'Angloversals' and 'Vernacular Universals' which have been hotly debated in recent years.

Die Lehrveranstaltung bereitet auf die synchrone Klausur Englische Sprachwissenschaft zum Staatsexamenstermin Sommer 2013 vor.

Prof. Dr. Claudia Lange

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Standard English

Wed (2) WIL A 221

HS/S 7/5/8 CP (requirements to be announced in class)
SiH 3 CP (requirements to be announced in class)

English is unusual among the European vernaculars in having developed a standard twice in its history: Old English already possessed a West Saxon standard, which was however cut short by the Norman Conquest in 1066. For centuries, the main languages of written record were Latin and French rather than English. When English re-emerged as a written language in the 14th and 15th century, the process of standardization was about to start afresh.

This course will be devoted to tracing the origins, forms and functions of Standard English. We will consider the putative origins of the standard in the late medieval Chancery English and will then focus on the relevant developments in the Early Modern English period, the age of prescriptivism, elaboration and codification of the English language. Another important issue concerns the *ideology* of the standard: we will probe into the rise and the consequences of the standard ideology in present-day English.

Finally, we will shift the focus towards English as a world language and investigate the conditions which might contribute to the emergence of new standard varieties of English.

Die Lehrveranstaltung bereitet auf die diachrone Klausur Englische Sprachwissenschaft zum Staatsexamenstermin Sommer 2013 vor.

Englische Literaturwissenschaft

Bitte beachten Sie, dass alle Modulbestandteile, d. h. Einführungskurs und Übung im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare, in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Prof. Dr. Katja Kanzler

1210 Introduction to Literary Studies Wed (3) HSZ 304
70310

EK + mandatory 4 KP (*requirements to be announced in class*)
tutorial

This class will introduce students to key methods and concepts of literary analysis, aiming to provide them with the basic knowledge and skills necessary to analyze literary texts in a critical, academically informed way. It will discuss the major elements and operations of the classic literary genres prose, poetry, and drama as well as of narrative fictions in other genres and media; it will acquaint students with some of the most important concepts and strategies employed in literary scholarship to analyze and interpret these.

Accompanying tutorial:

Mon (3) SE2/102/U by Sarah Wolff
(every 14 days, starting 15.10.2012)

Bettina Schötz

1220 **Rewriting a Literary Classic:** **Wed (6)** **HSZ 103**
70320 **Jane Eyre and Wide Sargasso Sea**
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Ü 2 KP (regular and active participation, 15-minute presentation or written assignment)
PS 6 KP (regular and active participation, 15-minute presentation or written assignment, term paper)

Charlotte Brontë's *Jane Eyre* (1847) is a central work in the canon of English literature. Greeted as "[t]he masterwork of a great genius" by the contemporary writer William Makepeace Thackeray, the story of the orphan Jane and her attachment to the Byronic Mr Rochester continues to be immensely popular. Not only has this *bildungsroman* given rise to numerous film, TV, radio, opera, and musical adaptations, but it has also inspired various literary responses. The most famous instance of the latter is Jean Rhys's award-winning novel *Wide Sargasso Sea* (1966). It gives voice to the previously marginalised "mad woman in the attic" (Gilbert and Gubar), Rochester's West Indian wife Bertha, thus providing *Jane Eyre* with a prequel.

In the first part of this seminar, we will thoroughly examine Charlotte Brontë's novel and discuss select screen adaptations, such as Cary Fukunaga's recent *Jane Eyre* (2011). In the second part, we will familiarise ourselves with the major tenets of Postcolonial Studies and read Jean Rhys's *Wide Sargasso Sea* as a *rewriting* of the Victorian novel. We will pay particular attention to the way in which Rhys's "masterpiece" (Doris Lessing) (1) challenges its canonical precursor by foregrounding the marginalised colonial Other, and (2) suggests a new understanding of the relationship between Jane and Bertha, initiating feminist rereadings of Brontë's novel by Elaine Showalter, Sandra Gilbert and Susan Gubar, among others.

This course is also aimed at students who have not yet attended the introductory lecture to Literary Studies.

Please purchase:

Brontë, Charlotte. *Jane Eyre*. Oxford: OUP, 2000. Oxford World's Classics. [ISBN: 978-0199535590]

Rhys, Jean. *Wide Sargasso Sea*. London: Penguin, 1997. Penguin Modern Classics. [ISBN: 978-0141182857]

You will be able to access all the films we discuss through an *Audiovisueller Semesterapparat* in the SLUB. Please register for this *Semesterapparat* by sending an email to Bettina Schötz (bettina.schoetz@tu-dresden.de) that states your name and your SLUB account number.

Wieland Schwanebeck, M.A.

1220 **Gender Studies and Narrative Films** **Mo (5)** **HSZ 204**
70320
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2420
73120
73130

Ü 2 KP (regular and active participation, 15-minute presentation or written assignment)

PS 6 KP (regular and active participation, 15-minute presentation or written assignment, term paper)

Think of a random film genre: no matter if it is a western, a melodrama, a horror film or a romantic comedy, chances are that its basic rules and conventions are inseparably linked to certain gender images, such as the lone gun-man, the damsel-in-distress, the romantic heroine, or the ruthless adventurer. Clearly, when we are watching narrative films, we always witness the performing of certain gender roles and gender conventions.

This course is aimed at students who want to learn about basic categories of film analysis (such as camera-work, montage, the structure of the film plot) and film's major narrative conventions, and who are interested in becoming acquainted with the field of gender theory. We will familiarise ourselves both with classic introductions to the study of film (like James Monaco and Robert Stam), as well as with key concepts from the field of gender studies (including the works of Judith Butler and Laura Mulvey).

The theory will be applied to select examples from British film history. We will focus on the genre of the spy movie, which will lead us from the cinema of Alfred Hitchcock (1930s) via the James Bond films (1960s) towards postmodern, critical interrogations of cinematic gender politics (e.g. *The Crying Game* and the recent *Tinker, Tailor, Soldier, Spy*). Thus, we will study crucial developments in the representation of femininity and masculinity which are evoked in film narratives:

Why do we think of the hero as predominantly male? Why do women feature less prominently in many feature film genres? What is the relation between gender, genres, and our emotional/physical reactions to them? What is the concept of the "male gaze" about? What is the idea behind "queer" cinema?

You can join this course whether you have already attended the introduction to literary studies or not. The course will be accompanied by regular film screenings on Mo (6) in preparation of the next meetings. A reader with selected texts will be available at the beginning of the term, as will be further information on OPAL.

Wieland Schwanebeck, M.A.

1220 **“I can’t go on. I’ll go on.” –** **Tue (2)** **HSZ 105**
70320 **Theatre of the Absurd**
2220
2420
73120
73130

Ü 2 KP (regular and active participation, 15-minute presentation or written assignment)

PS 6 KP (regular and active participation, 15-minute presentation or written assignment, term paper)

When Samuel Beckett’s *Waiting for Godot* was performed for the first time in 1953, there was an outcry amongst spectators who did not know what to make of a play that seemed to abandon most of the cherished traditions of theatre. Even Peter Hall, the celebrated director of the play’s English premiere, was at a loss to explain what it was actually about.

Several decades after their heyday, the most prominent texts of the movement that later became known as the “Theatre of the Absurd” (Martin Esslin) retain many of their qualities: both funny and profoundly sad, shocking and moving, always on the edge of despair.

In this course, we will discuss some of the philosophical foundations of Absurd Theatre (which has its roots in Existentialism) and contextualise it amongst literary traditions. Is Absurd Theatre really the complete antithesis to the classical Aristotelian idea of drama? Which conventions does it challenge? How is it related to genres like comedy and farce? Does the notion of character apply to Beckett’s Vladimir and Estragon at all?

In addition to addressing key texts by Beckett, Harold Pinter and Tom Stoppard, the seminar will also provide a general introduction to the study of drama, including categories such as character analysis, speech conventions, genre, and classical as opposed to modern drama.

We will refer to the respective chapter from Vera and Ansgar Nünning’s *Introduction to the Study of English and American Literature* (2008), but the course is also aimed at students who have yet to attend the introductory course.

Please buy the following edition and read its introduction before the start of the term:
Samuel Beckett: *Waiting for Godot*. London: Faber & Faber, 2009. [ISBN 0571244599]

Further information will be available on OPAL at the beginning of the term.

