

Proseminar: *Everyday Ecology: (British) Nature Diaries*

Fach: Anglistik / B.A. Sprache, Kultur & Translation

Veranstaltung: Proseminar BA

Dozierende: Melina Lieb, MA

Zielgruppe: BA-Studierende (alle Semester); 7 Anmeldungen (Kurs hätte Platz für 35 Studierende gehabt)

Dauer: je 90 Minuten, 13 Semestersitzungen, 18.04.-18.07.2023

Lernziele (*Bitte führen Sie hier auf, welche Lernziele sie durch Ihre Lehrveranstaltung fördern möchten (inkl. der schreibdidaktischen Lernziele).*)

[* Hinweis: in Klammern habe ich die jeweilige Stufe aus der Lernzieltaxonomie angegeben]

content aims: Students ...

identify the characteristics of Nature Writing. [Wissen]

name criteria for analysing diaries. [Wissen]

explain the effects and implications of different nature vocabulary. [Verständnis]

compare different ways of reflecting on nature. [Verständnis]

expand their everyday nature vocabulary. [Anwendung]

reflect on our cultural and linguistic relationship to nature. [Analyse]

methodological aims: Students ...

identify central aspects and characteristics of a text. [Wissen]

apply the learned criteria to the analysis of primary material. [Anwendung]

structure their text clearly. [Anwendung]

construct convincing arguments. [Analyse]

develop their own critical questions on a text. [Synthese]

take a position on an issue and support this position with evidence from a text. [Beurteilung]

reflect on their own writing through the lens of another person's feedback. [Beurteilung]

Kurzbeschreibung (Bitte beschreiben Sie Ihre Lehrveranstaltung näher, indem Sie auf Ausgangslage, Aufbau, Schwerpunktsetzung sowie schreibdidaktische Maßnahmen eingehen.)

This course aims at fostering the languages that are employed towards other species and thus grant these species more awareness. Ways of reflecting on our cultural and linguistic relationships to the rest of life are explored, and an attempt to broaden the students' everyday nature vocabulary is made. To this end, chapters from three contemporary British Nature Diaries are discussed: Mark Cocker's *A Claxton Diary* (2019), Karen Lloyd's *The Blackbird Diaries* (2017) and Dara McAnulty's *Diary of a Young Naturalist* (2020). To sustain the analysis, theory on Nature Writing and diary writing is consulted.

Apart from its content-related aims, this course is designed to equip students with the tools for the "Modulprüfung", which consists in writing a term paper in the form of a literary analysis. The students are offered a number of reading and writing tasks to gradually develop their paper throughout the semester. In the first half of the course, the students use a number of reproductive reading strategies to secure their understanding of the primary reading material. At mid-term, the students write an at-home essay that they develop from a One Minute Paper written in class. This essay serves two aims: firstly, the students can warm up for writing; secondly, the teacher can do a first evaluation of their writing. The second half of the course is then devoted to preparing the term paper in detail. To this end, the students are given tasks for collecting and structuring their ideas as well as short writing exercises; all of these are done in class to enable immediate feedback from the teacher and fellow students. As a final opportunity for feedback, the students hold a presentation of their research in class.

Reihenplanung der Veranstaltung

(EA=Einzelarbeit, PA=Partnerarbeit, GA=Gruppenarbeit, PL=Plenum, LV = Lehrendenvortrag)

* all tasks marked in bold are included in the appendix

Phase und Dauer/Sitzung je 90 Minuten	Inhalt	Methode/Dozierenden- und Studierendenaktivität	Sozialform	Materialien und Medien	Ziele
Session 1	Introduction	<p>introductory round: students name their expectations on the course</p> <p>students read handout "Schedule+Course Info" (includes course aims), discuss understanding of it</p> <p>Freewriting on "Everyday Nature" + highlight key points</p> <p>Mind Map on blackboard: collect key points from Freewriting</p> <p>Homework: read text by Cocker & do task Translatory Reading</p>	<p>PL</p> <p>GA, PL</p> <p>EA</p> <p>PL</p> <p>EA</p>	<p>-</p> <p>Handout, PPT</p> <p>task given on PPT</p> <p>Blackboard</p> <p>material on LMS Moodle</p>	<p>Students identify the course aims, requirements and the expectations of the teacher and compare it with their own expectations.</p> <p>Students realise their personal access to the topic through writing.</p> <p>Students reflect on their previous knowledge through writing.</p>
Session 2	Nature Diaries: Cocker (Primary Reading)	<p>name aims & session plan</p> <p>discuss homework: Translatory Reading of text by Cocker: in two rounds, each student gives a word & its definition, teacher types them into file on beamer</p> <p>discuss text by Cocker: teacher asks questions & collects answers on blackboard</p>	<p>LV</p> <p>PL</p> <p>PL</p>	<p>-</p> <p>Beamer/Word</p> <p>Blackboard</p>	<p>Students expand their everyday nature vocabulary.</p> <p>Students explain effects of this vocabulary.</p> <p>Students identify characteristics of Nature Writing.</p>

