

Technische Universität Dresden
Fakultät Sprach-, Literatur- und Kulturwissenschaften
Institut für Anglistik und Amerikanistik

SEMESTERMITTEILUNGEN
Wintersemester 2005/2006

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1. Mitarbeiterinnen und Mitarbeiter

Name	Bereich	Tel./Fax	Gebäude/Raum
Bochmann, Susanne; M.A.	UNICERT ^R	35562	ZS 1d, Zi. 419
Böker, Uwe; Prof. Dr.	Englische Literaturwissenschaft	33855/ 35135	ZS 1c, Zi. 307
Breuls, Hendrik; Dr. (Lehrbeauftragter)	Sprachpraxis	32347	ZS 1d, Zi. 425
Detmers, Ines; M.A.	Englische Literaturwissenschaft	32222	ZS 1c, Zi. 305
Georgi-Findlay, Brigitte; Prof. Dr.	Kulturstudien Nordamerikas, Prodekanin der Fakultät SLK	35574/ 37733	ZS 1c, Zi. 317 b
Giovanopoulos, Anna-Christina; Dr.	Englische Literaturwissenschaft	32222	ZS 1c, Zi. 305
Hintz, David; M.A.	Sprachpraxis	34428	ZS 1d, Zi. 431
Hollingsworth, Keith; M.A.; P.G.C.E.	Koordinator Sprachpraxis	33018	ZS 1d, Zi. 428
Köhler, Angelika; PD Dr.	Amerikanische Literaturwissenschaft, Geschäftsführende Assistentin	33025	ZS 1d, Zi. 427
Kühn, Thomas; Prof. Dr.	Kulturstudien Großbritanniens	33003/ 37729	ZS 1d, Zi. 423/4
Lange, Claudia; Dr. des.	Englische Sprachwissenschaft	37819	ZS 1c, Zi. 316
Lindsay, Michelle; M.A.	Sprachpraxis	33019	ZS 1d, Zi. 431
Mächler, Kerstin; M.A.	Amerikanische Literaturwissenschaft	34918	ZS 1c, Zi. 318
Massler, Ute, Dr. (Lehrstuhlvertretung)	Englische Sprache und Literatur und ihre Didaktik	33023/ 37132	ZS 1d, Zi. 420/21
Mitra, Mita; Dr. (Lehrbeauftragte)	Kulturstudien Großbritanniens Kulturstudien Nordamerikas	32347 32878	ZS 1d, Zi. 425 ZS 1c, Zi. 319
Mohr, Hans-Ulrich; Prof. Dr.	Amerikanische Literaturwissenschaft Geschäftsführender Direktor	33016/ 37733	ZS 1c, Zi. 320
Muysers, Kathrin; M.A.	Kulturstudien Großbritanniens	35938	ZS 1d, Zi. 432
Opitz, Franziska; M.A.	Kulturstudien Nordamerikas	33004	ZS 1c, Zi. 317
Orrison, Elisabeth; M.A. (Lehrbeauftragte)	Sprachpraxis	33028	ZS 1d, Zi. 419
Prof. Satish Poduval (Gastprofessor)	Kulturstudien Großbritanniens	36038	ZS 1 c, Zi. 322
Reiter, Sabine; Dipl.-Lehrerin	BBW, Fachdidaktik	33017	ZS 1d, Zi. 422

Schaal, Patricia	Sekretariat Amerikanische Literaturwissenschaft und Kulturstudien Nordamerikas	32878/ 37733	ZS 1c, Zi. 319
Schaefer, Ursula; Prof. Dr.	Englische Sprachwissenschaft/ Mediävistik, Dekanin der Fakultät SLK	36486/ 31994	ZS 1c, Zi. 321 b
Schmidt, Monika	Sekretariat Englische Literaturwissenschaft/ Englische Sprachwissenschaft	33848/ 35135	ZS 1c, Zi. 306
Stahlheber, Eva; M.A.	Sprachpraxis	33038	ZS 1d, Zi. 429
Triska, Anke	Sekretariat der Geschäftsführenden Direktion/ Fachdidaktik/ Kulturstudien Großbritanniens	32347/ 37166	ZS 1d, Zi. 425
Weiss, Carmen; Dr.	BBW, Fachdidaktik	33017	ZS 1d, Zi. 422
Wittiger, Cordelia; M.A.	Englische Sprachwissenschaft/ Mediävistik	31994	ZS 1c, Zi. 321 a
Wolf, Göran; M.A.	Englische Sprachwissenschaft/ Mediävistik	33026	ZS 1c, Zi. 302
Zienert, Katja; M.A.	Englische Sprachwissenschaft/ Mediävistik	37819	ZS 1c, Zi. 316

2. Studienberatung

Allgemeine Studienberatung und
Beraterin für das Grundstudium
(*Undergraduate adviser*):

PD Dr. Angelika Köhler

Beraterin für das Hauptstudium
(*Graduate adviser*):

Prof. Dr. Brigitte Georgi-Findlay

Informationen zu den neuen Studien- und Prüfungsordnungen sowie den Zwischenprüfungs-Bestimmungen der einzelnen Bereiche entnehmen Sie bitte der *Homepage* unseres Institutes.

3. Institutsadressen

Postadresse:

Institut für Anglistik/Amerikanistik
Fakultät für Sprach-, Literatur- und
Kulturwissenschaften
Technische Universität Dresden
01062 Dresden
Tel.: 0049 351 46332347
Fax.: 0049 351 46337166

Internetadresse:

<http://www.tu-dresden.de/suliaa/angl0.htm>

E-mail:

anglist@mailbox.tu-dresden.de

Besucheradresse:

Zeunerstraße 1c und 1d

4. Semestertermine

Wintersemester

01.10.2005 - 31.03.2006

Lehrveranstaltungen

10.10.2005 - 21.12.2005
04.01.2006 - 04.02.2006

Vorlesungsfreie Zeiten

Reformationstag
Buß- und Betttag
Jahreswechsel

31.10.2005
16.11.2005
22.12.2005 – 03.01.2006

5. Öffnungszeiten der Sekretariate

Anke Triska Sekretariat der Geschäftsführenden Direktion, von Prof. Kühn, Fachdidaktik und der Sprachpraxis	Zeunerstraße 1d, Zi. 425 Mo/Di 09:00 - 11:00 12:30 - 15:00 Mi 09:00 - 11:00 Donnerstag und Freitag keine Büroöffnungszeit!
Monika Schmidt Sekretariat von Prof. Böker und Prof. Schaefer	Zeunerstraße 1c, Zi. 306 Mo - Mi 10:00 - 12:00 13:00 - 15:00 Fr 10:00 - 12:00 Donnerstag keine Büroöffnungszeit!
Patricia Schaal Sekretariat von Prof. Georgi-Findlay und Prof. Mohr	Zeunerstraße 1c, Zi. 319 Di/Do 10:00 - 13:00 Mi 13:00 - 15:00 Fr 10:00 - 12:00 Montag keine Büroöffnungszeit!

6. Personalia

Geschäftsführender Direktor für das Akademische Jahr 2005/2006 ist Prof. Dr. Hans-Ulrich Mohr.

An der Professur Kulturstudien Großbritanniens wird Prof. Satish Poduval als DAAD-ISAP-Visiting Lecturer (2005-06) lehren.

Im Wintersemester 2005/2006 wird die Professur "Englische Sprache und Literatur und ihre Didaktik" durch Frau Dr. Ute Massler vertreten.

7. Prüfungszeitraum Herbst 2005

8. Plagiierte Leistungsnachweise

Plagiatspolitik der Fakultät Sprach-, Literatur- und Kulturwissenschaften Beschluss des Fakultätsrates vom 19. November 2002

Reicht ein(e) Student(in) eine Arbeit ein, die nachweislich ein Plagiat im unten definierten Sinn ist, gilt diese Arbeit als ungenügende Leistung. Für die entsprechende Lehrveranstaltung wird kein Leistungsnachweis und kein Teilnahmeausweis ausgestellt. Eine Wiederholung der Arbeit für die entsprechende Lehrveranstaltung ist nicht möglich.

Definition:

1. Unter Plagiaten verstehen wir den Umstand, dass ein(e) Student(in) eine schriftliche Arbeit einreicht, die *wörtlich oder nahezu wörtlich ganz oder zu Teilen* aus einer Arbeit oder mehreren Arbeiten anderer (z. B. publiziert im Internet, in Zeitschriften, Monographien etc.) übernommen ist, und dies *als eigene Leistung ausgibt*.
2. In diesem Sinne liegt auch dann ein Plagiat vor, wenn bei der Übernahme in eine andere Sprache als die des Originals *übersetzt* wurde.
3. Sinngemäße und wörtliche Übernahmen – letztere in Anführungszeichen gesetzt –, die unter Angabe der Quelle gekennzeichnet sind, fallen selbstverständlich nicht unter diese Definition.

Prof. Dr. Bernd Voss
Dekan

9. Grundlagen Informationskompetenz

NEU:**Verpflichtend für alle Studierenden****der Lehramts-, Magister- und Diplomstudiengänge im 1. Fachsemester**

Informationskompetenz stellt zunehmend eine Grundanforderung an Hochschulabsolventen dar. Daher sind ab dem WS 2002/03 neuimmatrikulierte Studierende aller Studiengänge verpflichtet, während ihres Grundstudiums einen Nachweis über Informationskompetenz zu erbringen. Dazu sind folgende obligatorische Veranstaltungen zu belegen:

1. Begleitende Tutorien zu den Einführungskursen (1 SWS)
2. Internet-Tutorien oder Kurs "Mastering Internet Basics" (3 Doppelstunden oder 2 SWS)
3. Schulungen durch die Sächsische Landesbibliothek – Staats- und Universitätsbibliothek Dresden (SLUB) (3 Doppelstunden)

Während kursbegleitende Tutorien im Rahmen der Einführungsveranstaltungen zu den jeweiligen Teilbereichen angeboten werden, erfolgt die Einschreibung zu den Internet-Tutorien, dem Kurs "Mastering Internet Basics" bzw. den SLUB-Schulungen im Rahmen der Einschreibung für die Sprachpraxis. Die SLUB-Schulungen sind in Bausteine unterteilt, von denen die Bausteine 1 und 2 (je eine Doppelstunde) von neuimmatrikulierten Studierenden im ersten Fachsemester Englisch wahrzunehmen sind. Baustein 3 wird im folgenden Semester angeboten.

Auf Grund der Notwendigkeit von Informationskompetenz für das nachfolgende Studium und der hohen Anzahl neuimmatrikulierter Studierender ist es nicht möglich, das Belegen der Internet-Tutorien sowie der SLUB-Schulungen zu verschieben. Der Kurs "Mastering Internet Basics" wird als fakultative Lehrveranstaltung angeboten und kann anstelle der Internet-Tutorien im Rahmen des Grundstudiums absolviert werden.