Prof. Dr. Stefan Horlacher

2210 The Concept of Memory in British Wed (3) BEY 118
2410 Literature from the Middle Ages to the
3210 Present
3410
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201210
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232320

V 1 KP (requirements to be announced in class)
V + KI 3 KP (requirements to be announced in class)

This lecture will focus on different notions of memory as presented in British literature from Geoffrey Chaucer (*House of Fame*) via Edmund Spenser (*Fairie Queene*), William Shakespeare (*Henry V*) and John Locke (*Essay Concerning Human Understanding*) to William Wordsworth (*Memoria*), E.M. Forster (*Ansell*) and Julian Barnes (*England, England*). To cover even more concepts and usages of memory, we will also consider literary examples by Jorge Luis Borges (*Funes el memorioso*) and Marcel Proust (*A la recherche du temps perdu*).

In addition to this vast spectrum of literary texts which give a survey of over 600 years of literary history, this lecture also functions as an introduction to the most important current concepts of memory, starting with Aristotle, Plato and Augustine, and leading all the way through to Jan and Aleida Assmann, Maurice Halbwachs, Pierre Nora, Renate Lachmann, and others. As a final step, we will discuss whether the very opposite of memory, the "art of forgetting," is not seriously underrated in our culture and thus should also be taken into account.

An extensive bibliography will be provided at the beginning of the term.

This lecture is accompanied by an Arbeitskreis/Studentische Arbeitsgemeinschaft for Master Schwerpunkt Literaturwissenschaft (5KP): **Wed (7), ZS 1 304a.**

It is not necessary to register via eMail beforehand. Please just show up for the first meeting in order to sign up for this course.

Prof. Dr. Stefan Horlacher

3220 **Magic India: Contemporary Indian** **Thu (3)** **HSZ 304**
3420 **Novels**
73710
73720
201220
201230
201510
202210
202510
232330
232910

S 1/3 KP (requirements to be announced in class)
S (Master) 5/8 KP (requirements to be announced in class)
HS 7 KP (requirements to be announced in class)
SiH 3 KP (requirements to be announced in class)
 1 KP (requirements to be announced in class)

India is characterised by complexity: culturally, ethnically, linguistically, and historically. Consequently, many images, ideas and metaphors have come to be associated with it, from 'Mother India' to the 'tiger' of the new IT economy. In this seminar, we will explore literary representations and interrogations of such notions by reading two Booker Prize-winning novels that have proved hugely popular and influential across the world, both within academia and outside. Beginning with Salman Rushdie's *Midnight's Children*, we will examine the colonial and postcolonial construction of Indian history. This will be followed by Arundhati Roy's *The God of Small Things*, which foregrounds the role of the body and of gender in the postcolonial context. Moreover, we will critically engage with conceptions of ethnic heterogeneity and political strife in India, while also emphasizing the migrant histories of Indian diasporas in the UK and the US. The novels thus represent a broad spectrum of cultural trends and discourses that make up 'India'; by analysing this nexus we will also consider the function of novels in English such as those read in the seminar for our notion of what India is.

A syllabus and a bibliography will be made available at the first meeting.

Please buy:

Arundhati Roy. *The God of Small Things*. London: Harper Collins, 1998.
Salman Rushdie: *Midnight's Children*. London: Random House UK, 2008.

This course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in the spring of 2013.

It is not necessary to register via eMail beforehand. Please just show up for the first meeting in order to sign up for this course.

Prof. Dr. Stefan Horlacher

3220 Daniel Defoe, or: The Rise of the Novel in Tue (3) ZEU 148
3420 the 18th Century
73710
73720
201220
201230
201510
202210
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232330
232910

HS 7 KP (requirements to be announced in class)
SiH 3 KP (requirements to be announced in class)
S 1/3 KP (requirements to be announced in class)
S (Master) 5/8 KP (requirements to be announced in class)

Traditionally, the birth of the "modern novel" is associated with authors such as Daniel Defoe or Laurence Sterne and with catchwords such as "bourgeois individualism" or the "birth of individuality". Like no other genre, the novel can be regarded as a literary document testifying to the introspection characteristic of early 18th-century man and to the redefinition of his relation to extra-textual, and with Defoe mainly material, reality (*homo oeconomicus*).

In this seminar, we will concentrate on two novels by Daniel Defoe. An initial reading suggests that *The Life and Strange Surprising Adventures of Robinson Crusoe* (1719) seems to follow the then contemporary conventions of factual reporting, travel narrative and didactic or conversion narrative. As such, *Robinson Crusoe* can be read as the unmistakable and unique story of a single individual, as the early triumph of narrative imagination and as a moral as well as economic treatise. We shall focus on these multiple codifications of the novel and on the different textual traditions it takes up and transforms.

The second novel we shall concentrate on, *The Fortunes and Misfortunes of the Famous Moll Flanders* (1721/22), can be considered as a picaresque novel which for more than two hundred years after its first appearance "remained an outsider" and was "refused admission to the highest literary company," as Pat Rogers puts it, "in case her dirty boots soiled some precious figures in the carpet". To an even greater degree than in *Robinson Crusoe*, the moral and devotional aspirations of the novel *in toto* seem to be in direct contradiction to the fascination which the depiction of Moll Flander's erotic and partly criminal life exerts on the reader (diversion *versus* instruction).

The seminar will be held as a compact seminar on one weekend in January. In addition to this, there will be four introductory sessions during October and November.

Please buy:

Daniel Defoe. *Robinson Crusoe*. Edited with an Introduction and Notes by John Richetti. London: Penguin Classics, 2012.

Daniel Defoe. *The Fortunes and Misfortunes of the Famous Moll Flanders*. London: Penguin Classics, 2012.

It is not necessary to register via eMail beforehand. Please just show up for the first meeting in order to sign up for this course.

Prof. Dr. Stefan Horlacher

201810 **Literary Studies: Selected Novels**
201820 (Projektkurs im Master Anglistik und
Amerikanistik)

Tue (5) GER 50

S (Master) 5 KP (Project plus report, group work, individual consultation)

This "Projektkurs" is part of the module "Wissenschaftliche Praxis 1/Scientific Practice 1" (MA-AA1.3) and is linked to the lecture on Memory in British Literature as well as to the seminars "Daniel Defoe, or: The Rise of the Novel in the 18th Century" and "Magic India: Contemporary Indian Novels." Students may also join the Oberseminar in order to present the results of their research work to a larger group.

Individual consultations will form an essential part of this course and participants will be encouraged to complement and deepen their knowledge of the topics presented in – or in relation to – the lecture and seminars through independent research. By arrangement with the lecturer, students are free to choose their own field of studies with a view to developing their research skills and presenting their findings.

The first session will take place in week two.

Prof. Dr. Stefan Horlacher with Prof. Dr. Thomas Kühn

**202710
202820**

Oberseminar

Tue (6) ZS1, 418

Requirements to be announced in class

The *Oberseminar* is open to doctoral candidates, to students completing their MA or *Staatsexamen* thesis and to those approaching the end of their studies. It is intended to give them the opportunity to present their research projects for further discussion. The onus will be on theoretical approaches and their application, with the added intention of fostering an exchange of research interests and ideas among advanced students of *English/American Literature* and *English/American Cultural Studies* in the department. Moreover, topics relevant for the oral and written final examinations in English literary studies will be discussed. A prerequisite for those attending is the willingness to present the findings of their work as well as to lead the ensuing group discussions.

Kulturstudien Großbritanniens

Bitte beachten Sie, dass die Modulbestandteile „*Introduction to British Cultural Studies*“ nur im Wintersemester angeboten werden. Die Übungen im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr, Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare werden in jedem Winter--und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Prof. Dr. Thomas Kühn

1310 70510	Introduction to British Cultural Studies (+ Tutorials)	Thu (2)	ZEU 250
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EK 4 KP (requirements see below)

This course aims at

- providing students with a survey of important British institutions and ways of life in comparison with those in Germany;
- gaining knowledge about and discussing examples of contemporary "British" topics;
- developing skills of reading cultural texts;
- introducing the academic field of Cultural Studies.

This course is offered as a lecture, accompanied by mandatory tutorials (1 hour per week). All participants are expected to make oral contributions in discussions and presentations during the lecture and written contributions in the form of assigned homework for the tutorial.

To acquire 4 credit points students have to attend regularly and actively, pass the homeworks for the tutorial and the final test at the end of the semester.

Coursebooks:

J. O'Driscoll, *Britain*, Oxford: OUP. Editions from 2005 and later.

Hans Kastendiek, Roland Sturm (eds.), *Länderbericht Großbritannien*, Bonn: Bundeszentrale für Politische Bildung, 2006.

Please note: The "Introduction to British Cultural Studies" will be offered only in the winter semesters (whereas the "Introduction to American Cultural Studies" will be offered in the summer semesters.