		read second text on Cocker according to teacher questions	EA	Text	Students apply given questions to the reading of a text.
		discuss second text, teacher collects answers on blackboard	PL	Blackboard	
		homework: read text by Lloyd & do task Highlighting + Making Notes	EA	material on LMS Moodle	
Session 3	Nature Diaries: Lloyd (Primary Reading)	name aims & session plan	LV	-	Students expand their everyday nature vocabulary.
		discuss homework: Highlighting + Making Notes of text by Lloyd: teacher collects central terms in Mind Map on blackboard	PL	Blackboard	Students explain effects of this vocabulary.
		discuss <i>structure</i> of Lloyd's text according to teacher questions	PL	Text	Students identify characteristics of Nature Writing.
		re-read part of text: analyse language	EA	Text	Students compare different Nature Writing texts with each other.
		discuss <i>language</i> of text	PL	Text	Students practice reproductive reading.
		discuss <i>narrator's attitude</i> in the text: first in 2-minute exchange with partner, then in plenum	PA; PL	Text	Students discuss a text according to given questions.
		compare Lloyd's text with Cocker's text from previous session: teacher collects students' ideas on blackboard	PL	Blackboard	
		homework: read text by McAnulty & do task Highlighting + Making Notes	EA	material on LMS Moodle	

Session 4	Nature Diaries: McAnulty (Primary Reading)	<p>name aims & session plan</p> <p>discuss homework: Highlighting + Making Notes of text by McAnulty: teacher collects central terms in Mind Map on blackboard</p> <p>discuss <i>structure</i> of McAnulty's text according to teacher questions</p> <p>discuss <i>language</i> of text</p> <p>discuss <i>narrator's attitude</i> in the text: first in 2-minute exchange with partner, then in plenum</p> <p>compare McAnulty's text with Lloyd's text from previous session: teacher collects students' ideas on blackboard</p> <p>homework: read text by Moran (theory on Nature Writing) and do task SQ3R (teacher briefly explains task before giving homework)</p>	<p>LV</p> <p>PL</p> <p>PL</p> <p>PL</p> <p>PA; PL</p> <p>PL</p> <p>EA</p>	<p>-</p> <p>Blackboard</p> <p>Text</p> <p>Text</p> <p>Text</p> <p>Blackboard</p> <p>material on LMS Moodle</p>	<p>Students expand their everyday nature vocabulary.</p> <p>Students explain effects of this vocabulary.</p> <p>Students identify characteristics of Nature Writing.</p> <p>Students compare different Nature Writing texts with each other.</p> <p>Students practice reproductive reading.</p> <p>Students discuss a text according to given questions.</p>
Session 5	Characteristics of Nature Writing	<p>name aims & session plan</p> <p>discuss homework: SQ3R of text by Moran: questions & answers that students developed from the text: teacher collects in document on beamer</p> <p>task Freewriting: students write for 8 minutes on the following question: "Choose one of the three authors we've read (Cocker / Lloyd /</p>	<p>LV</p> <p>PL</p> <p>EA</p>	<p>-</p> <p>Text; Beamer</p> <p>-</p>	<p>Students identify characteristics of Nature Writing.</p> <p>Students practice reproductive reading.</p> <p>Students develop critical questions on a text.</p> <p>Students support their own position with evidence from text.</p>

		<p>McAnulty). Which characteristics of the New Nature Writing can be found in the diary?"</p> <p>reflect on writing task: "How did you experience the task? Which author did you choose? Which aspects did you find in their texts?"</p> <p>discuss homework for next session: Mid-Term Essay (students receive handout, can ask clarifying questions)</p>	<p>PL</p> <p>PL</p>	<p>-</p> <p>Handout</p>	<p>Students connect primary reading with secondary/theoretical reading.</p>
Session 6	Nature Diaries (Cocker): Secondary Reading	<p>name aims & session plan</p> <p>recollect opinions on Cocker: teacher collects students' ideas on blackboard</p> <p>in groups: task Reading Report on three different reviews on Cocker's diary (one review per group)</p> <p>presentation & discussion of findings from group work (each group gets 5 minutes for presentation + 5 minutes for discussion)</p> <p>homework: none (will discuss Mid-Term Essays next session)</p>	<p>LV</p> <p>PL</p> <p>GA</p> <p>GA; PL</p> <p>LV</p>	<p>-</p> <p>Blackboard</p> <p>Texts</p> <p>-</p> <p>-</p>	<p>Students practice reproductive reading.</p> <p>Students connect primary reading with secondary/theoretical reading.</p> <p>Students develop their own position on a text.</p> <p>Students support their own position with evidence from text.</p>
Session 7	Essay Feedback	<p>name aims & session plan</p> <p>teacher explains task Peer-Feedback on Essay;</p> <p>students can ask clarifying questions</p>	<p>LV</p> <p>LV; PL</p>	<p>-</p> <p>Handout</p>	<p>Students reflect on their own writing through the lens of another person's feedback.</p>