Der Nachweis über Informationskompetenz ist in Form eines Teilnahme Scheins zu erbringen, auf dem die Teilnahme von den jeweiligen Lehrenden quittiert wird. Der Teilnahme Schein wird in der ersten SLUB-Schulung oder dem ersten Internet-Tutorium ausgeteilt. Er stellt eine Voraussetzung für die Zulassung zur Zwischenprüfung dar.

Termine und Details der einzelnen Veranstaltungen zur Informationskompetenz werden u. a. auf der Website des Instituts bekannt gegeben.

10. Verwendete Abkürzungen

KP Kreditpunkt (credit point)

Lage der Lehrräume

(Zur Lage der Lehrräume siehe auch Lageplan des Campus Südvorstadt auf Seite 10 dieser Semestermitteilung)

BEY	Beyer-Bau; George-Bähr-Straße
GER	von Gerber-Bau; Bergstraße
HSZ	Hörsaalzentrum; Bergstraße 64
Max-Kade-Haus	Studentenwohnheim Gutzkowstraße/Reichenbachstraße
POT	Gerhart-Potthoff-Bau; George-Bähr-Straße
SCH	Georg-Schumann-Bau; George-Bähr-Straße
SE I	Seminarraumgebäude I; Zellescher Weg
SE II	Seminarraumgebäude II; Zellescher Weg
SLUB	Sächsische Landesbibliothek – Staats- und Universitätsbibliothek Dresden; Zellescher Weg
TBA	to be announced
WEB/KLEM	Weberplatz 5; Victor-Klemperer-Saal
WIL	Willers-Bau; Zellescher Weg
ZEU	Zeuner-Bau; George-Bähr-Straße
ZS 1a-e	Zeunerstraße 1a-e

Wichtiger Hinweis:

Die Parkplätze vor den Gebäuden Zeunerstraße 1a-e sind Hochschulangehörigen mit dem entsprechenden Berechtigungsschein vorbehalten.

Fahrzeuge ohne diesen Berechtigungsschein werden abgeschleppt!

11. Lehrveranstaltungstypen

EK	Einführungskurs
PS	Proseminar (Grundstudium)
HS	Hauptseminar (Hauptstudium)
S	Seminar
SiG	Seminar im Grundstudium
SiH	Seminar im Hauptstudium
Ü	Übung im BA-Studiengang
V	Vorlesung
V + KI	Vorlesung mit Klausur

12. Verzeichnis der Lehrveranstaltungen

12.1 Englische Sprachwissenschaft/Mediävistik Englische Literaturwissenschaft Amerikanische Literaturwissenschaft Kulturstudien Nordamerikas Kulturstudien Großbritanniens Fachdidaktik

12.1.1 Vorlesungen (Grund- und Hauptstudium)

Englische Sprachwissenschaft/Mediävistik

Prof. Dr. Ursula Schaefer
History of the Varieties of English
 (Grundstudium und Hauptstudium)

Wed (2) HSZ 304
(first meeting: 19.10.2005)

V + Kl: 3 KP
 V (Teiln.): 1 KP

In this lecture we will look into the history of the English language as the history of its varieties. After having established the basic notions *variety*, *dialect* and *sociolect* we will start out with the classification of English as an Indoeuropean language and subsequently look into the identifiable varieties of Old and Middle English. The next step will lead us into the specific developments that have led to the Modern varieties of English, including that of the modern standard.

The third part of the lecture will be dedicated to those varieties of English which – for non-linguistic historical reasons – have developed outside Britain. For one thing this will be the development in those areas outside Britain where English is the first language. Moreover we will look into those 'Englishes', that have developed as a second language. Finally we will discuss whether the newly developed creoles with English as a lexifier language are indeed 'varieties of English'.

In closing we will discuss the impacts of the world wide use of English as a second language 'for special purposes' and use this as a starting point for wrapping up the various topics addressed in the lecture.

The Written Final will be given on February 1.

- By mid September the detailed description of the lecture will be given on the homepage of Sprachwissenschaft/Mediävistik.

Die Vorlesung bereitet auf die *diachrone* Klausur Sprachwissenschaft zum Staatsexamenstermin Frühjahr 2006 vor.

Englische Literaturwissenschaft

Prof. Dr. Uwe Böker

Thu (5) HSZ 401

**Das britische Theater in der zweiten Hälfte
des 20. Jahrhunderts**

V + Kl: 3 KP

V (Teiln.): 1 KP

Die Vorlesung (in deutscher Sprache) ist sowohl als generelle Einleitung in die wesentlichen Aspekte der Dramatik und des Theaters gedacht, als auch als Überblick über die Entwicklung von Drama and Theater in Großbritannien seit der Shakespearezeit. Der Schwerpunkt wird jedoch auf dem Zeitraum nach 1945 liegen und die wichtigsten dramatischen Gattungen und Darstellungstendenzen sowie die bedeutendsten Vertreter der Nachkriegszeit darstellen.

Eine Anmeldung vor Beginn der Vorlesung ist nicht notwendig.

Amerikanische Literaturwissenschaft

Prof. Dr. Hans-Ulrich Mohr

Fri (2) HSZ 401

History of American Poetry
(VL/VL+K)

V + Kl: 3 KP

V (Teiln.): 1 KP

This lecture course deals with the history of American poetry from its puritan beginnings in the 17th century to the postmodern present. Setting out from Anne Bradstreet we will ultimately arrive at authors such as John Ashberry and Bob Dylan.

The lecture course will progress in relatively large large strides by giving (1) general lines of development, (2) short biographical sketches of relevant authors and (3) an interpretation of one or two poems of each of these poets. Video features and audio cassettes will illustrate the presentation.

For those who want to attend the lecture course as 'Vorlesung mit Klausur' there will be a Klausur (=3 points) at the end of the course.

Students of the Studium Generale and those interested in a Teilnahmechein will have a Klausur with similar, but easier questions. More details in the first session.

The poems will be available as a **reader** (at the beginning of the semester).

Kulturstudien Großbritanniens

Prof. Dr. Thomas Kühn

Englische Kulturgeschichte: 18. Jahrhundert

Fri (2) GER 38

V + Kl: 3 KP

V (Teiln.): 1 KP

Philosophiegeschichtlich umfasst das 18. Jahrhundert sowohl die Zeit der Aufklärung wie die seiner Ablösung durch die beginnende Romantik und die französische Revolution. Es ist die Periode, in der in England Könige regierten, die die Landessprache nicht beherrschen, in der der britische Kolonialismus einem ersten Höhepunkt zustrebt und mit der amerikanischen Unabhängigkeit eine schwere Niederlage einstecken muss. Literarisch ist es die Zeit der ersten großen Romane, musikalisch der Oratorien und der Orchesterkonzerte, religiös eine Zeit, in der die Dissenters allmählich anerkannt wurden. Schließlich beginnt in der zweiten Hälfte mit der Entwicklung der Dampfmaschine die industrielle Revolution. Diese Aufzählung ließe sich fast beliebig erweitern. Kurzum: das 18. Jahrhundert ist kulturgeschichtlich eine Zeit äußerst vielfältiger Entwicklungen, Ereignisse und Vorkommnisse, die in der Überblicksvorlesung als Flicker zu einem Teppich zusammengenäht werden sollen. Damit erhebt die Vorlesung keinen Anspruch auf eine repräsentative Vorstellung der Periode, wohl aber den der Beschäftigung mit exemplarischen kulturellen Fragestellungen, die die Zeit für die Hörer der Vorlesung lebendig nachvollziehbar machen sollen. Folgende Felder kultureller Signifikation werden behandelt:

1. Politische Kultur, einschließlich der Entstehung des Parteiensystems und der Entwicklung der politischen Institution des Premierministers unter Walpole
2. Der Kolonialismus unter politischen, wirtschaftlichen, sozialen und militärischen Perspektiven
3. Die Aufklärung in ihrer englischen Spielart
4. London in seiner Rolle als "the City" in der Nachfolge Roms als "urbs"
5. Das Kaffeehaus als Ort des intellektuellen Lebens
6. Die Erfindung des Musikmarkts und des Oratoriums
7. Der englische Garten und die Architektur der Zeit
8. Die industrielle und französische Revolutionen
9. "Gothic" als beginnende Romantik und kontrastives Reaktionsphänomen

Kulturstudien Nordamerikas

Prof. Dr. Brigitte Georgi-Findlay

North American Cultural History 4 (ca. 1945 to present)

Tue (5) WIL B321

V+KI: 3 KP

V (Teiln.): 1 KP

This lecture course will give an overview of the main events and developments that have shaped contemporary American culture and society since the end of World War II: Social and economic changes after World War II (baby boom, prosperity, suburbanization); situation of minorities; the Cold War context; definition of the 1950s as a contradictory decade; politics and movements of the 1960s and the 1970s; the Reagan and Bush 80s, the Clinton 90s, the Bush years.

Recommended reading: James T. Patterson, *Grand Expectations: The United States, 1945-1974*. New York: Oxford University Press, 1996.

Fachdidaktik

Dr. Ute Massler

An Introduction to Foreign Language Teaching

Tue (6) ZEU 160

V + KI: 3 KP

V (Teiln.): 1 KP

Zur Vorlesung findet ein Begleitseminar Mi (3) SCH A 107 statt.

Im Rahmen der beiden Lehrveranstaltungen (4 SWS) finden Tutorien statt. Zeiten und Orte werden in der ersten Vorlesung bekannt gegeben.

Die Inhalte der Lehrveranstaltungen werden im September per Aushang an der Institutspinnwand (ZS 1 d, 1. Etage) veröffentlicht.

