

## Seminar German Literature (A002290)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0** **Study time 150 h**

**Course offerings in academic year 2024-2025**

A (Year) German Gent

**Lecturers in academic year 2024-2025**

Gilson, Elke	LW07	staff member
Martens, Gunther	LW07	lecturer-in-charge

**Offered in the following programmes in 2024-2025**

	crdts	offering
Bachelor of Arts in Linguistics and Literature(main subject Dutch - German)	5	A
Bachelor of Arts in Linguistics and Literature(main subject English - German)	5	A
Bachelor of Arts in Linguistics and Literature(main subject French - German)	5	A
Bachelor of Arts in Linguistics and Literature(main subject German - Greek)	5	A
Bachelor of Arts in Linguistics and Literature(main subject German - Italian)	5	A
Bachelor of Arts in Linguistics and Literature(main subject German - Spanish)	5	A
Bachelor of Arts in Linguistics and Literature(main subject German - Swedish)	5	A
Linking Course Master of Arts in Linguistics and Literature(main subject German)	5	A
Preparatory Course Master of Arts in Linguistics and Literature(main subject German)	5	A

**Teaching languages**

German

**Keywords**

German, literature, seminar

**Position of the course**

This advanced course helps students to become thoroughly proficient in German and to gain a strong linguistic awareness. The course gives students a profound scientific insight in the specific characteristics of literary texts and the ways in which literature functions historically. Students learn to conduct autonomous literary research and to report about in an academic manner.

While the research seminar supports the writing of the bachelor paper, the seminar itself is conceived of as an autonomous research project in which the students take a number of steps towards developing and implementing problem solving strategies needed when setting up a comprehensive research project. The course teachers function as guide by the side. Students learn how to formulate a comprehensive research hypothesis and how to defend that hypothesis in the face of diverging research methodologies and research specialisations.

The research seminar German literature comprises reading tasks, three turns of microteaching by the students, and three sessions of the writing clinic. These activities are documented in a portfolio. The portfolio will consist of the presentations (prior to the microteaching session) and three short papers (handed in prior to the writing clinics). In addition, students are invited to attend paper presentations in a scientific context. The students will participate in two guest lectures that are organised as part of the research seminar itself. Students are also required to attend a scientific conference. This conference may be organised as part of the research seminar itself, but students may also attend a conference extra muros.

The evaluation is based on the portfolio and on the quality of the activities during the seminar. Provided the participation of a reasonable number of students, two or more teachers are permanently involved in the research seminar (co-teaching). Rather than on the content of the research project (which is subject to negotiation with the supervisor of the bachelor paper, the focus of the seminar instructors is on transitive skills: argumentation and structure of the

(Approved)

paper.

Prior to the start of the research seminar, the students are required to select a supervisor. This may or may not be one of the course instructors. Any member of the research group German literature can act as supervisor, although specific conditions apply to members of staff without learning privileges. At the end of the semester, all course participants sit together with their supervisor and their second reader for feedback on the research project; this session is not an exam, but participation in this feedback session is mandatory.

### **Contents**

This seminar concentrates on exploring particular topics of research that are dealt with in the preparation of the seminar-paper. In the course of the seminar, students give an account of the progress made with their research; subsequently, they receive feedback from the different tutors.

### **Initial competences**

To have successfully completed the course German literature III or to have acquired the necessary skills by other means.

### **Final competences**

- 1 To be able to put a thorough knowledge of German into practice.
- 2 To be able to apply a profound knowledge of German literary traditions while analysing literary texts and situating them in a historical and stylistic context.
- 3 To be able to put the tools of analysis into practice.
- 4 To be able to autonomously conduct literary research.
- 5 To be able to report on the conducted research in a scientifically correct way.
- 6 To be able to participate in and reflect on a scientific meeting.

### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar, Peer teaching

### **Extra information on the teaching methods**

Research seminar (45h).

-> preparation, testing, discussion and evaluation of research methods and research results, in small group

-> writing clinic, discussion of the research process in small groups

-> three short presentations describing the research process

### **Study material**

None

### **References**

Esselborn-Krumbiegel, Helga: *Richtig wissenschaftlich schreiben. Wissenschaftssprache in Regeln und Übungen*. Stuttgart: UTB<sup>2</sup>2012. ISBN-10: 3825236943

### **Course content-related study coaching**

Individual and group tutoring.

### **Assessment moments**

continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

### **Examination methods in case of periodic assessment during the second examination period**

### **Examination methods in case of permanent assessment**

Oral assessment, Participation, Peer and/or self assessment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

### **Extra information on the examination methods**

*Assessment moment*

Non-periodical: continuous assessment (100%)

(If a student does not pass the non-periodical evaluation, a second chance is offered by means of a compensatory activity between the first and second exam period.)

#### *Assessment form*

The continuous assessment includes the students' participation in the seminar ("Werkstatt", peer review, discussion) and the individual microteaching presentations (research progress, creativity, originality, consistency).

#### **Calculation of the examination mark**

Non-periodical assessment (100%).

#### **Facilities for Working Students**

Facilities:

- 1 Possible exemption from certain educational activities requiring student attendance; a task is imposed in substitution after consultation with the lecturer
- 2 Possible rescheduling of the examination to a different time in the same academic year
- 3 Feedback can be given by email, telephone or during an appointment during or after office hours

Extra information:

Student attendance of all classes is nevertheless strongly advised.

For general information on flexible paths contact the monitoring service of the Faculty of Arts and Philosophy.