Accompanying Tutorials: Time and place will be announced.

Andreas Damm, Staatsexamen

1320
70520

**War and Peace – Filming “the troubles”
in Northern Ireland**

**Compact
seminar**

ZS 1, 418

Ü

2 KP (requirements to be announced in class)

More than a decade after the signing of the Good Friday Agreement, Oliver Hirschbiegel's *Five Minutes Of Heaven* (2009) suggests a rather gloomy reading of the truth and reconciliation process in Northern Ireland. Only recently, the attention paid to the Queen's first ever visit to the Republic of Ireland and her handshake with Martin McGuinness, Northern Ireland's deputy first minister and former senior member of the IRA is an expression of how deeply embedded the conflict still is in (Northern) Irish-British relations.

Euphemistically dubbed *The Troubles*, the Northern Ireland conflict has been the subject of various films to date. To provide a greater understanding of the topic, you will be introduced to the main events, groups and people ranging from the 1960s civil rights movement to the 1998 Good Friday Agreement and more recent attempts to reverse the reconciliation process by splinter groups.

Furthermore, this seminar will familiarise you with basic techniques of interpreting film and its place in cultural studies before going on to analyse productions such as Carol Reed's *Odd Man Out* (1946), Neil Jordan's *The Crying Game* (1992) or Steve McQueen's *Hunger* (2008) taking into consideration concepts of identity, Irish revisionism, feminism and masculinity.

Please register via andreasdamm@gmx.net.

Compact seminar held on:

November 2, 14:50-18:10

November 30, 14:50-18:10, **ZEU 148**

December 1, 09:00-17:30 (inkl. 2x30 min break), **ZEU 148**

December 7, 14:50-18:10

December 8, 09:00-17:30 (inkl. 2x30 min break), **ZEU 148**

Christian Schlemper, M.A.

1320 **“Rule Britannia – Britannia rule the** **Mon (6)** **WIL A 221**
70520 **waves“ – Britain 1815-1914**
2320
2420
73320
73330

Ü 2 KP (requirements to be announced in class)
PS 6 KP (requirements to be announced in class)
 3 KP (requirements to be announced in class)
 1 KP (requirements to be announced in class)

After the final defeat of Napoleon at Waterloo, Britain ushered into a century of prosperity, peace and global dominance. This era became known as Pax Britannica – Britain was the leading industrialized nation, shipped the world’s goods aboard her merchant marine, financed and insured a global economy, expanded her empire until a third of the globe was “coloured in red” and defended her position with a navy of unprecedented size. A certain unease arose in society at the end of the century when her predominant position was threatened by the rise of Germany and United States.

The seminar takes a closer look at the history of Britain from 1815 till 1914. We will analyse speeches and articles and study selected biographies. In the context of the historiography we will focus on the British economy, her political and social development and look how Britain’s rise influenced the public mood and is reflected in popular culture.

Selected texts will be provided by the beginning of the semester.

Robert Troschitz (Staatsexamen)

2320 **“I shop therefore I am” – Britain as a** **Wed (5)** **HSZ 101**
2420 **nation of shoppers**
73320
73330

PS 6 KP (requirements to be announced in class)
 3 KP (requirements to be announced in class)
 1 KP (requirements to be announced in class)

Britain is commonly called a nation of shopkeepers, but it is also a nation of shoppers. Between 1961 and 2001, the time UK citizens spent on shopping more than doubled, and even if there might be a recent decrease in shopping time due to financial constraints, it cannot be denied that shopping is one of the characteristic activities of today's 'consumer society'. But why has it become so important nowadays?

In this course, we will investigate shopping as a cultural practice and focus on questions such as the following:

- What is the role of shopping in British society and how has this changed over time?
- What is a 'shopping culture'?
- How do places like department stores and malls function? And
- Why do people shop in the first place, and why do some people even enjoy it?

In order to answer such questions, we will analyse a range of different materials such as advertisements, historical writings, theoretical texts and buildings.

Please register via e-mail: robert.troschitz@gmx.de

Prof. Dr. Thomas Kühn

2310	19th Century English	Fr (2)	HSZ 304
2410	Cultural History		
3210			
3410			
73310			
201310			
232510			
232520			

V + KI	3 KP (requirements to be announced in class)
V	1 KP (requirements to be announced in class)

The years of Queen Victoria's reign (1837 – 1901) are widely perceived as the epitome of 19th century Britain. However, beyond a mere chronology, the beginning and end of the period are as difficult to determine as its contents.

Great tensions and contradictions turn the period into a fascinating object of study for cultural historians: They range from an optimistic belief in inevitable progress to a fundamental scepticism about man's place in the universe because of a loss of old faiths and traditional sets of values; they are constituted by technical and scientific advances on an unprecedented scale, by double moral standards and prudery, by capitalism with incredible financial gains and deep social misery, by the political and social dominance of the middle classes, the rise of the working classes and their increasing political participation, but also by imperialism and the British Empire at its most powerful.

In the lecture, crucial elements of 19th century culture(s) will be addressed as signifying processes and representations. The picture of the century's facets and tensions presented in this lecture intends to offer links in two directions:

- the construction of cultural contexts in general, and
- the construction of cultural practices of our own time as an inheritance of the 19th century in particular.

This lecture is accompanied by an **“Arbeitskreis”/“Studentische Arbeitsgemeinschaft”** for Master Schwerpunktmodul Kulturwissenschaft (5 KP): **Wed (7), ZS 1, 418.**

3220	Victorian Popular Culture	Wed (3)	GER 050
3420			
73710			
73720			
201320			
201330			
201610			
202310			
202610			
232530			
233110			

HS	7 KP (regular, active participation, oral presentation, academic essay)
SiH/S	3 KP (regular & active participation, oral presentation)
	1 KP (regular & active participation)
S Master	5 KP (regular, active participation, oral presentation, academic paper)
	8 KP (regular, active participation, oral presentation, research paper)

This seminar will look at and discuss a number of representations of popular Victorian culture(s) that take into account the deep technical, economic, political, social and 'cultural' changes of the century, with the Great Exhibition of 1851 as one important focus.

Developments taken into account will be:

- the industrial revolution with its technical innovations as a source of national pride and popular imagination, but also as a site of social misery and political tensions;
- the middle classes as a hegemonic force with its cultural manifestations and moral values;
- the rise of the working classes as a growing social, economic and political factor;
- the railway as means of mass transport initiating tourism as a popular pastime;
- the rise of mass literacy and educational improvements triggering new forms of popular entertainment;
- the imperial enterprise as a 'valve' to let off social pressure and a site of popular dreams of the exotic.

As the cultural representations are almost unlimited the seminar will work with selected sources. A central point of the discussions will be the question: What is "the popular", how is it constructed by whom and why, what are its ideological and other implications?

An electronic reader will be provided by the beginning of the semester containing central sources of the seminar.

Please register on the list on the Cultural Studies pin board (in front of Frau Triska's office). E-mail registration will not be taken into account.

NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens" in spring 2013.

3220	Britain 1968	Thu (5)	HSZ 103
3420			
73710			
73720			
201320			
201330			
201610			
202310			
202610			
232530			
233110			

HS	7 KP (regular, active participation, oral presentation, academic essay)
SiH/S	3 KP (regular & active participation, oral presentation)
	1 KP (regular & active participation)
S Master	5 KP (regular, active participation, oral presentation, academic paper)
	8 KP (regular, active participation, oral presentation, research paper)

In Europe, North America and elsewhere “1968” represents a great range of different and often conflicting events and developments. For many it is a metaphor for student unrest, the radical questioning of traditional political and moral positions by the post-war generation, and the departure into a more liberated future. It is the period of the Vietnam War that was so strongly opposed by many people world-wide, not the least due to TV coverage on an unheard-off scale. It is the year of the shattering of the hopes for a communism with human traits that had risen up during the Prague Spring. It is a year of great impact in a period of far-reaching and fascinating changes that affect us until today.

But what about Britain in 1968 in particular? What about student unrest, political shifts, feminist initiatives, departures to new moral terrain, breaking down of old barriers? What about popular culture, revolutions in music apart from the Beatles’ song? What about Swinging London in fashion, developments in British film and other fields?

This seminar, as a companion piece to investigations into “1968” in German and Polish Studies in the faculty, will chart the field of the sixties and early seventies in Britain with 1968 as its (symbolic) focus. The texts studied will come from a broad range, including political, feminist and cultural theory; music, literature, fashion, film etc.. The texts will be taken from popular media, serious journalism and academia.

Please register on the list on the Cultural Studies pin board (in front of Frau Triska’s office). E-mail registration will not be taken into account.