12.1.2 Seminare und Übungen im Grundstudium

Internet Tutoring Team & SLUB

Internet Tutorials & SLUB Bausteine

<http://rcswww.urz.tu-dresden.de/~lehre/student/>

The Internet tutorials and SLUB Bausteine are part of the Information Literacy Program (ILP) every newly enrolled student has to participate in from WS 2002/03 henceforth. As defined in the section *Grundlagen Informationskompetenz* of our departmental web site (go to: *Studium / Institutspolitik / Informationskompetenz*), the ILP aims primarily at students at the Department of British and American Studies at Dresden University of Technology in their basic studies and comprises the following:

- **Internet tutorial: block of three 90-minute sessions** (one block = session 1, 2, 3)
- **SLUB trainings: three 90-minute Bausteine** (Baustein 1, 2, 3)
- **one of the introductory tutorials** (NA Studies, GB Studies, Literature or Linguistics)

Due to the great number of new enrolments, several dates for the SLUB and Internet trainings will be offered per term, but **every student** has to join **each** of the blocks/Bausteine **just once**, i.e:

- **one block of Internet Tutorials** (session 1, 2 ,3)
- **all three SLUB Bausteine** (Bausteine 1, 2, 3)

Students are expected to attend

- in their **first semester**
 - Internet Tutorials (all 3 sessions in one block - it's not possible to split)
 - SLUB Baustein 1
- in their **second semester**
 - SLUB Baustein 2
- in their **third semester**
 - SLUB Baustein 3

As the number of participants is limited, students are required to register for the tutorials and trainings. **Registration** will take place

- for **Baustein 2 + 3:**
 - during the online registration for the GLC classes
- for **Baustein 1 + Internet tutorials:**
 - with the Internet tutors at the information meeting, October 5th, 2005 in SCH/A 251 (1pm – 2:30pm)

The **SLUB sessions** will take place **irregularly, 2. and 3. DS**, the **Internet Tutorials Tuesdays, 6. and 7. DS**. The **dates** for the individual blocks of Internet Tutorials as well as the SLUB Bausteine will be **provided on the tutorial web pages as soon as possible** <<http://rcswww.urz.tu-dresden.de/~lehre/student/>>

If you have any questions please contact Toni Kretzschmar:
toni.kretzschmar@mailbox.tu-dresden.de:

Internettutorials WS 05/06**Place: WIL A220**

Block I	Block III	Block V	Block VII	Block IX
Tue, 6. DS	Tue, 6. DS	Tue, 6. DS	Tue, 6. DS	Tue, 6. DS
18-Oct-05	08-Nov-05	29-Nov-05	10-Jan-06	24-Jan-06
25-Oct-05	15-Nov-05	06-Dec-05	17-Jan-06	31-Jan-06
01-Nov-05	22-Nov-05	13-Dec-05	24-Jan-06	07-Feb-06
Block II	Block IV	Block VI	Block VIII	Block X
Tue, 7. DS	Tue, 7. DS	Tue, 7. DS	Tue, 7. DS	Tue, 7. DS
18-Oct-05	08-Nov-05	29-Nov-05	10-Jan-06	24-Jan-06
25-Oct-05	15-Nov-05	06-Dec-05	17-Jan-06	31-Jan-06
01-Nov-05	22-Nov-05	13-Dec-05	24-Jan-06	07-Feb-06

SLUB Bausteine WS 05/06

SLUB I	SLUB II	SLUB III
2. und 3. DS	2. und 3. DS	2. und 3. DS
SLUB Foyer	WIL A220	WIL A220
10.10.2005	28.11.2005	10.01.2006
17.10.2005	05.12.2005	16.01.2006
26.10.2005	13.12.2005	24.01.2006
02.11.2005		
09.11.2005		
14.11.2005		

Englische Sprachwissenschaft/Mediävistik

Prof. Dr. Ursula Schaefer

Introduction to Synchronic Linguistics

Thu (5) ASB 120

plus mandatory Tutorial (1 h)

Thu (6)

T1: SE 1/218
T2: SCH A 184
T3: GER 07
T4: WIL/C 205
T5: SE 2/103
T6: BEY 149

EK + Tutorial: 4 KP

Attendance (without Tutorial): 1 KP

The course is conceived as a lecture accompanied by mandatory tutorials (1 h per week). During the lecture the basic procedures of analyzing and describing Present Day English will be presented, the tutorials will discuss these procedures and train their application to texts.

In the lecture we will proceed along the established lines of linguistic analysis and start out with the description of the sounds of English (phonology), then go on to discuss the means of analyzing and identifying the structure of complex forms (morphology). On this basis we will subsequently look into the ways in which such forms are combined in larger units up to the unit of the sentence (syntax). The final section will be dedicated to procedures by which we may analyze the meaning of words (semantics).

- To acquire a "Bescheinigung für Studienleistungen" (4 points) the students have to attend regularly and pass the tests of the tutorial and the final written exam in the lecture. Passing the final is the prerequisite for an overall 'pass'.

Dr. Claudia Lange

English from a typological perspective (PS/SiG)

Thu (3) GER 07

PS: 6 KP

SiG: 3 KP

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.

Prerequisites: successful completion of the *Introduction to Linguistics*.

Requirements for 3 credit points: active participation, regular assignments, final test.

Requirements for 6 credit points: active participation, regular assignments, final test, essay.

Coursebook:

Lindsay Whaley (1997), *Introduction to Typology*. Thousand Oaks, CA: SAGE Publications.

Cordelia Wittiger M.A.

English in the Middle Ages (SiG/BA)

Tue (4) GER 39

SiG: 3 P (voluntary and graded assignments, finals)

Ü: 2 P (voluntary and graded assignments, finals)

This course invites you to take an historical view on the English language by describing its previous stages. We will deal with comprehensible Early Modern English text samples, proceed into the past to Middle English and see what Old English is like. Guiding questions will be: What did previous stages of English look like, sound like and why? Not to forget literary and cultural aspects: Who was writing? Who was reading? The overall aim is to acquire systematic knowledge of earlier stages of English enabling you to explain some of the characteristics and peculiarities of Present Day English.

Prerequisites: Interest in linguistics

Preparation: Average of 2 h per week (reading, three graded assignments, several ungraded voluntary assignments). Check the *Sprachwissenschaft/Mediävistik* homepage ahead for material.

Please note:

For technical reasons there will probably be no class during the first week of semester. We will find a way to make up for this class (extra session or extra work).

Cordelia Wittiger, M.A.

"1066" (PS/SiG)

Tue (5) GER 50

PS: 6 P (weekly preparation, oral presentation, research paper of 10 pages)

SiG: 3 P (weekly preparation, oral presentation)

"1066" is the one date in English history everyone seems to remember – even in language history. But what is actually thought to have happened? There are a number of *historical*, *political* and *linguistic* myths connected to this date, e.g. it is said to mark the end of Old English. We know very well that people did not wake up on the 1st of January 1067 and started to speak Middle English! Handbooks tell us that Old English quickly died out after 1066 and was only used with antiquarian

sentiments. Did the Normans "replace" the entire English elite and suppress English? What is the first "real" Middle English document?

This course is designed to appeal to students with a basic knowledge of Old English or Middle English as we look at writings before and after the decisive date. In question are the chronicles, where we search for historical "self-perception" and linguistic data. Other fields of investigations are religious writings and the earliest ME literature. Apart from studying written sources we will look for the cultural manifestation of political action as presented by the Bayeux Tapestry. Join this course for new perspectives on Harold and William, two relatives whose fight over the English throne changed the English language for ever.

Requirements: *Introduction to Middle English* or *Introduction to Old English*; introduction to literature and cultural studies are of advantage.

Preparation: Average of 3h per week (reading and writing); some weeks before the beginning of classes look for literature, topics for oral presentations and further details on the *Sprachwissenschaft/Mediävistik* homepage.

Please note:

For technical reasons there will probably be no class during the first week of semester. We will find a way to make up for this class (extra session or extra work).

Cordelia Wittiger, M.A.

Introduction to Middle English (PS/SiG)

Wed(5) ZS 1c/312

PS: 6 P (voluntary assignments, finals, research paper of 10 pages)

SiG: 3 P (voluntary and graded assignments, finals)

Middle English (ME) is a lot more than "English between Old English and today's English". We will cover a period of profound changes and great diversity within the English language on all levels (phonological, morphological, structural, etc.) – best remembered from your *Introduction to Linguistics* is probably the "Tudor Vowel Shift". Our survey of the linguistic features of ME will be linked to extralinguistic matter, such as historical events and cultural phenomena. We will work with excerpts from literature to encounter different genres and use them as sources for linguistic data.

The challenge of this course is that we proceed backwards in chronology venturing from the known into the unknown. It offers strategies to cope with the lacking standard so typical for ME and it will enable you to gain access to any ME text by using a dictionary and a ME grammar.

Requirements: Successful completion of *Introduction to Linguistics*.

Preparation: Average of 3 h per week (reading, three graded assignments, weekly ungraded voluntary assignments). Check the *Sprachwissenschaft/Mediävistik* homepage before the beginning

of classes for roster, topics for oral presentations and bibliographical helps.

Please note:

For technical reasons there will probably be no class during the first week of semester. We will find a way to make up for this class (extra session or extra work).

Katja Zienert M.A.

English Words (BA/SiG)

Mon (4) GER 50

SiG: 3 KP (presentation, regular assignments, mid-term and finals)

Ü: 2 KP (regular attendance)

This is a course for beginners: Have you ever wondered why learning English vocabulary never ends? And why some English words are hard and others easy to figure out? The seemingly infinite number of English words is due to the fact that the English language has been influenced by many other languages throughout its history. But we will start much simpler with questions like “what is a word?” and “what are words made of?”. With the help of the *Oxford English Dictionary (OED)* we will have a closer look at the biographies of words: their history (etymology), their meaning (semantics), possible meaning changes, and definitions (denotation, connotation). We will encounter different methods of “storing words in books” (dictionary and thesaurus). By asking whether it is really easier for Germans to learn English than vice versa, we will also learn about the language family and the closest relatives of English.

Prerequisites: Interest in linguistics

Preparation: Average of 2h per week (reading, assignments)

Göran Wolf, M.A.

Chapters from English Grammar (PS/SiG)

Mon (3) HSZ 105

PS: 6 KP

SiG: 3 KP

“[T]he grammar of a language can be analysed at five different levels: word, phrase, clause, sentence, text.” (Davis 2000)

Not paying attention to the text level, we will work our way up the sentence hierarchy. After we have dealt with word classes/parts of speech, phrases, clauses and sentences and the basic aspects of their analysis, we will also browse through some more complicated chapters of syntax, e.g. the chapter of recursiveness in sentences such as *You must admit that you knew that I had told my father that I am pregnant*, or the chapter of (structural) ambiguity in sentences such as *Dave believed Mary and Trevor trusted Zoe*.

At the end of the course you will be able to analyse a variety of English sentences according to the *Oxford Reference Grammar* (Greenbaum 2000). The main focus of

the course will be on practice and application, which is meant to improve and increase your knowledge about grammar acquired in the introductory course. Participants of *Chapters from English Grammar* **must have passed** the *Introduction to Linguistics* (either synchronic or diachronic). Participants are expected to be prepared and to work actively.

3 credits/*SiG*: regular attendance, assignments and exam

6 credits/*PS*: regular attendance, assignments, mid-term and final exam, short presentation in class

There will be a *Semesterapparat* with the most relevant books for our course in the *SLUB*. If needed, it can be arranged for a *Semesterordner*.

Englische Literaturwissenschaft

Dr. Anna-Christina Giovanopoulos
Ines Detmers, M.A.

Introduction to English Literature A
Introduction to English Literature B

Wed (3) GER 39
Tue (3) GER 39

EK plus mandatory Tutorial (1 h): 4 KP

These courses will provide an introduction to the methods of literary analysis, i.e. several methods of text analysis, literary history, and literary criticism. They will introduce students to the basic elements of understanding fiction, poetry, drama, and other literary genres.

Please buy *An introduction to the study of English and American literature* by Vera and Ansgar Nünning, Barcelona; Stuttgart: Klett Sprachen, 2004, ISBN: 3-12-939619-5. Further materials will be provided at the beginning of the semester. The final exam will take place on 3 February 2006, 13:00 (room will be announced in class)

Accompanying Tutorials:

The two introductory courses are conceived as lectures and/or seminars, each accompanied by a mandatory Tutorial (1 h per week).