		<p>students do task Peer-Feedback on Essay; teacher walks round to listen in to exchanges</p> <p>teacher hands out their feedback on the students' essays, for the students to read at home (with the option to apply for office hour for personal discussion)</p> <p>homework: read text by Lejeune & do task Excerpt</p>	<p>EA; GA</p> <p>LV</p> <p>EA</p>	<p>Handout; Essays</p> <p>Essays</p> <p>material on LMS Moodle</p>	<p>Students develop their own position on a text.</p> <p>Students support their own position with evidence from text.</p>
Session 8	Theory on Diaries + Recap on Academic Citing Practice	<p>name aims & session plan</p> <p>discuss homework: Excerpt on Lejeune: teacher collects student ideas in document on beamer: let each student give one quote they wrote down, briefly discuss comments on that quote, add: "How does this quote relate to our primary texts = the diaries?"</p> <p>discuss academic citing practice, teacher asks: "Why do we cite in academic texts?"</p> <p>discuss Handout Citing Why and How: each student reads one paragraph aloud, discuss uncertainties after each paragraph</p> <p>task Quoting / Paraphrasing / Summarising: students apply task to one of the discussed quotes by Lejeune</p>	<p>LV</p> <p>PL</p> <p>PL</p> <p>PL</p> <p>EA</p>	<p>-</p> <p>Beamer</p> <p>-</p> <p>Handout</p> <p>Handout</p>	<p>Students identify criteria for diary analysis.</p> <p>Students practice reproductive reading.</p> <p>Students connect primary reading with secondary/theoretical reading.</p> <p>Students support their own position with evidence from text.</p>

		homework: students decide which book they want to write their term paper on	EA	-	
Session 9	Thesis Ideas	name aims & session plan	LV	-	Students recall course contents.
		task ABC-Darium on topic “British Nature Diaries”	EA	Handout	Students reflect on course contents.
		discuss task ABC-Darium : teacher collects student ideas in document on beamer	PL	Beamer	Students develop their own research topic in writing.
		task Freewriting : “Which book/author you want to write your term paper on and why?”	EA	-	
		discuss task Freewriting : “Who would like to share their thoughts?”	PL	-	
		homework: students bring 3 statements/questions on their chosen topic	EA	-	
Session 10	Thesis Development I	name aims & session plan	LV	-	Students comprehend the term paper requirements.
		read Handout Style Sheet + Grading Criteria	EA	Handout	Students develop a position on an issue in the form of a thesis statement.
		discuss Handout Style Sheet + Grading Criteria : first in 2-minute exchange with partner, then in plenum	GA; PL	Handout	Students evaluate their state of research.
		read Handout Thesis Statement	EA	Handout	
		discuss Handout Thesis Statement : first in 2-minute exchange with partner, then in plenum	GA; PL	Handout	

		students do tasks on Handout Thesis Statement ; can quietly discuss with their neighbour; teacher walks round to listen in / ask students about their thoughts	EA; GA	Handout	
		students do task Planning Pentagon ; can quietly discuss with their neighbour	EA; GA	Handout	
		homework: continue work on Planning Pentagon	EA		
Session 11	Thesis Development II	name aims & session plan	LV	-	Students take a position on an issue.
		students fill in teaching evaluation (Lehrveranstaltungsbeurteilung)	EA	Online-Link	Students construct convincing arguments.
		instruct task Structured Interview for next week: teacher explains tasks, students form groups	LV; PL	Handout	Students develop their thesis statement further.
		in-class office hour & research time: teacher talks to each student individually about their Planning Pentagon & Thesis Statement, while the others quietly work on their research	LV; EA	-	Students evaluate their state of research.
					Students extend their research.
Session 12	Thesis Presentation	change seating order so that students feel comfortable for their presentations	PL	-	Students construct convincing arguments.
		student presentations in the form of Structured Interviews	PL; GA	-	Students present their research.
		homework: bring structure draft	EA	-	Student reflect on their own research through the lens of another person's feedback.

Session 13	Thesis Structuring + Resumé	name aims & session plan	LV	-	Students structure their research paper clearly. Students reflect on the course.
		students do task Golden Thread ; teacher walks round to listen in / ask students about their thoughts	EA	Handout	
		students do task Text Path ; teacher walks round to listen in / ask students about their thoughts	EA	Handout	
		reflect on tasks: how did students experience them?	PL	-	
		reflect on course content: "Think of at least one thing you learned about Nature Diaries."; teacher puts student ideas on blackboard	PL	Blackboard	
		teacher talks through student feedback from teaching evaluation	LV; PL	-	
final remarks: term paper deadline; optional office hour; availability during holidays; thanks to students	LV	-			

Hinweise zur praktischen Umsetzung und Übertragbarkeit (*Benennen Sie Aspekte Ihrer Lehrveranstaltung, die besonders gut geklappt haben. Reflektieren Sie, was Sie beim nächsten Mal anders machen würden?*)

The students welcomed the many reading and writing exercises, finding them helpful for the preparation of the term paper. The fact that we did most tasks together in class lend the course an interactive character that the students preferred to mere teacher-centred teaching. In addition, the group and partner tasks as well as the discussions with the whole class created a trustful atmosphere. This atmosphere showed especially during tasks like the Peer-Feedback and the Structured Interview.