**202710
202820**

Oberseminar

Tue (6)

ZS 1, 418

Requirements to be announced in class

The *Oberseminar* is open to doctoral candidates, to students completing their MA, *Staatsexamens* or Master-thesis and to those approaching the end of their studies. It is intended to give the participants the opportunity to introduce their projects, and to learn from the presentations given.

The focus will be on theoretical approaches and their application to the projects, with the added intention of fostering an exchange of research interests and ideas among advanced students of *English/American Literature* and *British/American Cultural Studies* in the department.

A prerequisite for those attending is the willingness to present the findings of their work as well as lead the ensuing group discussions.

For Master-students this course serves a double function:

- as the "Peer Colloquium" it is part of the "Wissenschaftliche Praxis II", and
- it is the forum for the "Colloquium" of the "Wissenschaftliche Präsentation"-Modul.

Both requirements have to be met in different semesters.

For students in the Magister and Staatsexamens-courses participation is voluntary; i.e., they will not receive any credits.

The first session will take place in the second week.

Kultur Nordamerikas

Bitte beachten Sie, dass die Modulbestandteile Einführungskurs in die Nordamerikastudien und die entsprechende Übung im 1. Studienjahr nur im Sommersemester angeboten werden. Vorlesung und Proseminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare werden in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Prof. Dr. Brigitte Georgi-Findlay

2310	American Cultural History 1:	Tues (5)	WEB 243
2410	(Colonial Era to Revolution)	AK	
3310		Tues (6)	ZS 1, 312
3410			
73310			
201310			
232510			
232520			

V + KI To earn 3 KP the students have to pass the final exam (to take place in the last session)

V + AK Regular attendance of lecture course and Arbeitskreis

This lecture course will give an overview of the main events and developments that shaped the colonial era in North America. For example: How did Europeans in North America come to define their place and identity in the "New World"? How did the culturally diverse peoples of North America (Native, white or (free and enslaved) black) relate to one another? This lecture course aims to provide an introduction to the beginnings of American social, political, and cultural history. It will deal with the cultural encounters and interactions between diverse peoples, and with the historical events and processes that shaped the emerging national cultures in North America, the United States and Canada, until about the end of the eighteenth century.

Prof. Dr. Brigitte Georgi-Findlay

2320	Survey of Canadian Studies	Wed (3)	BEY/154/H
2420			
73320			
73330			

PS	6 KP (requirements to be announced in class)
SiG	3 KP (requirements to be announced in class)
	1 KP (requirements to be announced in class)

This *Proseminar*/survey course is intended for second year B.A. students as part of the module "Survey of English and American Studies". It aims to deepen students' knowledge and competence in Canadian Studies by focusing on basic themes and issues that have defined Canadian history, politics, and culture. A reader will be available at the beginning of the semester.

Dr. Sonja John

2320	Political Struggles and Cultural Conflicts in Native America	BLOCK- SEMINAR (4th -8th Febr. 2013)	HSZ/101/U
2420			
73320			
73330			
3320			
3420			
73910			
73920		Introducti on 29th Oct.12, Mon(6), HSZ/301/U	

PS	6 KP (requirements to be announced in class)
SiH	3 KP (requirements to be announced in class)
HS	7 KP (requirements to be announced in class)
S (BA)	3 KP (requirements to be announced in class)

The course will examine multidimensional settings that confront Native societies in the U.S. today. Issues to be analyzed include education, culture and identity, economic development, intellectual property rights, restorative justice, and leadership towards nation-building. We will deconstruct some persisting stereotypes of the American Indian by focusing on the self-image, examining how indigenous people present themselves in the literature, art, movies or music and how this relates to the rising topic of indigeneity in a multicultural country and in a globalizing world.

Students need to **register in advance by contacting Dr. John** at sonja.john@berlin.de. An **introductory session** will be held during the winter semester, on **29th of October 2012**.

Prof. Dr. Brigitte Georgi-Findlay

3320	Topics of American Studies:	Thu (3)	HSZ 401
3420	History by Hollywood		
73910			
73920			
201320			
201330			
201610			
202310			
202610			
232530			
233110			

S (Master)	5/8 KP (requirements to be announced in class)
HS	7 KP (requirements to be announced in class)
SiH	3 KP (requirements to be announced in class)
S (BA)	3 KP (requirements to be announced in class)
	1 KP (requirements to be announced in class)

This *Hauptseminar* is intended for third year B.A. students as part of the module "Topics of American Studies" as well as for M.A. students and students of the *Lehramt*. It focuses on the ways that American film (and, to a certain extent, TV) has "written" history and thus contributed to the interpretation of historical events such as, for example, the wars that America has fought, westward expansion, the civil rights movement, the Kennedy assassination, etc. A reader will be available at the beginning of the semester.

This course prepares students of the *Lehramt* for the "Schriftliches Staatsexamen: Klausur Amerikanische Kultur" in spring 2013.

Prof. Dr. Brigitte Georgi-Findlay / Prof. Dr. Katja Kanzler

**202710
202820**

North American Studies Colloquium

Mon (6)

ZS 1, 312

This colloquium aims to provide an informal forum in which students, especially those in the advanced stages of their studies, can present their current or planned theses (BA, MA, *Staatsexamen*, doctoral) in North American Studies and discuss them with the two supervisors and fellow students.

Note: participation is voluntary; i.e., students will not receive a credit (exception: students in the Master program will be able to attend this colloquium as part of the Module "Wissenschaftliche Präsentation"). To register and to get information about the schedule, please contact Alexandra Schein at Alexandra.Schein@tu-dresden.de

Literatur Nordamerikas

Bitte beachten Sie, dass alle Modulbestandteile, d. h. Einführungskurs und Übung im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare, in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Prof. Dr. Katja Kanzler

1210 **Introduction to Literary Studies** **Wed (3)** **HSZ 304**
70310

EK + mandatory 4 KP (*requirements to be announced in class*)
tutorial

This class will introduce students to key methods and concepts of literary analysis, aiming to provide them with the basic knowledge and skills necessary to analyze literary texts in a critical, academically informed way. It will discuss the major elements and operations of the classic literary genres prose, poetry, and drama as well as of narrative fictions in other genres and media; it will acquaint students with some of the most important concepts and strategies employed in literary scholarship to analyze and interpret these.

Apl. Prof. Dr. Angelika Köhler

1220 (Re-)Writing Traditions: Thu (4) ZS 1, 418
70320 Multiethnic American Short Stories
2220
2420
73120
73130

PS 6 KP (regular and active participation; oral presentation; paper)
S 3 KP (regular and active participation; oral presentation)
Ü 2 KP (regular and active participation; brief oral presentation)

Since the post-World-War-Two-era, African American, Native American, Asian American, and Latino American writers have increasingly inspired the traditions of American short story writing. Although presenting an enormous stylistic and thematic variety, their narratives share some basic characteristics, among others a history of oppression and public "invisibility" as the "Other" and a strong oral tradition of story telling that fuses their rich imaginative powers, their mythic traditions and magical symbolisms. Reading selected short stories written against the background of highly diverse ethnic cultural contexts students are expected to experience the great variety of literary voices and the multiplicity of themes explored in contemporary US-American short fiction.

A *Reader* with selected texts will be provided by the beginning of the semester.

Prof. Dr. Katja Kanzler

2210	Survey of American Literature II (Civil War - Present)	Thu (3)	HSZ E01
2410			
3310		AK Thu (6)	ZS 1, 418
3410			
73110			
201210			
232310			
232320			

V + KI *3 KP (requirements to be announced in class)*
V *1 KP (requirements to be announced in class)*

This lecture will provide a survey of American literary history from the Civil War to the present. It will discuss important themes, modes, and genres that characterize American literature from the mid-19th through the beginning of the 21st century, and the literary periods into which it has been organized (realism, modernism, postmodernism). In the course of this survey, we will explore the – partly very different, partly continuous – ways in which texts across these periods define 'Americanness,' in which they approach human nature and social differences, and the ideas about the role and operations of literature that they reflect.

This lecture is accompanied by an **“Arbeitskreis”/“Studentische Arbeitsgemeinschaft”** for Master *Schwerpunktmodul Literaturwissenschaft* (5 KP): **Thu (6) ZS 1, 418**.

Master Students who wish to complete their **“Wissenschaftliche Praxis 1”** or **“Wissenschaftliche Praxis 2”** with Prof. Kanzler should contact her by email before 1 October.