T 1 Tue (5) TOE 317
 T 2 Tue (6) TOE 317

Prof. Dr. Uwe Böker
Übung: English Literature (BA)

Mi (7) GER 50

Ü: 2 KP

Diese Veranstaltung ist für BA-Studierende gedacht. Die Basismodule bestehen jeweils aus einem Einführungskurs mit Tutorium (EKT) und einer Übung (Ü), welche in beliebiger Reihenfolge besucht werden können. Während das Ziel des EKT die Vermittlung der Kenntnis grundlegender Methoden und Gegenstände des jeweiligen Studienbereichs ist, zielt die Übung darauf ab, das zu Studienbeginn in bezug auf den jeweiligen Studienbereich vorauszusetzende Basiswissen an geeigneten Gegenständen praktisch zu vertiefen. Teilnehmer melden sich bitte vor Beginn der Übung an: entweder in einer der Sprechstunden (24. August, 14.00 h, oder 23. September, 14.00 h) oder per e-mail (Uwe.Boeker@tu-dresden.de).

Dr. Anna-Christina Giovanopoulos
The Eighteenth Century (PS/SiG)

Thu (3) SE 2/123

PS: 6 KP
 SiG: 3 KP

This course offers an overview over important developments in English literature during the eighteenth century. We will first consider historical events to understand some of the most important issues of the time. Then the class will discuss a variety of texts including poetry, drama, and novels. While some of the poems and satirical texts will be made available to the class, you will have to buy two novels. To widen the range of our discussions, there will be expert groups who compile dossiers on select topics. Alternatively, you may choose to give an oral presentation.

For further information on the suggested schedule and requirements, you may consult the class pages (from late September). We will read the following texts:

John Gay, *The Beggar's Opera* and George Lillo, *The London Merchant* (both in the Everyman Library *The Beggar's Opera and Other Eighteenth-Century Plays*, introd. D.W. Lindsay, London: Dent, ISBN 0460873148, ca. 8 EUR [note: not yet available, but a re-issue is to appear soon]); Samuel Richardson, *Pamela*, Harmondsworth: Penguin (Penguin Classics), ISBN: 0140431403, ca. 9 EUR, Charlotte Lennox, *The Female Don Quixote*, Oxford: Oxford UP (Oxford World's Classics), ISBN: 0192835726, ca. 13 EUR; Horace Walpole, *The Castle of Otranto*, Oxford: Oxford UP (Oxford World's Classics), ISBN: 0192834401, ca. 8 EUR.

To help with planning the class, registration is required. Please enter your name on the list outside room ZS 1c, 305.

Ines Detmers, M.A.

**"The 20th Century and the British Novel:
 Topics, Tendencies and Theories"**

Mon (4) GER 39

PS: 6 KP
 SiG: 3 KP

By concentrating on the 20th century, this course covers one of the most productive and complex periods of novel-writing throughout British literary history. Following the chronological order of their publication, we are going to read 4 complete novels: Joseph Conrad's *The Secret Agent* (1906/07), Virginia Woolf's *Mrs Dalloway* (1925), John Fowles' *The French Lieutenant's Woman* (1969), and Salman Rushdie's *Fury* (2002). Additionally, shorter excerpts from other narrative texts by, for example, Samuel Beckett, Angela Carter, James Joyce, Doris Lessing or David Lodge will be provided to bridge some (inevitable) historical 'gaps'. Thus, the whole corpus of texts shall be used, firstly, to illustrate characteristic narrative techniques as well as to create an awareness for the complex topicality of that century. Furthermore, in order to brush up and extend your knowledge about various narratological methods and the necessary historical background information, this course is based on A. Nünning's comprehensive overview study *Der englische Roman des 20. Jahrhunderts*.

Please note: Joseph Conrad's *The Secret Agent* must be read by the beginning of the semester. There will be **a test at the beginning of the 1st lesson.**

Schein-requirements and other formalities will be discussed during the first introductory lesson. A "Reader" will be ready at the beginning of the winter term.

Please **buy and read:** All texts available at the **TU Buchhandlung:**

Joseph Conrad *The Secret Agent* (1906/07) [Penguin Classics Edition, approx. € 2,50]

Virginia Woolf *Mrs Dalloway* (1925) [Penguin Classics Edition, approx. € 2,50]

John Fowles *The French Lieutenant's Woman* (1969) [approx. € 10,80]

Salman Rushdie *Fury* (2002) [approx. € 10,-]

Ansgar Nünning *Der englische Roman des 20. Jahrhunderts* [€ 10,20]

Kulturstudien Großbritanniens

Keith Hollingsworth, M.A., P.G.C.E.

Laura Park, M.A.

Introduction to British Cultural Studies A

Introduction to British Cultural Studies B

Thu (2) HSZ 405

Tue (2) GER 49

EK plus mandatory Tutorial (1 h): 4 KP

This course aims

- to provide students with a survey of important topics and learn some factual knowledge about these topics
- to discuss the pros and cons of British institutions and way of life, and compare these with those in Germany
- to develop empathy for life in modern Britain
- to introduce the academic field of cultural studies
- to develop skills of cultural awareness.

In WS 2005/2006 this course is only offered as a seminar where all participants are expected to make significant contributions. The first half of the course will be directed by the course instructor – here you will not only learn about modern Britain but also learn some approaches and methodology of trying to understand a foreign culture. It is important, therefore, that course participants think about the way information and knowledge is presented, how texts are to be interpreted, how to encourage the class to think about and discuss the topics. The second half of the course will be organised and supervised by students, ideally in groups of 3. Each group will have a maximum of 45 minutes in which they present their topic, provoke and guide interpretations of one or more texts and lead discussions. Students will gain considerable help to prepare their presentation from the tutorial. Course materials:

- Britain, J. O'Driscoll, OUP ISBN: 0-19-432429 X DM (TU Buchhandlung)
- photocopies distributed in class: € 2.50

Prof. Dr. Thomas Kühn

Introduction to Ireland

Thu (2) GER 54

PS: 6 KP

SiG: 3 KP

The aim of this course is the introduction to common traits and the diversity of Irish culture. The seminar will have two parts:

In an introductory round of some 5 classes major constitutive factors of Irish culture will be presented in summaries: history, geography, and society (incl. politics and economy). The second part of the course will be taken up by group-presentations in which "exemplary case studies" of different aspects of contemporary Irish culture are introduced to the seminar.

Participants are required to choose from the following aspects: urban – rural, industrial – agricultural, unemployed – economically prosperous, traditional Irish perspectives (e.g. role of music and literature), transatlantic relations (emigration

etc.), religion, and, the Irish question. One of these aspects will be the focal point of portrays of (an) imagined person(s).

Literature will be offered in a Semesterapparat. Regular attendance, active participation and thorough preparation are prerequisites for a "Schein". Please register on the list at the Cultural Studies pin-board (in front of Frau Triska's office). E-mail registration will not be taken into account.

Prof. Satish Poduval

**Introduction to Cultural Theory-Issues and Debates
from a Transnational Perspective (PS/SiG)**

Wed (3) ZS 1/304 a

PS: 6 KP

SiG: 3 KP

This course will provide an introduction to some of the basic concepts in the field of Cultural Studies (signification, representation, discourse, hegemony) through an engagement with some issues it has opened/reopened for discussion. It will provide a forum for reading and analyzing what have come to be called "cultural texts." For instance: a lesson in a textbook, a television advertisement, exhibits at a museum, national cuisine, music videos, a report or an editorial urging legal reform, a tourist spot, etc.

We will also discuss how changes in "location" alter the performative significance of cultural texts in crucial ways. This will be attempted through examining debates on the "same" concepts (gender, ethnicity, religion, modernity) in dissimilar geographical, cultural, and economic locations to get a sense of the politics of difference.

Classroom discussions will revolve around essays by Stuart Hall, Paul Gilroy, Roland Barthes, Edward Said, Charles Taylor, Mahmood Mamdani, Ernesto Laclau, Wendy Brown, Talal Asad, Saba Mehmood, Partha Chatterjee, among others.

I shall make available a dossier containing the course readings at the start of the semester.

Kathrin Muysers, M.A.

London is not only the capital of Britain ...

Wed (5) ZS 1c/304a

PS: 6 KP

SiG: 3 KP

London is not only the capital of Britain, but also the capital for the Arts. From the long-established National Gallery to the Tate Modern, from the ICA to the Saatchi, from the White Cube to the Saatchi Gallery, London offers a multitude of places where people can go to be educated and entertained. But what makes or breaks the success of these institutions? What were the initial reasons for their existence, and how are they sustained? What's more: how do they shape the ways in which both Londoners and visitors to the city experience the metropolis? The intention of the seminar is to make students aware of the pre-conditions for and the necessities for culture in a city which wants to use culture as capital.

Please enrol on the list at the Cultural Studies Board to the left of Zeunerstraße 1d/425. E-mail registration will not be taken into account!

Dr. Mita Mitra

Contemporary Issues of Great Britain

Thu (3) GER 09

PS: 6 KP

SiG: 3 KP

The recent attacks in London have given rise to public debates about postwar immigration in Great Britain. While we will analyse the early experiences of first generation immigrants, Caribbeans and Asians, our main focus will be on the experiences of second generation immigrants. While exploring family, education, work, and social lives of immigrants, we will deal with questions about racism, integration, religious fundamentalism, and cultural diversity, placing our discussions in the context of Blair`s politics. At the end of the course, we should be able to arrive at some conclusions about the future of immigration and multiculturalism in British society. For our study, we will draw our sources from literary and critical texts, films, journals, and newspapers. Students will be encouraged to conduct interviews in order to elicit personal opinions on this topic.

All students attending this course will be assigned regular readings, one oral report, three short response papers, and a final term paper.

Maximim number of participants: 20

Amerikanische Literaturwissenschaft

PD Dr. Angelika Köhler

Kerstin Mächler, M.A.

Introduction to American Literature A

Thu (4) SE 2/123

Introduction to American Literature B

Tue (3) GER 09

EK plus mandatory Tutorial: 4 KP

This course will provide an introduction to US-American literary history and to the methods of literary analysis, i. e. to several ways of text analysis and literary criticism. It will introduce students to the basic elements of understanding fiction, poetry, drama, and other literary genres.

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

**PLEASE NOTE: The number of participants is limited to 30!
Registration in the first meeting!**

Accompanying Tutorials:

The two introductory courses are conceived as lectures and/or seminars, each accompanied by a mandatory Tutorial (1 h per week).