Despite the many tasks, the term paper grades were not noticeably better than in previous courses. The students were very active in class, but they could not always transfer their ideas to writing in the same manner. So, it would probably be helpful to include more longer writing tasks, in which continuous texts are produced, and give more teacher feedback on these.

A challenge for the execution of the original plan were also sessions that had to be cancelled due to sickness/train cancellations. In these cases, I had to react with flexibility: I merged sessions (Session 3 & 4, Session 6 & 7) or gave at-home tasks that we discussed at the start of the next session. Also, at the start, I only worked with a very loose plan for the second half of the course so that I could plan tasks on short notice according to the students' needs; this was a good decision, although of course it required more planning work during the semester.

Anhang (Bitte führen Sie hier alle Handreichungen, Schreibaufgaben, Präsentationen und sonstigen Medien zur Umsetzung Ihrer schreibdidaktischen Maßnahmen an.)

Konzeptpublikation – Anhang mit Aufgaben

Task: Freewriting (10 min)

Aims: collect ideas & unlock creativity; create repository of ideas

- write without interruption
- no need to correct errors/check spelling - switch off evaluation while writing
- if an English word won't come to your mind, write it in German
- if nothing comes to your mind, repeat writing the previous words until a new thought comes up
- when the time is up, finish your current sentence

Session 2: Teacher Questions on Text (Cocker)

on first part of text:

look at three aspects: 1. language, 2. structure, 3. themes

- Q1: What can you say in general about the language & style of the text? Which effect does his language have?
- Q2: How is the text structured?
- Q3: Which themes have you noticed in the text? (recurring topics / ideas / motifs)
- Q4: What else have you noticed about the text?

on second part of text:

- Q1: What is Cocker's writing approach?
- Q2: Which examples for his approach could you find in "January" chapter?
- Q3: Which other approaches for writing about nature are presented?
- Q4: What is your opinion on the different approaches & why do you have this opinion?

Reading Task: Highlighting & Making Notes

Aim: reproductive

- separate central text aspects from less important ones
- be able to concentrate better on central aspects when reading the text a second time
- deduce structure of the text

Task:

1. Scan the text first to gain an impression of contents and structure. For this purpose, read the main headlines and chapter headlines, the abstract/introduction (if applicable), the first sentence of each paragraph and any accentuated passages (if applicable). With this overview, you will be better able to evaluate the importance of single statements and won't highlight too much.

2. Read the text fully and sparingly highlight central terms. (You can use your own system: colouring/underlining/framing.) Only highlight one or two key words per paragraph.

Alternative version: Blacken/censor all information which does not seem central, so that only key contents remain.

Also mark your reactions on the text (for example using !, ?, +, -). In this way, you will be able to reconstruct your first impression when reading the text again.

3. To deduce the content and structure, note for each paragraph in the margin:

- a key word on the content
- a short summary of the central message
- the function of the paragraph (e.g. example, definition, question, thesis, argument, evidence, conclusion, summary, ...)

Sessions 3 / 4: Teacher Questions on Text (Lloyd / McAnulty)

on text itself:

- Q1: How is the Introduction structured?
- Q2: How is the first chapter structured?
- Q3: What do you think of the chapter headline?
- Q4: What defines an entry?
- Q5: What have you noticed about the language?
- Q6: What is the narrator's attitude towards nature & writing on it?

for comparison with previous text:

- Q1: Who could recall for us the central aspects of Cocker's /Lloyd' text?
- Q2: Which similarities/differences do you note between Cocker & Lloyd's / Lloyd's & McAnulty's texts?

Task: SQ3R

Aim: reproductive

- set reading goals
- plan reading process
- record and check reading outcomes
- reproduce in your own words what you have read
- improve and deepen understanding of the text
- improve memory of text contents by repeated and deliberate use of different methods

Task:

1. **Survey/Preview**: **Survey** the text to gain a first impression. For this purpose, read the main headlines and chapter headlines, the abstract/introduction (if applicable), the first sentence of each paragraph and any accentuated passages (if applicable). *(Aim: Activating previous knowledge and establishing a context to classify your reading. Your learning effect and memory is heightened through recognition and repetition.)*
2. **Question**: Write down **three W-questions** on the text (for long texts on the different sections of the text). These questions might already be inferred from the headlines of the text. *(Aim: Activating previous knowledge and awakening interest to heighten reading motivation and to better process and connect information.)*
3. **Read**: **Read the text paragraph for paragraph** according to your questions and **sparingly highlight** relevant passages. *(Aim: Heighten memory performance by targeted reading.)*
4. **Recite**: **From memory, note** down paragraph for paragraph the central messages of the text and your reaction on them. *(Aim: Checking your understanding of the text.)*

5. **Review/Repeat:** Check your notes on the text. If you have enough time, create a summary (e.g. as a text or visualisation). (*Aim: Gaining an overview of the whole text.*)

One-Minute-Paper

Aim: reproductive/productive

- collect previous knowledge & ideas
- experience writing as a tool for reflection & the development of ideas
- prepare larger writing project

Write for eight minutes on the given question.