Prof. Dr. Katja Kanzler

3320	“The Real Thing”: Approaching	Thu (5)	ZS 1, 418
3420	American Realism(s)		
73910			
73920			
201220			
201230			
201510			
202210			
202510			
232330			
232910			

HS	7 KP (requirements to be announced in class)
SiH/S	3 KP (requirements to be announced in class)
	1 KP (requirements to be announced in class)
S (Master)	5/8 KP (requirements to be announced in class)

This seminar will deal with American realism – a period at the end of the 19th century for which literary historiography has established a number of characteristics, such as a new interest in verisimilitude, an interest in people's capacity to make ethical choices and the social learning experiences these entail, and a focus on the urban middle class. Our objective in this seminar will be twofold. First, we will critically interrogate the canon of American realism, its classic formulation as well as its recent expansions and re-definitions. Second, we will explore scholarly approaches to American realism by focusing on scholarship that correlates realist texts with other forms of cultural expression or discourses circulating in late 19th-century American culture, such as photography, ethnography, journalism, or certain forms of legal thought. Through reading and discussing selected primary and secondary texts, we will address questions like: How has the literature of American realism been classically defined? What impact have new critical approaches had on the study of canonical realist literature? What previously unacknowledged literary voices have been added to the canon of American realism in recent years, and how has their addition changed our understanding of the philosophy and aesthetics of American realism? Details on the texts to be discussed will be announced on the seminar's homepage (via OPAL) by the beginning of October.

This course prepares students of the *Lehramt* for the "Schriftliches Staatsexamen: Klausur Amerikanische Literatur" in spring 2013.

Prof. Dr. Katja Kanzler

3320 Legal Fictions: Narratives of the Law Tue (4) ZS 1, 418
3420 in American Literature
73910
73920
201220
201230
201510
202210
202510
232330
232910

HS 7 KP (*requirements to be announced in class*)
SiH/S 3 KP (*requirements to be announced in class*)
 1 KP (*requirements to be announced in class*)
S (Master) 5/8 KP (*requirements to be announced in class*)

The law has been a recurring theme in American literature. Way beyond the genre confines of the legal thriller, texts by writers as different as Herman Melville, Charles Chesnutt, William Faulkner, or David Mamet have developed legal themes, plots, settings, and characters. Law and literature scholarship is an interdisciplinary crossroads that, among other things, has engaged with this literary tradition. It has provided productive conceptual cues to think about the cultural work that legal themes, plots, and characters do in literary texts.

Against this background, this seminar will be dedicated to discussing a selection of American literary texts that, in different ways, draw on or deal with the law. We will explore how legal themes, plots, and characters enable these texts to critically engage with social and political issues. In addition, we will discuss the ways in which the law serves as a foil for literary self-reflection, allowing these texts to reflect on the dynamics and power of narrative, performance, and representation. Details on the texts to be discussed will be announced on the seminar's homepage (via OPAL) by the beginning of October.

Apl. Prof. Dr. Angelika Köhler

3320 **Magical Realism** **Mon (4)** **ZS 1, 418**
3420
73910
73920
201220
201230
201510
202210
202510
232330
232910

HS *7 KP (regular and active participation; oral presentation; research paper)*

H/S *3 KP (regular and active participation; oral presentation)*
1 KP (regular and active participation; brief oral presentation)

S (Master) *5/8 KP (requirements to be announced in class)*

Magical realism is an international phenomenon with a wide ranging history and with significant influences on the literatures of the world. Although Latin American writers were the first to develop a critical concept of this literary mode and are still primary voices in its scholarly exploration and experimental application, we will read a more diverse selection of literary texts written in the U.S. and Canada that share the significant characteristic of moving back and forth between the disparate worlds of what we might call the factual-historical and the imaginary.

Discussing these narratives against the background of different concepts of and scholarly approaches to the techniques of magical realism, this course wants to give insight into the complex contexts and interdependencies which have shaped this narrative mode thus providing the basis for understanding it as a way of writing that opens up new perspectives for postmodernist and postcolonial fiction.

This course prepares students of the *Lehramt* for the "Schriftliches Staatsexamen: Klausur Amerikanische Literatur" in spring 2013.

A *Reader* with shorter texts will be available at the beginning of the semester.

Texts suggested for discussion:

Tomás Rivera *...y no se lo tragó la tierra. And the Earth Did Not Devour Him* (1971)
Rudolfo Anaya *Bless Me, Ultima* (1972)
Ron Arias *The Road to Tamazunchale* (1975)
Cherrie Moraga *Heroes and Saints* (1989)
Margaret Atwood *The Robber Bride* (1993)
Kathleen Alcalá *Spirits of the Ordinary. A Tale of Casas Grandes* (1997)
Karen Tei Yamashita *Tropic of Orange* (1997)
Salvador Plascencia *The People of Paper* (2005)

Apl. Prof. Dr. Angelika Köhler

3320 African American Literature Mon (5) ZS 1, 418
3420
73910
73920
201220
201230
201510
202210
202510
232330
232910

HS 7 KP (regular and active participation; oral presentation; research paper)
SiH /S 3 KP (regular and active participation; oral presentation)
1 KP (regular and active participation; brief oral presentation)
S (Master) 5/8 KP (requirements to be announced in class)

When in 1773 Phillis Wheatley's *Poems on Various Subjects, Religious and Moral* were published in spite of all doubt in the ability of a black female slave to write poetry, Western literary scholars primarily appreciated her elegies, sonnets and odes as imitations of the Euro-American forms of poetic articulation. From a more recent perspective, however, Wheatley's poetry has established a tradition of African American writing that right from its beginnings has been marked by a significant syncretism that reflects on what William Du Bois called the "double consciousness" of the African American mind. From the 19th century slave narratives to the 21st century postmodern novels African American writers have rewritten familiar genres and tropes to question established patterns of perception and to reveal their racist potential.

Against this background, we will read and analyze a diverse selection of texts written by African American authors in this course. We will explore selected scholarly concepts that can help us analyze and interpret their generic experiments as well as their techniques of signifying and their place in the larger contexts of US-American literary history.

A Reader with shorter texts will be available at the beginning of the semester.

Texts suggested for discussion:

Frederick Douglass *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* (1845)
Zora Neale Hurston *Their Eyes Were Watching God* (1937)
Ralph Ellison *Invisible Man* (1952)
Lorraine Hansberry *A Raisin in the Sun* (1958)
Ntozake Shange *For Colored Girls Who Have Considered Suicide/When the Rainbow is Enuf* (1975)
Ishmael Reed *Flight to Canada* (1976)
Paule Marshall *Praisesong for the Widow* (1983)
Sherley Anne Williams *Dessa Rose* (1986)
Toni Morrison *A Mercy* (2008)

Prof. Dr. Katja Kanzler / Prof. Dr. Brigitte Georgi-Findlay

202710 North American Studies Colloquium Mon (6) ZS 1, 312
202820

This colloquium aims to provide an informal forum in which students, especially those in the advanced stages of their studies, can present their current or planned theses (Staatsexamen, BA, MA, doctoral) and discuss them with fellow students.

For M.A.-students, attendance of this colloquium may count toward the module "Wissenschaftliche Präsentation." All other students can "only" learn a lot from participating in this colloquium, they can earn no credits here.

Students who wish to attend the colloquium with Prof. Kanzler should contact her by email before 1 October.

Englische Sprache und Literatur und ihre Didaktik

Bitte beachten Sie, dass alle Veranstaltungstypen in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Prof. Dr. Andreas Marscholke

71310	Reflected Practice of Teaching English – Introduction	Mon 4 HSZ 403 Wed 3 BEY 154
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EK+Ü Lehramt: 4/2 KP (requirements to be announced in class)
 B.Ed./M.A.: PL: Klausur

This combined course provides an insight into the variable factors and processes involved in teaching English as a foreign language. Participants are encouraged to reflect on how these can be controlled by the teacher in order to facilitate the development of intercultural communicative competence. Opportunity is provided to integrate theoretical perspectives with practical learning and teaching experience.

Target groups

- *Lehramt: Grundstudium*
- B.Ed. *ABS/BBS*: 1st part of the module "Reflected Practice of Teaching English"
- M.A. *Wirtschaftspädagogik*: 1st part of the module "Fachdidaktik Englisch WP"

Registration

Previous registration is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Recommended reading

Müller-Hartmann, Andreas & Schocker-v. Ditfurth, Marita (2010). *Introduction to English Language Teaching*. Stuttgart: Klett.