T 1: Thu (5) SE 2/22

T 2: Thu (6) SE 2/22

T 3 : TBA

Prof. Dr. Hans-Ulrich Mohr

American Comedies (PS)

Thu (3) GER 54

PS: 6 KP

SiG: 3 KP

Comedies are generally regarded as lacking intellectual weight. In fact, this genre is considered as something outside the sphere of serious academic work. But, as we know from Eco's 'medieval' detective novel *The Name of the Rose*, already Aristotle seems to have discussed 'comedy' as a highly relevant counterpoint to tragedy. Whereas tragedy depicts the decline of an individual due to an error of some kind, comedy ends happily and conflicts are resolved. The distance kept by scholars towards comedies had much to do with their ignoring *popular* culture. This is, of course, no longer the case and therefore further questioning should be done. One should ask, for example, *how* such resolutions are effected and on the basis of what values. Also: how does this affect the existing social structures. In this sense, we want to look at several comedies and try to find out about their structures of presentation, strategies of audience appeals, underlying value systems, the validity of the compromise(s) pointed out in the texts etc.

We will set out with an example from Shakespeare (e.g. *Much Ado About Nothing*), move on to the early U.S. Drama (Tyler) and into the 19th century (Carr, Mowatt). After dealing with an Oscar Wilde 'high' comedy, we will tackle 'boulevard' comedies

by George Kaufmann and Neil Simon (1930s). We will not forget O'Neill's *Ah, Wilderness* (1933) and move up to Ossie Davis's 'Black' comedy *Purlie Victorious* (1965), John Guare's: *The House of Blue Leaves* (1971), Terence McNally's *It's Only a Play* (1985), Christopher Durang's *Betty's Summer Vacation* (1998) and Neil LaBute's *The Shape of Things* (1999).

The texts will be provided in a **reader** by the beginning of the semester.

Successful oral presentations will be given 3 points. This being worked out into a 'Hausarbeit' will be awarded 6 points (altogether)

Recommended reading:

Erika Fischer-Lichte: *Semiotik des Theaters. Das System der theatralischen Zeichen*. 3 vols. Tübingen: Narr 1983 and after [especially vol 1]

Elke Platz-Waury: *Drama und Theater*. Tübingen: Narr 1980.

Andrew Stott.: *Comedy*. New York – London: Routledge 2005

PD Dr. Angelika Köhler

Challenging Short Story Traditions:

New Voices at the Turn of the Century (PS/SiG)

Wed (2) SE 2/123

PS: 6 KP

SiG: 3 KP

In the course of the 19th century, the short story established itself as a characteristic genre of American literature. During the closing decades of the century, however, new voices began to challenge the tradition of Irving, Poe, Hawthorne and Twain. As critics have repeatedly noted, the short story flourishes in "marginal" cultures and areas and frequently deals with submerged population groups. The turn of the century has witnessed the emergence of literary figures who find themselves situated in "outsider" conditions—whether with regard to their places of residence, to their understanding of gender roles, or to their concepts of creativity.

In this course we want to read selected texts which rewrite the American short story tradition against the background of the cultural changes that marked the final decades of the nineteenth century. Exploring the intersections of social, political and psychological inevitabilities, writers like Kate Chopin, Joel Chandler Harris, Hamlin Garland, Sarah Orne Jewett, Mary Wilkins Freeman, O. Henry and Henry James began highly diverse individual experiments with forms and subjects of American short story writing, thus opening up new prospects for this literary genre.

A Reader will be provided by the beginning of the semester.

Please note: Number of participants is limited to 25! Registration is required. You will find the list on the notice board next to ZS 1c, 319.

PD Dr. Angelika Köhler

In Search of Artistic Integrity:

Bradstreet, Dickinson, Plath and Dove (PS/SiG)

Wed (3) SE 2/123

This course focuses on the development of a complex understanding of the poetic work of four American woman writers: Anne Bradstreet (1612-72), Emily Dickinson (1830-86), Sylvia Plath (1932-63) and Rita Dove (*1952). These poets created highly individual artistic techniques to comment on private and moral, social and political, and literary concerns, still, they succeeded in establishing themselves as voices of cultural authority. Rereading selected poems written by Bradstreet, Dickinson, Plath and Dove, we want to find out their achievements for the formation of a genuine female tradition of American poetry.

A Reader will be provided by the beginning of the semester.

Please note: Number of participants is limited to 25! Registration is required. You will find the list on the notice board next to ZS 1c, 319.

Kulturstudien Nordamerikas

Jana Häntzschel, M.A.

Jana Meißner, M.A..

Introduction to North American Studies (EK)

Mon (4) GER 54

Tue (4) TOE 317

EK + Tutorial: 4 KP BA, MA, LA

This course will introduce students to the key themes and methodologies of American studies. It will discuss fundamental ideas and institutions, historical developments, and current issues in North American culture.

Required textbook: David Mauk and John Oakland, *American Civilization. An Introduction*. (available at TU Bookstore).

Please note: This course is accompanied by a tutorial of 2 SWS every 2 weeks, in which study skills, especially the writing of an academic paper, will be practised. **The tutorial is an obligatory part of the Introduction.** Time and place will be announced.

Prof. Dr. Brigitte Georgi-Findlay

**Basic Readings in North American Cultural Studies
(BA, MA, LA)**

Tue (3) GER 54

PS: 6 KP

SiG: 3 KP

Ü: 2 KP

Teiln.: 1 KP

This course will familiarize students with some of the basic issues and texts that have shaped North American Cultural Studies. It is intended to provide an overview over the range and development of the field and to enable students to understand the various approaches that one can take in order to understand what makes American or Canadian society and culture "tick".

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

Dr. Liane Löwe

The American West (PS/SiG)

Mon (3) GER 54

PS: 6 KP

SiG: 3 KP

This course will examine the history of the American West and its place in American culture and imagination. We will work out the specifics of the American West by focusing (among others) on the following themes: early exploration and settlement of the West, the California Gold Rush, race, gender and ethnicity on the frontier as well as the economic history of the West. Moreover we will take a close look at some

Western cities and examine some cultural icons, e.g., cowboys, outlaws, miners, whores and "true women".

Dr. Mita Mitra

Asian Immigration to the U.S.

Fri (3) GER 39

PS: 6 KP

SiG: 3 KP

This will be a proseminar course that will focus on Asian American Immigrants, particularly immigrants from the Indian subcontinent, China, and Japan. In our introductory meetings we will discuss the general history of immigration in relation to these three groups. We will move on to discuss the current political status of immigrants, issues surrounding their educational and working lives, and, finally, we will evaluate the contribution of immigrants to American society. Our sources will include primary texts, articles, and documentary films.

Fachdidaktik

Dr. Ute Massler
An Introduction to Foreign Language Teaching
(Seminar Groups)

Wed (3) SCH/A 107

only in conjunction with lecture: 4 KP for both courses

The seminar groups are the other half of the 4 SWS Introduction to Foreign Language Teaching and accompany the lecture series. They are an opportunity to re-discuss and clarify points raised (or perhaps not sufficiently covered) in the lecture and to engage in appropriate work in smaller groupings.

Lehramt Grundschule: Grundschuldidaktik

Thomas Roche, M.A.
Children's and Classroom Language
(Englische Kinder- und Unterrichtssprache)

Tue (3) GER 49

SiG: 3 KP

This subject deals with English in primary school foreign language classrooms, focusing not only on language for teachers but also pupils' classroom language. During the course students will become familiar with a range of contemporary lesson material as well as "teacher talk." Classes will be presented around the following thematic areas: lesson planning, drama and games, songs and rhymes, magazines, craft, telling stories, children's fiction and film. As these themes are dealt with, pronunciation and grammar will also be addressed. Students will be required to prepare mini lessons and participate in a range of group work activities.

Text:

Slattery and Willis, J. English for Primary Teachers: A Handbook of Activities and Classroom Language. Oxford: OUP, 2001.

12.1.3 Seminare und Übungen im Hauptstudium

Englische Sprachwissenschaft/Mediävistik

Professor Dr. Ursula Schaefer
Readings in Linguistic Classics

Thu (2) HSZ 204

HS: 7 KP
 SiH: 3 KP

In the course of its 200 year's history the academic discipline of linguistics has undergone quite dramatic developments which have led to 'paradigm shifts' in the (proper) Kuhnian sense and to the establishment of new 'side branches' of this discipline. Most of these developments are linked to the name of a scholar and one of his publications that is usually quoted in the literature as a *locus classicus*.

In this class we will travel through those 200 years of the history of linguistics by thoroughly discussing such 'classic' publications from Jacob Grimm to William Labov. The aim of the class is to for one things to get acquainted with 'the real thing'. Moreover we will attempt to locate these texts in the 'linguistic climate' of their time and to assess their individual contribution to the overall development of the discipline.

- By mid September the detailed structure of the seminar will be given on the homepage of Sprachwissenschaft/Mediävistik.
- To earn a 3 CP "Bestätigung von Studienleistungen" students have to (1) participate regularly and actively and (2) pass a take-home exam after classes.
- To earn a 7 CP "Bestätigung von Studienleistungen" students have to (1) participate regularly and actively, (2) provide a written summary of the discussion of one class and (3) hand in research essay after classes.

Dr. Claudia Lange
New Englishes (SiH)

Tue (4) ZS 1c/304a
(First meeting: 18.10.2005)

SiH: 3 KP

The terms *New Englishes* or *World Englishes* allude to the rather obvious fact that English is a global language – but why *Englishes* rather than *English*? This course will answer that question by looking at those varieties of English around the world which are commonly considered *New Englishes*, for example Indian English, Hongkong English, Ghanaian English and others. They all have in common that they are 'rerooted' or 'localized' Englishes, forms of English which have developed around the world in postcolonial situations and which have acquired features that are unique to the contact situation. Further, speakers of *New Englishes* have claimed the English language as their own, so that linguistic independence follows political independence. These processes have created interesting similarities as well as differences between the *New Englishes*, which we will explore in greater detail.

Requirements for 3 credit points: active participation, presentation or midterm test, final test.

Prof. Dr. Uta Thürmer

Second Language Acquisition (HS/SiH)

Tue (2) ZS 1d/501

(Joint Project with Prof. Klaus Gommlich, Kent State University, Ohio)

HS: 7 KP

SiH: 3 KP

Hauptseminar in englischer Sprache für:

- Studierende der Angewandten Linguistik (HS Spracherwerb)
- Studierende der Anglistik/Amerikanistik (HS Englische Sprachwissenschaft)

The module provides an overview of the fields of Second Language Acquisition and concentrates on several approaches as: The Input Hypothesis Model, Interlanguage Theories, Universal Grammar Model, Pidginization Model, Cognitive Approaches to SLA. Students will become familiar with important concepts in SLA research. Moreover, they will correlate approaches in Foreign Language Learning and Second Language Acquisition.

- Participation: Each student will be responsible for presenting the main ideas of an article to the class and for leading class discussion concerning that article. Each student is expected to participate in the group discussions.
- Project Paper: Students will accompany a foreign language learner throughout the semester and report about the learner's progress in an ethnographic study.

Leistungsnachweise und Leistungen:

- Benoteter Leistungsnachweis: Vortrag und Project Report
- Qualifizierter Leistungsnachweis: Project Report

Literatur:

Mitchell, Rosamond/Florence Myles (2004): *Second Language Learning Theories*. London: Arnold.