You will be able to use your text to develop your term paper.

Task: Mid-Term Essay (due 23 May 2023, 11:20)

Aims:

- ◇ identify characteristics of Nature Writing
- ◇ take a position on a text
- ◇ support your position with evidence
- ◇ answer research question by analysing quotes from primary & secondary texts

Primary text: Cocker / Lloyd / McAnulty – please choose one of the authors for your essay

Secondary text: Moran, Joe. “Cultural History of the New Nature Writing.”

Research Question:

Which characteristics of the New Nature Writing can be found in the diary?

Format & Structure:

- length: 3-5 pages
- please attend to style sheet
- include intro + conclusion (one paragraph each)
- include bibliography
- hand in as printed document in class or send to me via email as word-document

Task: Reading Report (“Lektüreprotokoll”)

Aims:

- ◇ ensure and record text understanding
- ◇ develop your own assessment of a text as a way from reading to writing/discussing

After reading the text assigned to you, write answers to the following questions:

1. What is this text about? (max. 100 words)
2. How is the text relevant to the topic of our seminar?
3. How is the text structured?
4. What do you notice about the language of the text? Which stylistic devices are used and which effect do they have?
5. Which arguments do you find convincing/questionable? Justify your assessment.
6. Which passages/statements do you find difficult to understand?
7. Which ideas/thesis/questions did the text stimulate in you?
8. Which aspects/passages/thesis do you want to discuss in the seminar?

While reading, note your findings for each paragraph:

paragraph	central statements	language/stylistic devices	questions/remarks of your own

Task: Peer-Feedback on Essay

Aims:

- ◇ in general: become aware of the process of giving feedback
- ◇ for the reader: check your understanding of the text and establish a dialogue with the author (express your reactions while reading and ask questions)
- ◇ for the author: receive suggestions for improving your writing (note: the responsibility for your text remains with you, that means, you get to decide which suggestions you want to implement; you may understand given feedback as the subjective impressions of your readers)

General Feedback Procedure:

- contents and structure (first priority) – peer feedback + teacher feedback
- language and format (second priority) – teacher feedback

Peer-Feedback Procedure: (40 minutes)

1. (5 min) Before reading: As the author, briefly elucidate verbally

- your own stance on your text (are you critical/satisfied; what are your strengths/weaknesses)
- if there are aspects/passages of your text you'd especially like feedback on

2. (15 min) While reading: As the reader, read the essays individually and write comments according to the guiding questions below as well as the author's feedback wishes.

3. (20 min) After reading: As the reader, elucidate your feedback verbally. As the author, listen first, then make notes and ask questions if the feedback is not clear to you.

Guiding Questions:

1. Has the research question been answered?
2. What are the author's main arguments?
3. How does the author sustain their arguments? Do they use examples and quotes?
4. Which aspects do you find most convincing?
5. Which passages are unclear? Which additional information would you need for these passages?

Task: Excerpt

Aims:

- ◇ separate central from less important text aspects
- ◇ record central text aspects in short form to access them quickly and purposefully
- ◇ helps you draw connections between different texts

Task:

1. Scan the text first to gain an impression of contents and structure. For this purpose, read the main headlines and chapter headlines, the abstract/introduction (if applicable), the first sentence of each paragraph and any accentuated passages (if applicable).
2. Highlight and annotate the text.
3. Record central aspects by writing quotes/paraphrases in the table below. Record exact source references.
4. Also record comments and questions. How might the recorded text aspects support you in your research?

author, title, publication information:		text type:	/
page number/paragraph	quote / paraphrase	comment/question/key word + connection to our primary texts (=diaries)	

Task: Structured Interview

Aims:

- clarify contents, aims, state of research, approach, problems
- get feedback on your work

Task:

Form groups of two/three people. You will interview each other on your term paper, using the questions below. Each person gets 10 minutes for their interview.

For the interviewer: Your main task is to get your partner talking and thinking. Keep to the given questions. If you come up with additional questions/remarks, write them down. After the interview, give your partner feedback: What is your impression of their work? What would you recommend for them?

For the interviewee: Answer the questions of your partner and listen to their feedback afterwards. Write down helpful ideas to record them.

Questions:

1. What is your term paper about? What do you want to show?
2. What are your main arguments?
3. What have you already accomplished?
4. What do you still have to work on?
5. What is your next step?
6. Which aspects do you struggle with?

Task: Golden Thread

Aims:

- creating detailed overview for writing
- formulating central thoughts
- reducing inhibition threshold towards writing
- creating clear, reader-friendly text structure

Task:

1. Take your structure draft.
2. For each chapter title, quickly write three sentences with central statements for the respective chapter. If you are lacking information for that, write down your assumptions.
3. You can hang this up at your workspace as an orientation for writing.