Sabine Reiter, Dr. Carmen Weiss

71320	Reflected Practice of Teaching English - <i>Schulpraktische Übungen</i> (4x Reiter: Grundsch. / Mittelsch. / Gym.) (3x Weiss: Gym. / Berufsbildende Schule)	school days*	school*
SPÜ	<i>Lehramt</i> . 3 KP (requirements to be announced in class) B.Ed.: PL: <i>Lehrprobe</i>		

In a weekly teaching practice at school students will observe, prepare, teach and analyse their own classes in small groups to develop their proficiency in teaching.

This course is accompanied by a seminar ("Reflected Practice of Teaching English - Seminar") which is mandatory for all *Lehramt* participants in *Schulpraktische Übungen* and which may be attended by B.Ed. participants as the third part of the module "Reflected Practice of Teaching English".

Target groups

- *Lehramt*: Hauptstudium
- B.Ed. students: 2nd part of the module "Reflected Practice of Teaching English"

Registration

Previous registration is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

*School days and schools will be announced to registered participants via e-mail.

Recommended reading

- Harmer, Jeremy (2007). *How to teach English*. Harlow: Pearson.
- Harmer, Jeremy (2007). *The practice of English language teaching*. Harlow: Pearson.
- Richards, Jack C. & Renandya, Willy A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: CUP.

Sabine Reiter, Dr. Carmen Weiss

71330	Reflected Practice of Teaching English - Seminar		
	Grundschule / Mittelschule / Gymnasium (focus on young learners 8-13) (S. Reiter)	Mon (6)	ZS 1, 418
	Gymnasium (focus on secondary level I/II) (S. Reiter)	Fri (1)	ZS 1, 418
	Gymnasium / Berufsbildende Schule (C. Weiss)	Mon (3)	ZS 1, 418

PS *Lehramt*. 1 KP (requirements to be announced in class)
S B.Ed.: PL: *Präsentation*

The course provides a platform for presenting and discussing the practical experiences in *Schulpraktische Übungen* with reference to selected aspects of foreign language teaching. Thus it supports participants both in dealing with issues coming up in daily classroom situations and in deepening their theoretical understanding of learning and teaching processes.

Target groups

- *Lehramt. Hauptstudium*: mandatory for participants in *Schulpraktische Übungen*
- B.Ed. students: 3rd part of the module "Reflected Practice of Teaching English"

Registration

Previous registration is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Prof. Dr. Andreas Marschollek

230110 Advanced Practice of Teaching Wed (4) HSZ 101
230120 English (5-9)

HS/SiH *Lehramt: 7/3/1 KP (requirements to be announced in class)*
S M.Ed./M.A.: PL: *Präsentation*

This seminar explores ways of organizing complex learning processes in English classes. A special focus will be on supporting learners in taking over increasing responsibility for their individual learning processes in a task-based environment taking advantage of the potential of (literary) texts and (digital) media en route to intercultural communicative competence. We will analyze the respective theoretical background and transfer it to the classroom by planning and reflecting on exemplary teaching units tailored to the needs and potentials of language learners in years 5-9.

Target groups

- *Lehramt: Hauptstudium*
 - M.Ed. GY/BBS: 1st part of the module "Fachdidaktik Englisch"
 - M.A. *Wirtschaftspädagogik*: 2nd part of the module "Fachdidaktik Englisch WP"
- This seminar prepares students for *Blockpraktikum B*.

Registration

Please register for the seminar in our first meeting.

Prof. Dr. Andreas Marschollek

230110 Advanced Practice of Teaching Mon (5) SCH A 118
230120 English (9+)

HS/SiH *Lehramt. 7/3/1 KP (requirements to be announced in class)*
S M.Ed./M.A.: PL: *Präsentation*

This seminar explores ways of organizing complex learning processes in English classes. A special focus will be on supporting learners in taking over increasing responsibility for their individual learning processes in a task-based learning environment taking advantage of the potential of using (literary) texts and (digital) media en route to intercultural communicative competence. We will analyze the respective theoretical background and transfer it to the classroom by planning and reflecting on exemplary teaching units tailored to the needs and potentials of language learners in year 9 and beyond.

Target groups

- *Lehramt. Hauptstudium*
 - M.Ed. GY/BBS: 1st part of the module "Fachdidaktik Englisch"
 - M.A. *Wirtschaftspädagogik*: 2nd part of the module "Fachdidaktik Englisch WP"
- This seminar prepares students for *Blockpraktikum B*.

Registration

Please register for the seminar in our first meeting.

Dr. Carmen Weiss

396510

Profilmodul:
Content and Language Integrated
Learning /
Interdisciplinary Learning

Tue (2)
+ Tue (3)

SCH 216 b

S+Ü

M.Ed.: PL: *Projektarbeit*

This course gives an introduction to current interdisciplinary approaches and teaching methods that combine language and content.

Current research on relevant issues as well as related projects at schools in Germany will be discussed. Students will develop their teaching proficiency by designing elements of a content-based curriculum integrating various subjects, such as geography, history and science. Additionally, short teaching sequences to be prepared by the students will be involved.

Target groups

- M.Ed. GY/BBS: "Profilmodul"

Registration

Please register for the seminar in our first meeting.

Sprachlernseminare

Sandra Erdmann, M.A.

David Hintz, M.A.

1410	Pronunciation and Intonation	Tue(2) ZS 1, 325/P(DH)
70730	(SE = British English;	Tue (3) SE 2, 123/U (SE)
70740	DH = American English)	Tue(4) SE 2, 123/U (SE)
	Year 1: B.A.-SLK	Thu(3) ZS 1, 418/P (DH)
	<i>Lehramt – alle Schulformen</i>	

Sprachlernseminar 3 KP

Requirements: (1) Written Exam - 50% (2) Speaking Test - 50%

Students choose between British and American English but the course content is very similar. In the Pronunciation and Intonation course we aim to identify the students' problem areas, tune in students' ears to pronunciation style and speech rhythm (stress patterns, weak forms, linking), provide practical information on articulatory phonetics and (some) phonology of English, practise interpreting and writing passages in phonetic script, identify characteristic segmental and suprasegmental features in given (oral and/or written) passages, establish islands of perfection (speaking complex passages in near-perfect form) as stepping-stones to progress and improvement. The skills and knowledge gained here will be developed in the year two Listening and Speaking course.

The course will have spoken and written assignments, and will involve 2 tests:

- (1) a written exam on phonetic transcription and phonology
- (2) a speaking test at the end of the semester.

The course materials will be sold in class – these consist of a course book with 2 CDs (*The Englang Pronunciation Course*) which can be bought in class for €17 (N.B. shop price = €25) and photocopies for €1. Please bring therefore €18 to the first class.

Prerequisites: The Entry Test must have been passed.

Sandra Erdmann, M.A.
Eva Stahlheber, M.A.

1420
70710

Grammar
Year 1: B.A.-SLK,
Lehramt – alle Schulformen

Mon(3) SE 1, 201 (ES)
Tue(2) SE 2, 123/U (SE)
Mon(5) SE 1, 201 (ES)
Thu(2) SE 2, 123/U(SE)

Sprachlernseminar 3 KP
Requirements: Final Exam

This is the first of two courses offered dealing mainly with grammar: the Year One course "Grammar" aims to practise basic grammar structures, and the Year Two course "Writing/Error Analysis" aims to improve students' application of grammar in their personal writing and to understand and avoid typical errors of learners. .

This course deals with basic and advanced grammar concepts and targets the particular problems foreigners in general and Germans in particular commonly have with English grammar. This course builds on the knowledge of grammar gained at school, but whereas "Abitur" classes often concentrate on communicative skills, this university course will focus more on accuracy and knowledge of grammatical structures. Although students have encountered and practised most aspects of English grammar at school, many do not control them well.

Using a contrastive approach, this class will address the English verb system, the peculiarities of nouns and their determiners, part-of-speech analysis, parsing, gerunds vs. infinitives, collocations, phrasal verbs, types of subordinate clauses, modal verbs, word order (inversion etc), and adjective vs. adverb problems. Exercises will include: gap-filling, transformations, error correction, and translation. Since the philosophy of the class is partly based on a contrastive approach, translation from German into English will play an important role. Reference books will be recommended in class.

Ms Erdmann's classes will receive the materials in photocopied form in the first meeting. Students should bring € 5,00 to the first meeting for the course materials. The online materials for Ms Stahlheber's classes will be introduced in the first meeting."

Prerequisites: The Entry Test must have been passed.

David Hintz, M.A.
Keith Hollingsworth, M.A., PGCE

1430	Vocabulary	Tue(3) ZS 1, 325/P(DH)
70720	Year 1: B.A.-SLK	Wed(2) ZS 1, 418/P (KH)
	Year 2: <i>Lehramt BBS</i>	Fri(3) ZS 1, 418/P (DH)
	Year 3: <i>Lehramt Gymnasium</i>	
	<i>LehramtMittelschule</i>	

Sprachlernseminar 2 KP
Requirements: Final Exam

This course is aimed at B.A.-SLK and B.Ed. students in their first year.