Zugangsvoraussetzung:

- Zwischenprüfung Angewandte Linguistik oder englische Sprachwissenschaft

Einschreibung:

Bis Semesterbeginn bei Frau Lüdtker, Zeunerstraße 1e, Raum 519, (9 - 12 Uhr)

Die Teilnehmerzahl ist auf 25 begrenzt.

Beginn: 11.10.2005

Englische Literaturwissenschaft

Prof. Dr. Uwe Böker
Romanticism

Tue (3) HSZ 403

HS: 7 KP
 SiH: 3 KP

This course will be an introduction to British Romanticism, one of the most important periods of English/British literature. The focus will be on the context: the political and social changes between 1770 und 1830 (the French revolution and its repercussions in Britain; the emergence of class consciousness; the impact of the industrial and agrarian revolutions); and on a close reading of texts.

Please buy the following anthology: *Gedichte der englischen Romantik. Englisch/Deutsch*, ed. Raimund Borgemeier, Reclam 9967 (no participations without this book).

For further information on requirements (including assignments and quizzes) please see the class pages as soon as they become available. Registration is required (either in one of the next office hours: 24 August, 14.00 h, or 23 September, 14.00 h; or send me an e-mail: Uwe.Boeker@tu-dresden.de).

Prof. Dr. Uwe Böker
Crime and Detective Fiction (HS/SiH)

Fri (3) GER 54

HS: 7 KP
 SiH: 3 KP

The seminar will be an introduction into the history of British crime and detective fiction (18th and 19th centuries). We will begin with a close reading of Daniel Defoe's *Moll Flanders*, look into 18th century popular crime reporting, and analyse important 19th century detective fiction texts by E.A. Poe, Conan Doyle and others.

Participants are required to have read Defoe's *Moll Flanders* before the beginning of the seminar (there will be a short test during the first class; no participations without this book).

Please buy the following edition: D. Defoe, *Moll Flanders*, Penguin Popular Classics. For further information on requirements and texts (including assignments and quizzes) please see the class pages as soon as they become available. Registration is required (either in one of the next office hours: 24 August, 14.00 h, or 23 September, 14.00 h; or send me an e-mail: Uwe.Boeker@tu-dresden.de).

Kulturstudien Großbritanniens

Prof. Dr. Thomas Kühn

Tea and / or Coffee (HS/SiH)

Wed (3) GER 54

HS: 7 KP

SiH: 3 KP

Tea and coffee, the two major hot beverages in Britain, offer surprising and fascinating insights into cultural history from the seventeenth century until today.

From the introduction of the first coffee houses in London, the drinks have been closely linked to the history of colonialism – the import of the two plants from the colonies –, to social history – the two were always class-associated –, intellectual history and current fashion-trends in consumer habits. In addition, the habits, rituals and favoured places connected with their perusal are cultural signifiers to a high degree. No wonder the whole field figures large in literature, visual art and film even if often as a side aspect.

All the named and some more aspects will be scrutinized and discussed with the help of illustrations, paintings, texts (literary and non-literary), music, film-clips and texts from cultural theory. A reader with source material will be provided by the beginning of the semester.

Regular attendance, active participation and thorough preparation are prerequisites for a "Teilnahmeschein". For a Leistungsschein, the presentation of a passage in class (3pts.) and an extended essay is required (7 pts.).

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

Prof. Dr. Thomas Kühn

A Cultural Quarry: The Bible (HS/SiH)

Thu (5) HSZ 101

HS: 7 KP

SiH: 3 KP

In 1880 the great English scientist Thomas Henry Huxley wrote: "If an Englishman cannot get culture out of his Bible, his Shakespeare, his Milton, neither, in my belief, will the profoundest study of Homer and Sophocles, Virgil and Horace, give it to him." In G.B. Shaw's play *Pygmalion* Professor Henry Higgins reminds Eliza Doolittle "that you are a human being with soul and the divine gift of articulate speech: that your native language is the language of Shakespear and Milton and the Bible." Among the three names the Bible seems to be a somewhat surprising candidate. But on second thought it becomes quite clear, that the cultures of the English-speaking world are hardly comprehensible without the Bible as the basic text for Christianity which dominated the western culture for centuries.

Today, knowledge of the Bible is, if at all, at best basic. In order to overcome some of this lack of knowledge, selected passages from the Bible will be read and introduced in class. The aim is to raise awareness of and knowledge about the cultural

perspectives that these passages offer to British and Western cultural history; that they are – more than – a quarry that has been exploited for many centuries.

The edition of the Bible used in the seminar will be the “Authorized Version“ or “King James Bible“ of 1611. Participants are expected to acquire a copy of this edition for the course.

Regular attendance, active participation and thorough preparation are prerequisites for a “Teilnahmeschein“. For a Leistungsschein, the presentation of a passage in class (3pts.) and an extended essay is required (7 pts.).

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

Prof. Satish Poduval

Introduction to Film Analysis (HS/SiH)

Fri (3) WIL A 221

HS: 7 KP

SiH: 3 KP

This course is an introduction to the analysis of film as both a textual practice and a cultural practice. At one level, our discussions will focus on essentials that constitute any film text: mise-en-scene elements, cinematography, editing and sound strategies, narrative and non-narrative structures, genres, etc. We shall, of course, also look beyond the film frame, and study the practices that determine “film culture”: distribution, promotion, exhibition, fanzines and web-forums (to see how the off-screen apparatus of the film industry shapes our understanding and enjoyment of cinema). We will discuss some of the most influential and productive critical approaches to film analysis today, through essays by Daniel Dayan, Laura Mulvey, Christine Gledhill, Thomas Elsaesser, Noel Burch, Michael Chion, Madhava Prasad, Frederic Jameson, Slavoj Zizek. I shall make available a dossier containing the course readings at the start of the semester.

Students will be expected to write responses to several film-clips screened during the course in addition to two essays (mid-term and final) analyzing two complete film texts.

This course will have a limited intake of 25 students—registration will be on first-come basis (so please sign up on a list put up at Mrs. Triska’s office).

Prof. Satish Poduval

Media and the Public Domain (HS/SiH)

Wed (5) ZS 1e/501

HS: 7 KP

SiH: 3 KP

This course will have a double focus: (1) debates around the rise and limitations of modern “public” life, and (2) the mediating functions of the communication/cultural industries today.

We shall begin by examining Jürgen Habermas’ influential concept of the public sphere, which draws on the Enlightenment imperative of critical-rational debate (the

Kantian “public use of reason”) as well as on the Frankfurt School’s critique of the erosion of the Enlightenment’s progressive possibilities. We shall then move on to a discussion, in the wake of contemporary debates on democracy and identity politics, of modern *technics* of power. Key points of reference here would include the Foucauldian and feminist critiques of normalization/sexualization of modern subjectivity.

During the second half of the course, our focus will be on the manifold attributes of **mediation**: what agendas and constituencies are the media expected to *interpose* between? how is *pacification* attempted (or effected) between conflicting visions of society through institutionalized communication? What is the significance of the *forms* involved ostensibly just in the relay of content? These questions shall be examined through the study of contemporary media forms and interventions like documentary films, popular cinema, internet activity/activism, etc.

I shall make available a dossier containing the course readings at the start of the semester.

This course will have a limited intake of 30 students—registration will be on first-come basis (so please sign up on a list put up at Mrs. Triska’s office).

Amerikanische Literaturwissenschaft

Prof. Dr. Hans-Ulrich Mohr

Film Comedies

Thu (5) HSZ 405

HS:: 7 KP

SiH: 3 KP

At least 1/3 of the film production is categorized as 'comedy'. A closer look reveals that within this category there is a lot of diversity and the eliciting of laughter or at least smiles of a certain intensity appears to be the only obvious common denominator. In our class we want to get an overview of the diversity and variety of the genre as well as of its strands of development. Of course, we also aspire to more differentiated criteria for assessing comedies.

Our tools of investigation will be (a) theories of comedy and laughter and (b) those of film analysis. These will be presented in the first sessions in connection with model interpretations. Afterwards it is up to the students (teams of 2-3 persons) to make oral presentations from the following pool of films:

Buster Keaton: *The General* (1926); Leo McCarey: *Duck Soup* (1933; Marx Brothers); Charly Chaplin: *Modern Times* (1936); Frank Capra: *Mr. Deeds Goes To Town* (1936); George Marshall: *Destry Rides Again* (1939); Alfred Goulding: *A Chump at Oxford* (1940, Laurel & Hardy), Ernst Lubitsch: *To Be Or Not To Be* (1942); Billy Wilder: *Some Like It Hot* (1959); Jerry Lewis: *The Nutty Professor* (1962); William Wyler: *How To Steal a Million* (1966); Roman Polanski: *Fearless Vampire Killers* (1967); Robert Altman: *M*A*S*H* (1970); Woody Allen: *Annie Hall* (1977); Monty Python: *Life of Brian* (1979); Mike Nichols: *Working Girl* (1988); Mike Newell: *Four Weddings and a Funeral* (1994); J. & E. Coen: *The Hudsucker Proxy* (1994); John Madden: *Shakespeare in Love* (1998); Sofia Coppola: *Lost in Translation* (2003).

Recommended reading:

Gerald Mast: *Comedy and the Movies*. 2nd ed. Univ. of Chicago Press, 1979 and after

PD Dr. Angelika Köhler

Transcultural Interactions:

Henry James and Edith Wharton

Mon (5) ZS 1d/418

HS: 7 KP

SiH: 3 KP

Henry James (1843–1916) and Edith Wharton (1862–1937) are two of the most prominent voices of turn-of-the-century American literature. Being conscious of growing up in an America undergoing enormous and fundamental changes, both writers "shared [...] the] sense of the cultivated American mind being driven steadily into ironic detachment" (Ruland/ Bradbury, *From Puritanism to Postmodernism*, 245). But whereas James succeeded in opening up new spaces from the relationality of national feeling at the moment of international intermingling, Wharton possessed a

precise social knowledge that informed her fictional exploration of American men's and women's aspirations and their sense of imprisonment, thus realizing the limits set on their quests for self-articulation.

A Reader with shorter texts will be provided by the beginning of the semester; moreover students are expected to read:

Henry James *The American* (1877)
 The Europeans (1878)
 Washington Square (1881)
 The Ambassadors (1903)

Edith Wharton *Ethan Frome* (1911)
 The Age of Innocence (1920)
 The Buccaneers (1938, posth.)

Please note: Number of participants is limited to 25! Registration is required. You will find the list on the notice board next to ZS 1c, 319.

Kulturstudien Nordamerikas

Prof. Dr. Brigitte Georgi-Findlay
American Photography and Art

Wed (3) HSZ 101

HS: 7 KP
SiH: 3 KP

Both photography and various arts (painting, sculpture, etc.) will be at the center of this course. We will discuss their histories, their relations to each other and to American society and culture, and we will ask how we can "read" images (such as photographs and paintings) and thus study American culture through these images. A reader will be available at the beginning of the semester.