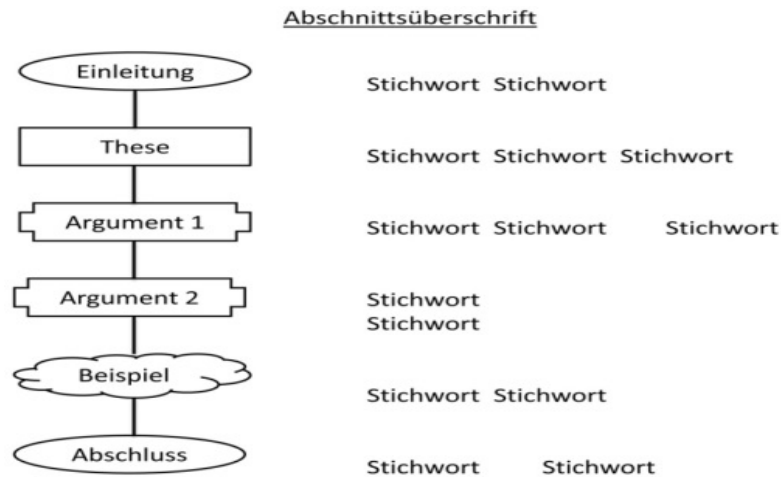
Task: Text Path (Textpfad)

Aims:

- reducing inhibition threshold towards writing
- creating clear, reader-friendly text structure
- detailed planning and pre-structuring to create orientation and security for writing

Task:

1. Write down the title of your section/subchapter.
2. On the left side of the page, note below each other in key words structuring elements for each section: thesis statement, arguments, examples/evidence, transition to next section.
3. Mark the different structuring elements with different frames (e.g., rectangle = thesis; cross = argument; cloud = example; ellipsis = intro/transition) or with different colours, and connect them to each other.
4. On the right side of the page, note key points for the content of each structuring element.



Ideensammlung mit ABC-Darium

Ziele:

- Generierung möglichst vieler Ideen zu einem Grobthema
- Offenheit für neue, originelle Perspektive

Vorgehensweise:

- Notieren Sie alle Buchstaben des Alphabets oder Ihres Grobthemas senkrecht.
- Ergänzen Sie rasch zum Thema passende Begriffe, die einen der Buchstaben (als Anfangsbuchstaben) enthalten.
- Im Anschluss müssen Sie eine Auswahl treffen und Ihr Thema begründet eingrenzen und strukturieren.

Thema:

Variante 1			
A.....	G.....	N.....	U.....
B.....	H.....	O.....	V.....
C.....	I.....	P.....	W.....
D.....	J.....	Q.....	X.....
E.....	K.....	R.....	Y.....
F.....	L.....	S.....	Z.....
	M.....	T.....	

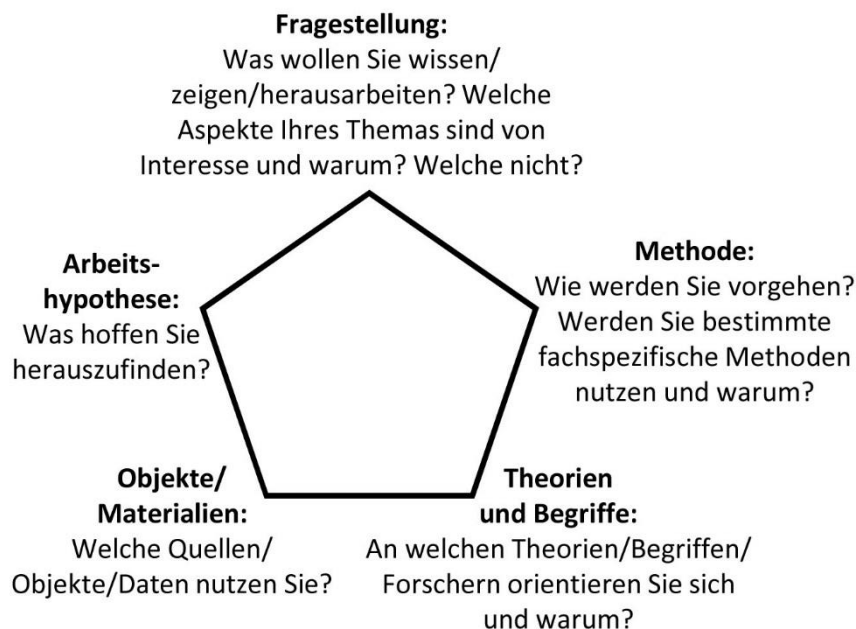
Strukturierung und Fokussierung mit Planungs-5-Eck

Ziele:

- Aktivierung und Dokumentation von Vorwissen
- Einschätzung des aktuellen Arbeitsstandes

Vorgehensweise:

- Schreiben Sie zu jedem Aspekt des 5-Ecks einen kleinen Text oder machen Sie sich Notizen.
- Überlegen Sie: Welcher Themenbereich ist bereits gut ausgearbeitet bzw. durchdacht? Woran sollten Sie noch arbeiten?