IN WS 2012-2013 this course is offered as a regular language seminar (not as an online course).

The aims of this course are to raise awareness of lexical range and lexical variety (geographical, stylistic), to identify recurring lexical problem areas of German speakers of English (as far as practicable also of speakers of English with mother-tongues other than English), to improve personal performance in appropriateness, precision and range of lexical expression, to increase familiarity with deduction techniques, to provide some theoretical information on the structure of (English) vocabulary as far as of practical help, and to inform students about learning materials and techniques.

In the course students are introduced to common problematic lexical areas, extract vocabulary (words, word groups) from texts, establish personal vocabulary lists, practise using dictionaries and thesauri, work out word fields, identify and use word formation processes, practise variations in range and variety of written and oral expression, and experiment with different learning techniques.

The course will involve a variety of assignments, some in small groups, and one main exam at the end of the semester. Course materials will be sold in class for approximately 3,00 euros.

Prerequisites: The Entry Test must have been passed.

Keith Hollingsworth, M.A., PGCE

70930 Developing Skills
70940 Year 2: B.Ed.

Tue (2) ZS 1, 418/P
Tue (3) ZS 1, 418/P

Sprachlernseminar 5 KP

Requirements: (1) Written report - 50% (2) Presentation – 50%

This course aims to (1) help prepare students for a successful year abroad, (2) help students become aware of their own errors and weaknesses and help them to improve, and (2) to highlight the typical errors pupils make and practise ways of explaining these as teachers.

The course builds on Year 1 courses (Grammar, Pronunciation and Intonation, Vocabulary). The work consists of a systematic programme of error analysis based on given sentences and texts, discussing cultural phenomena and problems of living abroad, and practising ethnographic writing.

Credit points are given for an oral presentation and a report. The topic of the presentation must be connected to a stay in a foreign country (preferably English-speaking). The report involves (1) a portfolio of all classwork, homework, and tests, with a running log of insights into weaknesses, strengths etc, and (2) a report on the stay in the foreign country.

Materials can be bought in the first meeting: *The Mistakes Clinic* by G. Parkes (€ 12.50), and photocopied course materials (€2,00) – please bring (€ 14.50) to the first meeting.

Prerequisites:

Keith Hollingsworth, M.A., PGCE
Eva Stahlheber, M.A.

70910	Classroom English	Mon(2) ZS 1, 418/P (KH)
70920	Year 2: B.Ed. Lehramt Gymnasium Lehramt BBS Lehramt Mittelschule Year 3: Lehramt Grundschule	Thu(3) SE 1, 201 (ES)

Sprachlernseminar 3 KP

Requirements: (1) Written Exam – 50% (2) Presentation – 50%

This course must be taken all year 2 teacher training students before their teaching practice (SPÜ, in semesters 4 or 5).

This course will concentrate on learning and practising the language needed for conducting lessons in English. Half of the seminars will focus on the language required for discussing topics like equipment, classroom surroundings, the organisation of class activities, correcting language errors, explaining new words, discipline, games, technical apparatus etc. Homework exercises aim to reinforce and practise the vocabulary and structures presented.

The other half of the seminar will involve a simulation in which the seminar group acts as a school class and two or three students take over, in turns, the role of teacher and present a teaching unit from the school curriculum, devising their own methods and materials. This is then followed by a discussion of the presentation. The students acting as the teacher are required to work as a team and must also discuss their proposals with the course instructor before giving their presentation.

Prerequisites: Year 2 B.Ed. students

Sandra Erdmann, M.A.

David Hintz, M.A

2510	Listening and Speaking	Wed(2) SE 2,123/U(SE)
71110	Year 2: B.A.-SLK	Wed(3) SE 2, 123/U(SE)
71120	Year 3: B.Ed	Wed(4) ZS 1, 418/P(DH)
	<i>Lehramt: alle Schulformen</i>	

Sprachlernseminar 3 KP

Requirements: (1) Written Exam - 50%
(2) Speaking Exam - 50%

This course is to be taken by Year 2 B.A.-SLK students and Year 3 B.Ed. students. However, B.Ed. students may also take the course in Year 2 if places are available. We strongly recommend that students take this Listening and Speaking course before their period of residence in an English-speaking country.

This course aims firstly to familiarise students with naturally spoken English and a variety of accents, thereby improving listening comprehension skills; secondly we aim to improve students' own general speaking skills by encouraging students to adopt aspects of what they hear from the listening exercises into their own speaking.

Spoken language will be analysed in detail, especially those aspects which hinder comprehension e.g. contractions, linking, etc. The skills and knowledge practised and gained in Year 1 Pronunciation and Intonation will be further developed and refined. Students will also practise the rhetorical skills necessary in giving presentations and short talks. This part of the course should help students give better papers in other seminars. We shall also deal with grammatical problems as they occur. There will be two main tests: (1) a test in listening skills in the form of a written exam, and (2) a speaking test at the end of the semester. A course pack will be sold in the first class (ca. € 3).

Prerequisites: The SLS Pronunciation and Intonation course must have been passed.

Eva Stahlheber, M.A.

**2520
71130**

Reading (web-based course)
Year 2: B.A.-SLK
Year 3: B.Ed.

Wed(7) HSZ 02/E

Sprachlernseminar 2 KP
Requirements: Final Exam

This course is to be taken by Year 2 B.A.-SLK students and Year 3 B.Ed. students. However, Year 2 B.Ed. students may also take the course in their second year if places are available. We recommend students take the Reading course before taking the Writing course.

This course will run with a web-based format, thus students will not meet at a regular time in weekly seminars but will be organised and given tasks online by the instructor. There is no limit to student numbers. After you have registered for this course, please log on to the following website to start the course:
<http://elearning.tu-dresden.de>
goto: Lehrangebote der TU Dresden,
Institut für Anglistik und Amerikanistik, Stahlheber SLS 2.2 Reading

The goals of this class are (1) to raise familiarity with representative text types in the English Department, (2) to improve analytical text comprehension skills, and (3) to perfect recognition of familiar grammatical and rhetorical structures. As reading constitutes a major part of the studies, we hope that this course will support students in their academic careers. The course will build on the skills and knowledge gained in the Grammar and the Vocabulary courses. Students will be given both intensive assignments (shorter texts and extracts) as well as an extensive reading assignment (a whole novel). Materials are available on the class website.

Prerequisites: The Grammar and Vocabulary courses must have already been taken.

David Hintz, M.A
Keith Hollingsworth, M.A., PGCE

2530	Writing	Wed(4) ZS 1, 325/P (KH)
71140	Year 2: B.A.-SLK	Thu(2) ZS 1, 418/P(DH)
	Year 3: B.Ed.	Fri(2) ZS 1, 418/P (DH)

Sprachlernseminar 3 KP
Requirements: Final Exam

This course is to be taken by Year 2 B.A.-SLK students and Year 3 B.Ed. students. However, Year 2 B.Ed. students may also take this course in year 2 if places are available. We recommend students take the Reading course before taking the Writing course.

This course will teach and practise various types of written tasks and texts, but will focus primarily on argumentative writing (i.e. presenting arguments) but also on expository writing (i.e. explaining, describing, and giving information), formal letters, summaries, CVs/resumes, as well as some translation from German into English.

Working in pairs, students are required to give a short presentation on a controversial topic chosen at random. This exercise in weighing up and presenting arguments and counter-arguments aims to improve the organisation of ideas in both formal writing and presentations in university and work situations.

Prerequisites: The Grammar and Vocabulary courses must have been taken.

Sandra Erdmann, M.A.

3510	Theatre Workshop	Mon(5)	HSZ 304/Z
3520	Year 3: B.A.-SLK	Mon(6)	HSZ 304/Z
	GLC 4 <i>Lehramt/ Magister</i>	Wed(4)	SE 2, 123/U

Sprachlernseminar 3 KP

Requirements: (1) Written Exam – 50% (2) Presentation – 50%

This course is offered as one of the options to Year 3 B.A.-SLK students and as a GLC 4 course to old *Lehramt*(non-B.Ed.) students and *Magister* students who have passed the *mündlichePrüfung* of the Intermediate Exam. Note that students may only take 2 courses in total at this level (i.e. B.A. year 3/GLC 4). B.Ed. students are also very welcome – although these students receive no official credit for participating in the course, they can improve their language skills and gain some experience in theatre production, which would be very useful in their later career.

In this course we will be practising some basic play-writing, acting and directing techniques, as well as pronunciation, intonation and voice projection. A presentation in the form of a public performance will be organised for the end of the semester.

Prerequisites: old *Lehramt/Magister* students must have passed the Intermediate Exam.

Eva Stahlheber, M.A.

**3510
3520**

**Computer-Assisted Language
Learning (CALL)**
Year 3: B.A.-SLK
GLC 4 *Lehramt/ Magister*

Wed(3) SE 1, 201

Sprachlernseminar 3 KP

Requirements: (1) Written Exam – 50% (2) Presentation – 50%

This course is offered as one of the options to Year 3 B.A.-SLK students and as a GLC 4 course to old *Lehramt*(non-B.Ed.) students and *Magister* students who have passed the *mündlichePrüfung* of the Intermediate Exam. Note that students may only take 2 courses in total at this level (i.e. B.A. year 3/GLC 4). B.Ed. students are also very welcome – although these students receive no official credit for participating in the course, they can improve their language skills and gain some experience in theatre production, which would be very useful in their later career.

In this course, we will look at and try out different ways of using new technology for language learning purposes. Ranging from CD-ROM-based language learning software to more interactive resources provided through websites and other internet-based communication services, the media presented in this class will help students improve their overall computer and language skills as well as their individual language learning strategies. Students participating in this course are expected to be willing to expend sufficient time on outside-of-class practice and project work. **Class Materials:** memory stick, internet access outside of class, blank CD-R (for final project). **Requirements:**Active in-class participation, weekly CALL logs, weekly glossary entries, a presentation of an English e-learning website, a mini midterm, a final exam, and a group project to be uploaded onto students' TU server space, involving a topic homepage leading to exercise-based audio files, video files, and interactive Hot Potatoes exercises.

Prerequisites: old *Lehramt/Magister* students must have passed the Intermediate Exam.

Eva Stahlheber, M.A.

**3510
3520**

Creative Writing
Year 3: B.A.-SLK
GLC 4 *Lehramt/ Magister*

Thu (5) SE 1, 201

Sprachlernseminar 3 KP

Requirements: (1) Written Exam – 50% (2) Presentation – 50%

This course is offered as one of the options to Year 3 B.A.-SLK students and as a GLC 4 course to old *Lehramt*(non-B.Ed.) students and *Magister* students who have passed the *mündlichePrüfung* of the Intermediate Exam. Note that students may only take 2 courses in total at this level (i.e. B.A. year 3/GLC 4). B.Ed. students are also very welcome – although these students receive no official credit for participating in the course, they can improve their language skills and gain some experience in theatre production, which would be very useful in their later career.

This is a writing workshop that will concentrate on writing where students will be encouraged to produce and exchange their own work. We will practice a variety of poetic and fictional forms, and by analysing famous samples of each form, we will consider the features that are important in a certain text before going on to create our own works of art! Students wishing to take part will be expected to write something every week. At the end, our products will be published in the latest volume of "Three Sheets to the Wind," the little booklet appearing every semester. Editors include the instructor and one or two of the students. The booklet might also go on the website of the department's homepage.

Prerequisites: old *Lehramt/Magister* students must have passed the Intermediate Exam.

Sandra Erdmann, M.A.

3510 **Nashville Project**
3520 Year 2: B.Ed
 Year 3: B.A.-SLK
 GLC 4 *Lehramt/ Magister*

Tue(5) SE 2, 123/U

Sprachlernseminar 3 KP

Requirements: (1) Written Exam – 50% (2) Presentation – 50%

This course involves an introduction to project writing as well as the preparation and writing of a project during a 10-day visit to Belmont University in February/March 2013. The group will not travel together but meet in Nashville - this gives participants the opportunity to extend their travels in the USA. Financial help from the university is anticipated (e.g. 2009 visit: each participant received € 400). Only students who participate in the visit to Nashville may attend the course and receive one of the following credits for the course:

- *Lehramt, Magister*: a GLC 4, or an Elective

- B.A.: a year 3 option

B.Ed. students who are doing in WS 2012 or have already done “Developing Skills” could use this visit as the basis of their report and presentation (N.B. it does not replace the “Developing Skills” course!)

The course and visit are limited to 15 participants.

Prerequisites: old *Lehramt/Magister* students must have passed the Intermediate Exam.

Eva Stahlheber, M.A.

201710	Advanced Translation	Tue (3) SE 1, 201
201720	<i>Master</i>	Tue(5) SE 1, 201
201730	<i>(alt) Lehramt, Magister:Advanced Level</i>	
201740		
230310		
230320		

Sprachlernseminar 3 KP
Requirements: Classwork, homework and tests

This course is intended to be the main preparation course for the translation part of the Preliminary Exam for *Magister* students and the First State Exam for *Lehramt* students, as well as one of the two obligatory language courses for Master students.

The exams taken during this course count for the Master candidates, whereas *Lehramt* and *Magister* candidates have separate exams.

Lehramt - 1. Staatsprüfung: February/March and September

Magister -Sprachpraktische Vorprüfung: May and November

More translation practice is offered in courses on Preparation for Exams under the options in the Advanced Level.

Students will be introduced to some theories and techniques of translating and there will be systematic practice of particular structures and lexis which are difficult to translate. Students will be given texts to translate in class and at home. Students should certainly have two or three different grammar books and a good monolingual dictionary.

Prerequisites: for old *Lehramt* and *Magister* students, at least one GLC 4 class must have been taken.

Sandra Erdmann, M.A.

201710	Advanced Essay Writing	Thu (3) SE 2, 123/U
201720	Master	Thu (4) SE 2, 123/U
201730	(alt) <i>Lehramt, Magister</i> : Advanced Level	
201740		
230310		
230320		

Sprachlernseminar 3 KP
Requirements: Classwork, homework and tests

This course will develop the work of the Writing course, provide practice in writing argumentative essays and will be directly linked to the demands of both the State and *Magister* exams. This course is also one of the two obligatory language courses for Master students. The exams taken during this course count for the Master candidates, whereas *Lehramt* and *Magister* candidates have separate exams.

Lehramt - 1. Staatsprüfung: February/March and September

Magister -Sprachpraktische Vorprüfung: May and November

Further preparation for the *Lehramt* and *Magister* exams is offered in the course "Preparation for Exams".

The course will examine what makes a good essay and practise the planning, structuring, style and checking of essays. A key aspect will be the practice of new lexis and idiom typical of formal writing style: texts which provide both excellent models of English writing and provocative topics for debate will be studied with the aim of transferring the writing skills and language encountered into active usage. Students will be required to write 3 test essays. More essay writing practice is offered in courses on Preparation for Exams under the options in the Advanced Level. Materials will be sold in class – please bring € 4, 00 to the first meeting.

Prerequisites: for old *Lehramt* and *Magister* students, at least one GLC 4 class must have been taken.

David Hintz, M.A.

Preparation for Exams
Lehramt, Magister: Advanced Level
Elective

Wed(3) ZS 1, 418/P

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

In order to take this course, students must have taken GLC 5 Translation and GLC 5 Essay (for *LehramtMittelschule* only GLC 5 Translation is required; for *Diplomhandelslehrer* only GLC 5 Advanced Essay Writing is required). Please bring these certificates to the first class to prove your eligibility. You may take this course in same semester as taking the *Magister* Preliminary Language Exam, but the course is aimed at students preparing for the next round of exams. For *Lehramt* and *Magister* candidates, please note that the language exams are offered twice per year:

Lehramt - 1. *Staatsprüfung*: February/March and September

Magister -*Sprachpraktische Vorprüfung*: May and November

The course provides regular practice, tips and training for the State and *Magister* exams as well as regular feedback about individual weaknesses and standards. Much of the work in class will be translations and essays under test conditions.

Prerequisites: You must have completed both GLC 5 courses (Advanced Translation and Advanced Essay Writing). *Mittelschule* students need only have done Advanced Translation, *Diplomhandelslehrer* only GLC 5 Advanced Essay Writing.

David Hintz, M.A.

Remedial Skills Development

ZS 1, 431

Übung

These sessions are intended to support students with problems in areas such as pronunciation, intonation, giving presentations, and grammar. Please contact Eva Stahlheber directly in order to organise meetings and a programme.

Eva Stahlheber, M.A.

Remedial Skills Development

ZS 1, 429

Übung

These sessions are intended to support students with problems in areas such as pronunciation, intonation, giving presentations, and grammar. Please contact Eva Stahlheber directly in order to organise meetings and a programme.