Prof. Dr. Brigitte Georgi-Findlay
Multicultural America

Thu (3) HSZ 103

HS: 7 KP
SiH: 3 KP

This course will look not only at the histories of ethnic groups and minorities in America, but also at the history of their interactions, mixtures, and relations to the "mainstream." How have the various ethnicities and cultures defined what we call "American culture"? How have they been excluded from this definition? A reader will be available at the beginning of the semester.

Fachdidaktik

Dr. Ute Massler

Teaching Cultural Studies (HS/SiH)

Tue (5) BAR 213

HS: 7 KP

SiH: 3 KP

Dr. Ute Massler

New Media (HS/SiH)

Wed (1) WIL/ A 119

HS: 7 KP

SiH: 3 KP

Die Kursbeschreibungen für die Seminare von Frau Dr. Massler werden im September an der Institutspinnwand (Zeunerstraße 1 d, 1. Etage) veröffentlicht.

Sabine Reiter, Dipl.-Lehrerin

The European Portfolio of Languages

Mon (2) ZS 1c/ 304b

HS: 7 KP

SiH: 3KP

The Council of Europe's Common European Framework (CEF) and the European Language Portfolio (EPL) are means of assessing complex communicative output in the foreign language classroom. Whereas the CEF offers rating scales for any kind of communicative output the Portfolio transfers these scales into a self-evaluative device for students of different age groups. The overall evaluative approach is as opposed to traditional ones as it is positive and activity-oriented.

The seminar provides a short insight into the CEF and its function within a united Europe. In the centre of interest, however, is the European Portfolio of languages. The following questions will be answered: What is the European Language Portfolio? What is the content of the Portfolio? How is the Portfolio supposed to be used by learners and teachers alike?

Students will work with different forms of the Portfolio and thus learn from hands-on experience.

Sabine Reiter , Dipl.-Lehrerin
Material and Material Design (SIH)
(Englisch in der Grundschule)

Wed (4) ZS 1d/ 418

SiH: 3KP

This course is based upon the introductory course “ English at the Primary School 1“. Participants will get to know and evaluate course material used at primary level as well as design material according to relevant teaching and learning principles and prepare teaching sequences accordingly.

This course is meant for students of *Lehramt Grundschule/ Hauptfach Englisch*.

Sabine Reiter, Dipl.-Lehrerin
Schulpraktische Studien/LA Gymnasium

Tue (4) ZS 1c/304b

SiH/ P: 3 KP

This course consists of two components: Two hours of classroom observation per week and two hours (1 DS) of study. (4 SWS).

In the seminar the students are provided with concepts of planning evaluating as well as the teaching of English as a foreign language – grammar and vocabulary and the four skills. The course design follows the requirements of the Saxon curriculum and the principle of intercultural communicative teaching.

Candidates need to register for this course well in advance!

Dr. Carmen Weiss
Schulpraktische Studien (LA Gym)

Mon (3) GER 51

SiH/ P: 3 KP

Participants observe lessons taught by teachers at school. They are expected to prepare, teach and evaluate lessons themselves in two different grades (2 SWS).

School days, times and grades will be announced in September 2005.

In the accompanying seminar students will be introduced to different concepts of teaching. They will discuss ideas and models of relevant classroom teaching techniques. Students will study very practical aspects of how to teach English within the classroom setting. Subjects dealt with will include lesson planning, how to teach language and how to teach individual skills, such as speaking, reading, listening and writing. The seminar accompanies teaching lessons at school and provides support in very practical issues coming up in daily classroom situations (2 SWS).

Students are asked to register by e-mail.

Sabine Reiter, Dipl.-Lehrerin
Schulpraktische Studien/ LA Grundschule

TBA

SiH/ P: 3 KP

The course starts with a theoretical module covering the areas of teaching English to learners at primary level. It thereby provides insight into age-appropriate teaching techniques, ways of teaching, methods and approaches. At the same time lesson planning and classroom management are in the centre of interest.

The practical part of the course is an observation and teaching module at a primary school. Participants need to have passed the "Zwischenprüfung"! Registration is required!

13. Practical Language Courses

13.1 Basic Level

GLC 1 Pronunciation and Intonation (Br. E.)

- | | | | |
|--------------|---|----------|-----------------|
| 1. Wednesday | 3 | HSZ/0203 | (Hollingsworth) |
| 2. Wednesday | 4 | HSZ/0203 | (Hollingsworth) |
| 3. Thursday | 1 | HSZ/0203 | (Park) |
| 4. Thursday | 2 | HSZ/0203 | (Park) |

GLC 1 Pronunciation and Intonation (Am. E.)

- | | | | |
|--------------|---|----------|--------------|
| 1. Thursday | 3 | HSZ/0203 | (Stahlheber) |
| 2. Tuesday | 4 | HSZ/0203 | (Orrison) |
| 3. Tuesday | 5 | HSZ/0203 | (Orrison) |
| 4. Wednesday | 6 | HSZ/0203 | (Stahlheber) |

Aims:

To raise awareness of and familiarity with natural pronunciation style and speech rhythm, to identify recurring problems of German speakers of English (as far as practicable also of speakers of English with mother-tongues other than German), to improve personal performance, to provide theoretical information on English phonetics and phonology as far as of practical help, to inform on learning materials and techniques, to prepare for the Pronunciation and Intonation section of the Year One exam.

The course programme will involve activities to:

Identify each student's problem areas and set up individual practice programmes, tune in ears to pronunciation style and speech rhythm (stress patterns, weak forms, linking), provide 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 (learning to say more and more complex passages by heart in near-perfect form) as stepping-stones to (a feeling of) progress and improvement.

Core content:

- 1) sounds/segments
 - a) consonants: th-s, r, v-w, dark l, final (de)voicing, voice-voicelessness, other consonants, consonant clusters
 - b) vowels
- 2) suprasegmental features
 - a) juncture/linking: consonant+consonant, consonant + vowel, vowel+vowel (r,w,j)
 - b) weak forms: vowel system
 - c) weak forms: consonant system (contraction – expansion in connected speech)

- d) word stress
 - a. primary – secondary word stress (polysyllabics, compounds)
 - b. stress shifts
- e) intonation
 - a. voice range
 - b. sentence patterns in questions
 - c. contrastive sentence stress
- f) phonetic symbols (IPA)
 - a. descriptive terminology of features of (English) pronunciation (such as: weak forms, devoicing, suprasegmentals etc)

Participants are expected to:

Do the weekly assignments, keep a learning log, hand in samples of recorded speech (to be corrected and graded) three times over the semester.

Grading and credits:

The final grade for this course will be based 70% on coursework (classwork and homework assignments) and 30% on one main test. The test will take place half way through the semester with the following sections: (1) phonetic script, (2) identification of word stress, weak forms and linking in written and/or oral passage. The course work will be based on three samples of recorded speech (30%), other homework assignments (30%), and a learning log (10%). In all sections at least a “pass” grade must have been achieved for course credits to be awarded.

Year One Exam: Pronunciation and Intonation section:

An exam in Pronunciation and Intonation will be done at the end of the semester with the following sections: (1) role play (or equivalent) with known texts practised in the course, (2) oral production of (unseen) passage, (3) (short) free conversation.

Grades for oral production:

In both the coursework and the Year One Exam the grades for oral production will be based exclusively on pronunciation and intonation according to the following scale:

Grade 1: near native speaker standard in all sections.

2: near native speaker standard in all prepared sections, very good in unprepared sections.

3: very good in prepared sections and good in unprepared sections.

4: few minor errors in prepared sections, some minor errors in unprepared sections

Fail: is given in cases where one or more major sounds (th, r, v, w) are consistently incorrect.

GLC 1 Grammar

1. Monday	3	HSZ/103 (Stahlheber)
2. Monday	5	SE2/123 (Stahlheber)
3. Monday	6	GER/50 (Park)
4. Tuesday	6	ZS 1 d/418 (Park)
5. Thursday	2	ZS 1 c/304b (Hintz)
6. Wednesday	3	ZS 1 d/418 (Stahlheber)
7. Friday	2	ZS 1 c/304 b (Hintz)
8. Friday	3	ZS 1 c/304 b (Hintz)

Aims:

To raise awareness of and familiarity with key grammatical features of English, to identify recurring grammatical problems 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 manipulating grammatical structures, to provide some theoretical information on English grammar as far as of practical help, to inform on learning materials and techniques, to prepare for the End of Year One exam

For this purpose we will (amongst other activities):

Identify each student's problem areas and set up individual practice programmes, provide survey of frequent error areas for German learners of English, use concordancing programmes for identification of language in use (e.g. use of prepositions), provide text-based materials for observation of grammar in action, rewrite grammatically dubious passages in correct English, mark dubious passages using correction signs (such as T for tense error etc), paraphrase change of meaning following change of aspect/ verb class (I [have] lived in Dresden for 10 years; Peter is [being] silly) etc, identify differences between English and German handling of information structure/sequencing in sentences (e.g. cleft sentences), provide survey of (and use) grammars and practice materials (including internet sources).

Core content:

- 1 verb group
 - 1.1 verbs(1): irregular verb forms
 - 1.2 verbs(2): auxiliaries and modals
 - 1.3 verbs(3): transitive – intransitive, active - passive
 - 1.4 verbs(4): stative – dynamic, tense and aspect
 - 1.5 verbs(5): direct – indirect speech, mood (indicative, subjunctive, imperative)
 - 1.6 verbs(6): non-finite verb forms (infinitives, participles, gerunds)

- 2 noun group
 - 2.1 countable and uncountable nouns, collective nouns
 - 2.2 pronouns, determiners
 - 2.3 adjectives and adverbs

- 3 clauses/sentences
 - 3.1 word order in clauses/sentences
 - 3.2 conditionals
 - 3.3 relative clauses
 - 3.4 cleft sentences
- 4 texts
 - 4.1 connectives
 - 4.2 punctuation
- 5 descriptive terminology of grammatical features of English (such as stative-dynamic, parts of speech etc)

The participants are expected to:

Do the weekly assignments, keep a personal learning log on personal errors and activities undertaken to eradicate them, hand in written tasks (to be corrected and graded) three times over the semester. These will be: (1) re-writing grammatically dubious passage in correct English (2) re-writing passage in different syntactic forms (3) 1-page essay.

Grading and credits:

The final grade for this course will be based on one test or more tests (total: 50%), weekly assignments (20%), the learning log (10%) and the three written tasks (20%). In each of these sections at least a "pass" must have been achieved for course credits to be awarded. The test will include the following sections: (1) language analysis/explanation of meaning changes (15%), (2) verb forms (10%), (3) error correction/sentence translation (25%), (4) language analysis/explanation of meaning changes (15%), (5) gap-filling/transformation (10%), (6) text-based task including punctuation (25%).

Year One Exam: Grammar Section:

An exam in Grammar will be done at the end of the semester. This test will include the following sections: (1) verb forms (30%), (2) transformations (20%), (3) gap-filling (20%), (4) error correction (10%), (5) sentence translation (20%).