Task: Quoting/Paraphrasing/Summarising

Original Excerpt (<i>three lines from your chosen source</i>)	Quotation (<i>integration of a one-line quotation from your chosen source, including attribution and comment</i>)
Summary (<i>one- to two-line summary of the entire source, including attribution</i>)	Paraphrase (<i>approximately same length as the original quote, but in your own words, including attribution</i>)

Works Cited

Last Name, First Name. "Chapter Title." *Book Title*. Place of Publication: Publisher, Year. Page Numbers.

Style Sheet: How to Write a Term Paper / Essay

FORMAT

- keep to style guides: my style sheet + A Guide to Writing Term Papers (Abteilung Anglistik)
- formatting: Blocksatz, margins, Times New Roman 12pt, 1.5 line spacing
- page numbers: should start on the first page of the introduction
- titles/subtitles: not a whole sentence; attractive to reader; Title Case (that means, you should capitalise all words except articles, coordinating conjunctions and short prepositions)
- titles of books & journals in italics; titles of short stories, articles & chapters in quotation marks
- quoting
 - omissions: you only need [...] when you omit something in the middle of a quote (not at the beginning and/or end)
 - implement quotes into the sentence structure with fitting capitalisation and punctuation
 - always give page numbers for what you quote!
 - always indicate when you are taking something from a source!
- References & Works Cited: use MLA style; completeness & consistency are key

LANGUAGE

- please use British English consistently (tip: set your word settings accordingly)
- special terms: use quotation marks when you introduce a new term
- academic writing:
 - verbs: avoid two-word verbs; use strong, precise verbs
 - avoid abbreviations (like “isn’t”, “he’s”, “could’ve”)
 - avoid starting a sentence with a coordinating conjunction (for; and; nor; but; or; yet; so)
 - always write full sentences – avoid fragments

CONTENT

- aim of your term paper:
find answers to a research question by
 - **closely analysing primary material**
 - **connecting primary material with secondary sources**
- research question:
 - should be: feasible/practicable, researchable, focused, specific
 - should engage with secondary sources by
 - applying existing theoretical approaches to new material
 - applying new theoretical approaches to material already discussed
- engaging secondary sources:
 - agree & build on: how can theory be applied to your source
 - disagree: why does theory not fit your source – apply different theory
 - compare different approaches / theories
- your arguments:
 - should be relevant to your overall question
 - should not be speculative, but always based on evidence from the text
 - always include evidence to verify your arguments
 - when you bring in a quote, you have to analyse it (rule of thumb: one quote should be complemented by at least two to three analytical sentences)
 - use one paragraph per argument
 - a paragraph should consist of three essential parts:
 1. topic sentence (introduce main point; relate to research question)
 2. development (explanation / analysis / qualification / definition)
 3. illustration (reference to text by indirect or direct quotation)
 - stay with one argument at a time, don't mix them up

STRUCTURE

length of your term paper: 12-15 pages (excluding bibliography)

1. Introduction (~ 3 pages)
 - introduce topic
 - explain relevance (why)
 - outline research question (what)
 - outline structure (how)
 - (also note: you don't have to give information on the seminar itself)
2. Main Body (~ 10 pages, 2-3 chapters)
 - analyse primary material
 - connect with secondary material / bring texts into fruitful dialogue
3. Conclusion (~ 2 pages)
 - draw together your main arguments
 - summarise answer(s) to your research question
4. Bibliography

your paper should also include:

- a cover sheet, including a title and subtitle (it should sound attractive to a reader)
- the Prüfungsdeckblatt
- a Plagiatserklärung

note: please hand in a word **and** a pdf document

Bewertungskriterien für wissenschaftliche Arbeiten (nach Vorlage der Campusweiten Schreibwerkstatt)