GLC 2 Vocabulary and Reading

Course requirement: you must have passed the GLC 1 Grammar course.

N.B. Priority will be given to higher semester students.

- | | | | |
|-------------|---|-------------|----------|
| 1. Thursday | 3 | ZS 1 c/304b | (Hintz) |
| 2. Friday | 2 | ZS1 d/418 | (Breuls) |
| 3. Friday | 3 | ZS 1 d/418 | (Breuls) |

The aims 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/induction techniques, to

provide some theoretical information on the structure of (English) vocabulary as far as of practical help, to inform on learning materials and techniques.

In the course we will identify both common and individual problem areas, extract vocabulary (words, word groups) from texts, collect/establish a personal and a class vocabulary list, use computer programmes (authoring facility) for organisation and revision, use concordancing programmes for identification of lexical features, provide survey of (and use) dictionaries and thesauri, work out word fields, identify and use word formation processes, practise variations in range and variety of written /oral expression, and experiment with different learning techniques.

GLC 2 Listening and Speaking

Course requirement: you must have passed the GLC 1 Pronunciation and Intonation course.

N.B. Priority will be given to higher semester students.

- | | | | |
|--------------|---|------------|-----------|
| 1. Tuesday | 2 | ZS1 c/312 | (Lindsay) |
| 2. Tuesday | 3 | ZS1 c/312 | (Lindsay) |
| 3. Wednesday | 2 | ZS1 c/304b | (Lindsay) |

This course aims to:

- 1) familiarise students with naturally spoken English and a variety of accents, thereby improving listening comprehension skills.
- 2) to improve students' own general speaking skills by encouraging students to adopt aspects of what they hear from the listening exercises.

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 GLC 1 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. With the Basic Level Preliminary Language Exam in mind, we shall also deal with grammatical problems as they occur and translation will be practised. There will be tests in listening, speaking and translation at the end of the semester and the certificate will be given to students on the basis of these tests, the assignments and regular and active attendance in class. Course materials will be sold in class.

GLC 3 Basic Writing

Course requirement: you must have passed the GLC 2 Reading and Vocabulary course.

N.B. Priority will be given to higher semester students.

- | | | | |
|--------------|---|-------------|--------------|
| 1. Tuesday | 3 | ZS 1 d/418 | (Stahlheber) |
| 2. Tuesday | 6 | WIL/C103 | (Orrison) |
| 3. Wednesday | 3 | ZS 1 c/304b | (Lindsay) |
| 4. Thursday | 3 | ZS 1 d/418 | (Lindsay) |

This course is a requirement only for MA Majors and *Lehramt Gymnasium/Berufsschule* students and only these students may register online. If you are following a different programme (e.g. MA Minor, *Lehramt Mittelschule*,

Angewandte Linguistik), then please note that you may only participate in this course if the class number is below 15 – please contact the class teacher if you are interested.

This course will teach and practise various types of written tasks/texts, primarily essays and sentence translation from German into English. Students will do regular vocabulary building exercises, and essay organisation and development. The course is also intended to help prepare students for the essay section of the Intermediate Exam. Course materials will be sold in class.

13.2 Advanced Level

You must have passed the full Intermediate Exam in English before taking part in the Advanced Level classes. Please note also that we strongly recommend that students spend their extended period of living in an English-speaking country **before** taking GLC 4 classes. The level of work in the Advanced Level is high and based on the assumption that students have just spent an extended period of living in an English-speaking country. Consequently, priority will be given to those students who have already spent a period of time living in an English-speaking country as well as those students in higher semesters. Due to high student numbers, students will not normally be allowed to take more than two GLC 4 courses. Should you be very keen to take a third GLC 4 course, please contact the course instructor directly in the week before classes start.

GLC 4 Language for discussing Current Affairs in Australia

Monday 2 ZS 1 d/418 (Lindsay)

This course will provide reading, writing, speaking, listening and translating practice based on materials drawn up from current events in Australia. News reports and other media sources will provide a stock of topics for language practice, eg. sports, politics, the arts, popular culture and changing lifestyles. Students will be expected to lead a discussion on a topic of current interest in Australia. Some translation, vocabulary building and essay assignments will also help prepare students for the final exams. Materials will be distributed in class.

GLC 4 Language for discussing Current Affairs in the USA

Tuesday 2 ZS 1 d/418 (Hintz)

This course will provide reading, writing, speaking, listening and translating practice based on materials drawn up from current events in the USA. News reports and other media sources will provide a stock of topics for language practice, eg. sports, politics, the arts, popular culture and changing lifestyles. Students will be expected to lead a discussion on a topic of current interest in the USA. Some translation, vocabulary building and essay assignments will also help prepare students for the final exams. Materials will be distributed in class.

GLC 4 Novel Language

Wednesday 4 ZS 1 d/418 (Park)

In this course we will be using David Lodge's novel *Nice Work* (available from the TU Buchhandlung) as the basis for discussing and practising the language of literature. Please note that the emphasis here is on language practice and not on a literary approach. We will also take a look at the background to the university situation in Great Britain as described by Lodge. In addition, students will also prepare a variety of language exercises to present to the group, as well as doing some text translation and writing assignments.

GLC 4 Language and the Media

Wednesday 6 ZS 1 d/418 (Park)

This course is intended for students interested in all aspects of modern media. We will look at the special language and journalistic style used in printed, broadcast and on-line media, taking a cross-cultural and historical perspective.

This will be the basis of further language work. Issues of political and commercial interference in the media, globalisation and bias will be covered and students will engage in pair/group work and present topics to the class.

GLC 4 Language for discussing Film

Thursday 2 ZS 1 d/418 (Lindsay)

The course will look at film analysis from two different perspectives: loosely – the “Art Form” approach (e.g. technical standards, performances and the intricacies of plot), and the “Cultural Studies” approach (e.g. representation of social groups, creation of point of view). Times for film screenings will be arranged in the first class.

GLC 4 Classroom English

Thursday 4 ZS 1 d/418 (Hollingsworth)

This course is aimed primarily at *Lehramt* students and will concentrate on teaching and practising the language needed for conducting lessons in English. General issues and problems in teaching English and teaching situations will be focussed on and we will discuss to what extent we can set up an English-speaking environment in class. Some translation and essay writing will also be practised with a view to the state and university exams. A course pack will be sold in class.

GLC 4 Language for discussing Linguistics

Thursday 5 ZS 1 d/418 (Stahlheber)

This class is aimed at students majoring in English linguistics and at other students wishing to cultivate their interest in this field. As for content, we will cover topics from the areas of dialectology, second- and first-language acquisition, word formation, syntax/word order, sociolinguistics, language change, attitudinal research, and ESP (= English for Specific Purposes), English as the lingua franca of science, with these topics making up the major canon of “Hauptseminare” and of “Proseminare” in English linguistics. As for exercises and methods, students will, among other things, practice their presenting, teamwork, and discussion-leading skills by making a 20-minute pair presentation on a topic from the list above. Second, they will learn to adapt a 5-item bibliographic reference list to 4 main style sheets: that of the MLA, that of Prof. Dr. Schaefer, that of the “Deutsche Gesellschaft für Sprachwissenschaft”, and that of the ZAA (= “Zeitschrift für Anglistik & Amerikanistik”). This exercise is meant to reinforce their bibliographic skills, such as consistency and attention to details, e.g. font style and placement of punctuation. Third, students will do a one-page annotated bibliography. The latter being a short

written content and evaluation record of sources they have researched, they will learn to understand the mnemonic importance of such a research aid to their ongoing and/or future term papers and theses. Fourthly, students will have to take two in-class exams, a midterm and a final, covering terminology and phrases learned in class as well as corrections of typical errors made. Lastly, students are asked to actively participate in class discussion. In all of these ways, students are supposed to become empowered and more proficient so as to easily master the requirements of term papers and exams in English linguistics.

GLC 5 Advanced Translation

Course requirement: you must have at least one GLC 4 course certificate.

1. Tuesday 2 SE2/123 (Hollingsworth)
2. Tuesday 3 SE2/123 (Hollingsworth)

This course is intended to be the main preparation course for the translation part of the MA and First State Exam. 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. A course pack will be sold in class. We shall also be using Cornell and Parkes, *False Friends Book 3*, Englang Books, which will be sold in class for 10 euros (please bring 10 euros to the first class).

GLC 5 Advanced Essay Writing

Course requirement: you must have at least one GLC 4 course certificate.

1. Wednesday 2 ZS 1 d/418 (Hintz)
2. Wednesday 4 ZS 1 c/304b (Hintz)

This course will develop the work of GLC 3, provide practice in writing discussion essays and will be directly linked to the demands of the state and MA 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 encouraged to write essays for homework and will be required to write test essays.

14. Electives

(Basic Level and Advanced Level unless otherwise stated)

Jabs Magazine

Wednesday 6 ZS 1 e/501 (Hollingsworth)

The English department has a student-based English magazine, which is called JABS (Journal of American and British Studies or a quick injection!). This is not a taught course - students involved work independently, and enjoy a lot of freedom and creativity. We are looking for students who:

1. have skills in and would like to be involved in one or some of the following (2 SWS offered): writing articles, computer skills, artwork, production, general organisation, selling etc.
2. take on the role of editor(s) and organise the other students (4 SWS certificates offered).

Theatre Workshop

Monday 7 WEB/136 (Park)

In this course we shall be using theatre games, improvisation activities and basic voice training to practise theatrical skills. Students will be encouraged to develop their speaking skills as well as their creativity and possibly rehearse a play/plays for performance at the end of the semester.

Basic Level Grammar/Error Analysis

Tuesday 5 WIL/A 221 (Stahlheber)

This class aims to help students in the Basic Level improve their command of English grammar. The class will concentrate on the typical errors made by students at this level as well as pin-pointing the individual errors of the course participants.

Academic Writing

Monday 3 ZS 1 d/418 (Lindsay)

This writing course aims to give you support in the academic writing skills that you need for your courses in the academic disciplines in English and American Studies. You will practise writing as a process of revision, rewriting and editing assignments until they are satisfactory at the university level.

Preparation for the Exams (Advanced Level only)

Tuesday 4 GER/54 (Hintz)

Course requirement: students must have completed all the GLC 4 and GLC 5 classes required on their curriculum. This course may be repeated. M.A. Majors may take this course in same semester as the Advanced Level Preliminary Language Exam.

The course provides regular practice, tips and training for the state and MA 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.

Film Club

1. Tuesday 7+8 HSZ 401 (Mächler)
2. Thursday 7+8 HSZ 401 (Mächler)

Though all students are welcome to join the Film Club and come to our weekly film shows, only a few students can get credit for this extra activity. Those students should be interested in films and team work and will have to share the following activities: introduce and show some of the weekly films, produce some writing on Film Club performances, update film library and edit Film Club web site, advertise films in JABS and university magazines, produce and distribute copies of poster/flyer, help produce film about the Film Club, help with Film Club management.

Time for the first Film Club meeting will be announced