KRITERIUM	ERFÜLLT
These: klar formulierte These/Fragestellung	
These: Einbettung in wissenschaftlichen Diskurs	
These: Bezug des Textes auf die These (keine Abschweifungen)	
Textstruktur: angemessene Gewichtung der Teile (Einleitung und Schluss ca. 10-15% des Gesamttextes)	
Textstruktur: klare, sachlich logische, zielgerichtete Gesamtstruktur des Textes (Gliederung)	
Textstruktur: logische Verbindung der Absätze untereinander	
Textstruktur: klare, sachlich logische Struktur der einzelnen Absätze (ein Thema pro Absatz, Absatzlänge mehr als ein Satz und weniger als eine Seite)	
Textstruktur: gedankliche Kohärenz und Nachvollziehbarkeit; ohne Lücken und Dopplungen	
Textstruktur: Begründung von Behauptungen (mit Forschungsliteratur oder eigener Forschung)	
Textstruktur: Einleitung und Schluss aufeinander bezogen	
Einleitung beinhaltet: Hinführung zum Thema	
Einleitung beinhaltet: These/Frage/Problemstellung und Ziele der Arbeit	
Einleitung beinhaltet: Forschungsstand	
Einleitung beinhaltet: Methodik/Vorgehen	
Einleitung beinhaltet: Darstellung der Textstruktur	
Schluss beinhaltet: Ergebnis	
Schluss beinhaltet: Relevanz des Ergebnisses	
Umgang mit Forschungsliteratur: strukturierte Darstellung der Erkenntnisse aus der Forschung (keine reine Aneinanderreihung)	
Umgang mit FL: Forschungsliteratur als Stütze der eigenen Argumentation (keine reine Darstellung der Forschung)	
Umgang mit FL: kritisches Hinterfragen der Forschungsliteratur	
Umgang mit FL: klare Unterscheidung zwischen eigenen Aussagen und denen der Sekundärliteratur	
Umgang mit FL: sinnvoller Einsatz von Zitaten und Paraphrasen (zur Einführung von Fachtermini, zum Beleg eigener Thesen, als Gegenargumente)	
Umgang mit FL: formal korrekter Einsatz von Zitaten und Paraphrasen	
Umgang mit FL: Vollständigkeit der Bibliographie	
Stil/Sprache: flüssig lesbar	
Stil/Sprache: sachlich und präzise	
Stil/Sprache: keine übertriebenen Satzverschachtelungen	
Stil/Sprache: keine Umgangssprache	
Stil/Sprache: korrekte Rechtschreibung, Grammatik und Zeichensetzung	
äußere Form: einheitliche Formatierung (Schriftsatz, Schriftart, Schriftgröße)	
äußere Form: Seitenränder und Zeilenabstände eingehalten	
äußere Form: Einrückung längerer Zitate von mehr als drei Zeilen	

Academic Writing: The Thesis Statement

Almost all forms of academic writing – including essays and term papers – require you to

- take a position on an issue
- and construct an argument in support of your position

Taking a Position

You are expected to make an **intellectual judgement** based on what you can support through argument and supported by credible academic research. Here it is important to distinguish between

- <i>your own opinion</i> (not academic)	+ <i>your intellectual judgement</i> (academic)
based on personal experience/knowledge/emotions	based on what you can support from your evaluation of academically credible sources

The position you take need no coincide with that of your lecturer. What is important is that you demonstrate that the position you have taken **can be supported** by your analysis and argument and by credible sources.

Providing a Thesis Statement and Constructing an Argument

An academic argument is made up of a thesis statement and a set of supporting main ideas. The **thesis statement** is the most important sentence in your writing because it tells the reader **the position you have taken** on a **debatable topic**. It should therefore always appear in the introduction of your paper.

Also, a thesis statement always **asserts** something. It **makes a claim** that you will develop in the rest of your paper. It is thus more than a description of what your writing is about or a restatement of the question.

Consider the following examples:

- <i>no thesis statement</i> (false)	+ <i>thesis statement</i> (correct)
This paper will discuss the relationship between development and democracy.	Democracy is not a necessary condition for rapid economic growth and may be incompatible with it in developmental states.
This paper will consider whether Hamlet was or was not mad.	(This paper will argue that) Hamlet was not mad, but only feigned madness in order to distract his enemies.

From Research Question to Thesis Statement

Asking questions is central to academic writing and to practicing science in general.

Therefore, every research project should start with a question for which you do not have an answer yet. This answer will arise from your analysis of suitable sources. The answer(s) you develop should then be reflected in your thesis statement.

This means: You may **start your writing with a guiding research question**, but in the **final version**, the question should be **transformed into a statement**.

Also note: Your thesis will naturally **change during the writing process**. Start with a preliminary thesis, then refine it with the insights you have gained during writing.

Sources:

Fisk, J. and Preciado, P. "Reader for Writing Skills I", WS 2013/14, Goethe-Uni Frankfurt

Sprague, S. "Reader for Integrated Language Skills I", SS 2013, Goethe-Uni Frankfurt

TASK 1: TQS: Topic + Question + Significance

Choose a topic you want to work on and consider:

Topic: I am working at the topic of _____

Question: because I want to find out _____

Significance: so that I can help others understand _____

TASK 2: Refining Your Thesis Statement

1. Choose a statement you want to work with.

example: Both cartoons focus on the contradiction in American border policy.

My statement:

2. Refine your argument by asking questions that make your statement less general and more specific: How do I know this? Which evidence from the text can be included in my statement?

example: The cartoons in Figures 1.12 and 1.13 focus on the contradictions in American border policy by showing that on the one hand, the American government wants to keep illegal immigrants out, but on the other hand, economic forces encourage them to enter the US illegally.

My statement:

3. Think about the claim implicated in your statement: What do I find interesting about this observation? How does it tap into larger social/cultural issues?

example: The political cartoons in Figures 1.12 and 1.13 offer a pointed commentary on the recent immigration debate, suggesting ways the official government stance against illegal immigration is undermined by economic forces that tolerate, if not welcome, the entry of undocumented workers into the US.

My statement:
