

# **Level 2 German Handbook**



**University of St Andrews  
2011-12**

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## 1. INTRODUCTION AND COURSE AIMS

The primary aim of Second Level modules is to develop the skills you acquired during your First Level German course. Second Level modules are also designed to prepare you for the more advanced and specialised modules at Honours Level.

You will be encouraged, and expected, to acquire a broader understanding of the German language and (in the 30-credit modules) of Modern and Medieval German literature as well as Linguistics. You will also learn to make more effective use of secondary literature, which will deepen your knowledge and critical understanding of texts and issues from a variety of fields and eras.

## 2. COURSE STRUCTURE

(to be read in conjunction with Appendix III – Pathways into Honours German – below)

**Former GM1001/2 students will choose from the following modules: GM2001, GM2002, GM2003 & GM2004**

Modules **GM2001** (Semester 1) and **GM2002** (Semester 2) are 30-credit modules which build on all aspects of modules GM1001/2 and are taken by the majority of students intending to read for an Honours degree involving German. They develop the subjects introduced in GM1001/2 to deepen your understanding of Modern German Literature, Medieval German and the linguistics of modern German.

Modules **GM2003** (Semester 1) and **GM2004** (Semester 2) are 10-credit modules which build on the language elements of modules GM1001/2 and aim to improve your confidence and skill in speaking, writing and reading German, whether or not you are intending to pursue German to Honours Level. They are ideally suited to students wishing to read for a Triple Language or three-subject degree including German, who must take a 30-credit module in Semester 1 and a 10-credit module in Semester 2, or vice-versa.

**Former GM1003/4 students will choose from the following modules: GM2007, GM2008, GM2009, GM2010**

Modules **GM2007** (Semester 1) and **GM2008** (Semester 2) are 10-credit modules which incorporate dedicated written and oral language classes designed to enhance the language skills acquired in modules GM1003/4, whether or not you are intending to pursue German to Honours Level. They are ideally suited to students wishing to read for a Triple Language degree or three-subject degree including German, who must take a 30-credit module in Semester 1 and a 10-credit module in Semester 2, or vice-versa.

Modules **GM2009** (Semester 1) and **GM2010** (Semester 2) are 30-credit modules designed to enhance the language skills acquired in your first year and to prepare you for Honours Level language work. They also introduce you to new areas: Modern German literature, medieval German literature and the linguistics of modern German.

### *Course structure by module*

	<b>German A</b>	<b>German B</b>
<b>Pre-requisite</b>	GM1002	GM1004
<b>Modules</b>	GM2001/2, GM2003/4	GM2009/10, GM2007/8
<b>Credits</b>	30 each – GM2001/2 10 each – GM2003/4	30 each – GM2009/10 10 each – GM2007/8
<b>Class Hour</b>	9 am, though some classes will be scheduled at other times	9 am, though some classes will be scheduled at other times
<b>Honours Entry Requirements</b>	See Appendix III below	See Appendix III below

### **3. COURSE DESCRIPTION**

The four 30-credit modules (GM2001/2; GM2009/10) each consist of three strands: language (written and spoken), literature (modern and medieval), and linguistics.

The four 10-credit modules (GM2003/4; GM2007/8) offer the language path only.

#### ***LANGUAGE***

You will follow an integrated course, designed to develop your skills in reading and understanding German texts, presenting your thoughts and ideas in German, both in writing and speech, and to help you consolidate your grasp of the grammar of German.

#### ***LITERATURE***

(GM2001/2 & GM2009/10 only)

##### ***Modern German Literature***

Over the two semesters we will study an interesting selection of works by major authors from the eighteenth, nineteenth, and twentieth centuries. In weekly lectures and seminars we will explore the wealth of experience and beauty of language expressed in a variety of genres such as the novel, drama and poetry. You will engage in detailed discussion of German literature building on the overview in your first year and laying the foundations for more in-depth studies at Honours level.

##### ***Medieval German Literature***

In the first semester GM2001 and GM2009 will introduce you to medieval German literature, a vital element in the study of German literature and linguistics. The course focuses on one of the most famous and beautiful texts from the Middle Ages, the *Nibelungenlied*, telling of the adventures of Siegfried the dragon-slayer, and of his wife Kriemhild's bloody revenge for his

murder. The lectures will give a broad outline of the cultural background of medieval literature, and then look in detail at the themes and context of the set text, including topics like knighthood, performance, gender and bodies. Tutorials will provide help with reading and understanding the *Nibelungenlied* as well as discussion of its literary features and themes. Set texts are listed in Appendix II below.

## **LINGUISTICS** (GM2002/10 only)

In the second semester GM2002 and GM2010 students are introduced to the linguistics of modern German. Linguistics is the science of language; at school one studies (school) grammar, at University one studies linguistics. The course is in two parts. First we examine the phonetics and phonology of modern German, looking at things such as the devoicing of consonants at the end of a word or syllable (e.g. *Freund* is pronounced as if it were spelled with a *t*, not a *d*), in the course of which we learn the symbols of the International Phonetic Alphabet. In the second part we look at the levels of language, e.g. morphology, in which we distinguish root morphemes (*Freund-e*) from derivational morphemes (*Freund-schaft*) from inflexional endings (*Freund-e*).

## **4. ASSESSMENT AND EXAMINATIONS**

### ***Basic Principles***

Your final mark in any Second Level German module will be divided between your assessed course work assignments (40%) and your performance in the end-of-module examination (60%). See Appendix I below for assessment weightings.

**N.B.** In order to pass any Second Level German module, you must pass **both** the assessed coursework **and** the end-of-module examination.

For further information on assessment and examinations see the School of Modern Languages home page and click on Undergraduate.

### ***Assessment Weightings***

See Appendix I below for details. Assignments and weightings are subject to confirmation by your course tutors.

### ***Re-assessment***

If necessary, re-assessment examinations for all twelve Second Level German modules will be held in September 2010. If you do not pass your Semester 1 module, you may proceed to a Semester 2 module, but you will not be awarded credits for the Semester 1 module, unless and until you pass the re-assessment examination. Similarly, if you do not pass your Semester 2 module, you will not be awarded credits for that module unless and until you pass the re-assessment examination.

## **5. HONOURS ENTRY**

See Appendix III below. In due course you will be supplied with full details of the Honours German programme to be offered in 2011-13. If after reading this Handbook, you are still unsure about Honours Entry options and procedures you should contact the Second Level Year Tutor, Dr Lawson. The Honours Adviser for German is Dr Böcking.

## **6. YEAR ABROAD 2011-12**

We strongly encourage you to spend a year in a German-speaking country between your Second Level and Honours courses. There are three models for the Year Abroad: You can work as an English-language Assistant in a German or Austrian school; you can find a non-teaching work placement; or you can spend the year as a Erasmus exchange student in Germany, taking assessed courses worth 120 Honours credits. Our German Erasmus partner is the University of Bonn and our Austrian Erasmus partner is the University of Vienna.

After an assistantship or work-placement year you return to St Andrews for two years of Honours study (Junior and Senior Honours). On your return from an Erasmus year you join the Senior Honours class. For more information, see the School of Modern Languages Student Handbook.

You will be provided with full details of your year abroad options in due course. If you have any urgent queries concerning the Year Abroad, contact Frau Vogelwiesche.

## **7. HELP AND INFORMATION**

If you have any queries concerning your German course, you should see the Second Level Year Tutor, Dr Lawson.

## 8. MEMBERS OF STAFF

(the telephone numbers given are internal – to ring from outside the University use the prefix 46)

**Dr C Beedham:** Examinations Officer

*Specialisms:* linguistics of modern German, esp. the passive, irregular verbs, & methodology

Room 204, ✉ cb1, ☎ 3657

**Dr B Bildhauer** (on leave)

*Specialisms:* medieval German literature; German film; literary theory

Room 208, ✉ bmeb, ☎ 3663

**Dr C Böcking:** Honours Adviser and Honours Tutor

*Specialisms:* medieval German literature

Room 208, ✉ cb210, ☎ 3663

**Prof. A Fuchs:** Head of Department (Sem 2) and Chair of German

*Specialisms:* modern German Literature; cultural memory; German-Jewish literature

Room TBA, ✉ TBA, ☎ TBA

**Dr M Gratzke:** (on leave)

*Specialisms:* modern German literature; literary theory; German film, gender studies

Room 313, ✉ mg43, ☎ 3671

**Dr C Lawson:** Sub-Honours Adviser, Second Level Year Tutor

*Specialisms:* modern German Literature, cultural memory, GDR Film

Room 304, ✉ ll38, ☎ 2953

**Dr G Moore:** Head of Department (Sem 1).

*Specialisms:* German intellectual and cultural history

Room 214, ✉ gm60, ☎ 3661

**Frau N. Vogelwiesche:** DAAD-Lektorin, First Level Year Tutor, Year Abroad Officer

Room 406A, ✉ nmv1, ☎ 3667

## APPENDIX I

### Assessment Weightings by Module

#### Semester 1

##### **GM2001 (30 credits)**

*Assessed Coursework (40% of final mark)*

*Language: 2 assignments, 1 Oral mark, 1 test 25%*

*Modern Literature: 1 essay 15%*

*Examination (3 hours: 60% of final mark)*

*Language: 30%*

*Modern Literature: 15%*

*Medieval Literature: 15%*

\*

##### **GM2003 (10 credits)**

*Assessed Coursework (40% of final mark)*

*Language: 2 assignments, 1 oral mark, 1 test 40%*

*Examination (1 hour: 60% of final mark)*

*Written Language: 60%*

\*

##### **GM2007 (10 credits)**

*Assessed Coursework (40% of final mark)*

*Language: 2 assignments, 1 test 25%*

*Practical: 1 Referat, 1 Mitarbeitsnote 15%*

*Examination (1 hour: 60% of final mark)*

*Language: 60%*

\*

##### **GM2009 (30 credits)**

*Assessed Coursework (40% of final mark)*

*Language: 2 assignments, 1 test 15%*

*Practical: 1 Referat, 1 Mitarbeitsnote 10%*

*Modern Literature: 1 essay 15%*

*Examination (3 hours: 60% of final mark)*

*Language: 30%*

*Modern Literature: 15%*

*Medieval Literature: 15%*

#### Semester 2

**GM2002 (30 credits)*****Assessed Coursework (40% of final mark)***

*Language*: 2 assignments, 1 oral mark, 1 test 25%

*Modern Literature*: 1 essay 15%

***Examination (3 hours: 60% of final mark)***

*Language*: 30%

*Modern Literature* 20%

*Linguistics* 10%

\*

**GM2004 (10 credits)*****Assessed Coursework (40% of final mark)***

*Language*: 2 assignments, 1 oral mark, 1 test 40%

***Examination (1 hour: 60% of final mark)***

*Written Language*: 60%

\*

**GM2008 (10 credits)*****Assessed Coursework (40%)***

*Language*: 2 assignments, 1 test (equally weighted) 25%

*Practical*: 1 Referat, 1 Mitarbeitsnote (equally weighted) 15%

***Examination (2 hours: 60% of final mark)***

*Language*: 60%

\*

**GM2010 (30 credits)*****Assessed Coursework (40% of final mark)***

*Language*: 2 assignments, 1 test (equally weighted) 15%

*Practical*: 1 Referat, 1 Mitarbeitsnote (equally weighted) 10%

*Modern Literature*: 1 essay 15%

***Examination (3 hours: 60% of final mark)***

*Language*: 30%

*Modern Literature*: 20%

*Linguistics* 10%

## APPENDIX II

### Recommended and Prescribed Texts

#### Language

##### Prescribed Texts

###### **GM2001, 2002, 2003, 2004**

*Aspekte 2 Lehrbuch ohne DVD and Aspekte 2 Arbeitsbuch* (Langenscheidt, 2007) ISBN: 978-3-468-47481-1 and 978-3-468-47482-8 respectively.

###### **GM2007, 2008, 2009, 2010**

*Begegnungen Deutsch als Fremdsprache B1+* (Schubert Verlag)

ISBN-10: 3929526921

ISBN-13: 978-3929526929

##### Recommended Texts (all GM2000 modules)

###### ***Dictionaries:***

*The Oxford German Dictionary* (OUP, 2008) ISBN: 0199545685

**or**

*The Collins German Dictionary*, 7th edn (Collins, 2007) ISBN: 0007252756

Please do not use the concise versions of these dictionaries, as they will not meet your needs.

###### ***Grammar reference works:***

Martin Durrell and others, *Essential German Grammar* (Arnold, 2002) ISBN: 0340741899

Martin Durrell, *Hammer's German Grammar and Usage*, 5th edn (Hodder Education, 2011) ISBN-10: 1444120166 ISBN-13: 978-1444120165

H. Dreyer & R. Schmitt, *Lehr- und Übungsbuch der deutschen Grammatik. Die neue Gelbe* (Hueber, 2009) ISBN: 3193072559

C. Fehringer, *German Grammar in Context* (Hodder Arnold, 2002) ISBN: 0340763108

J. Rankin & L.D. Wells, *Handbuch zur deutschen Grammatik* (Heinle & Heinle, 2010) ISBN: 1439082782

#### Literature

##### Prescribed Texts

###### **GM2001 and GM2009**

*Das Nibelungenlied: Mittelhochdeutscher Text mit Übertragung*, ed. and trans. Helmut Brackert (Fischer), 2 vols.: ISBN Bd.1: 3-59626038-8, ISBN Bd.2: 3-596-26039-6.

Johann Wolfgang von Goethe, *Urfaust* (Reclam)

ISBN-10: 3150052734

ISBN-13: 978-3150052730

Selection of *Vormärz Poetry* (will be provided)

Friedrich Schiller, *Die Räuber* (Reclam)

ISBN-10: 9783150000151

ISBN-13: 978-3150000151

Theodor Fontane, *Effi Briest* (Klett)

ISBN 3-12-351810-8

### **GM2002 and GM 2010**

Robert Walser, *Sämtliche Werke in zwanzig Bänden. Elfter Band: Jakob von Gunten: ein Tagebuch* (Suhrkamp Taschenbuch)

ISBN: 9783518376119

Thomas Mann, *Der Tod in Venedig* (Fischer Taschenbuch Verlag)

ISBN-10: 3596112664

ISBN-13: 978-3596112661

Georg Kaiser, *Von Morgens bis Mitternachts* (Reclam)

ISBN-10: 3150089379

ISBN-13: 978-3150089378

Else Lasker-Schüler, Selection of poetry (will be provided)

Franz Kafka, short stories (will be provided)

## **Linguistics**

### **Recommended Texts**

### **GM2002 and 2010**

Sally Johnson, *Exploring the German Language* (Arnold) (copy in Short Loan)

**or**

Anthony Fox, *The Structure of German* (OUP) ISBN 0-19-927399-5

## APPENDIX III

### Pathways into Honours German

(to be read in conjunction with the Course information above)

Set out below are the permitted combinations of Second Level German modules required for Honours Entry. Your choice of modules will be determined by the German modules you took at First Level and, crucially, your **intended degree**. You should read this information very carefully.

If your **intended degree** is

**EITHER** Modern Languages (Single Honours German)

**OR** Modern Languages (German + **one** other modern language)

**OR** Joint Honours (German + **one** other non-modern language subject),

then, in order to gain entry to Honours Level German, you must pass two 30-credit German modules at Second Level: **either** GM2001 & GM2002 (former GM1001/2 students); **or** GM2009 & GM2010 (former GM1003/4 students), **with a grade of at least 11 in GM2002 or GM2010**.

If your **intended degree** is

**EITHER** Modern Languages (German + **two** other modern languages)

**OR** Modern Languages (German + **one** other modern language + **either** Economics, **or** International Relations, **or** Management),

then, in order to gain entry to Honours Level German, you must pass one of the following module combinations (totalling 40 credits in Second Level German), **with a grade of at least 11 in both modules**.

If you are a former GM1001/2 student, you must obtain a **grade of at least 11 in both of:**

**EITHER** GM2001 (30 credits) in Semester 1 & GM2004 (10 credits) in Semester 2

**OR** GM2003 (10 credits) in Semester 1 & GM2002 (30 credits) in Semester 2.

If you are a former GM1003/4 student, you must obtain a grade of at least 11 in both of:

**EITHER** GM2009 (30 credits) in Semester 1 & GM2008 (10 credits) in Semester 2

**OR** GM2007 (10 credits) in Semester 1 & GM2010 (30 credits) in Semester 2.

## APPENDIX IV

### Guide to Essay Writing and Referencing

#### Essay Writing

Writing an essay is by its nature a personal activity, but it is nevertheless possible to give some general guidance on how to go about it. An essay should be coherent, logically argued and expressed in economical and correct English. It should have a clear overall structure, consisting of an introduction, a main body of argument and a conclusion. Each of these elements makes its own, distinctive contribution to a finished essay.

The essay should be word-processed, using 1.5 line spacing and a size 12 font, preferably Times New Roman. Make sure you leave enough space in the margin for your tutor's comments. The pages should be numbered using the automatic facility, and a final word count provided.

**1. The introduction to your essay** may include background material and contextualisation, though this should be kept to a minimum. Avoid starting your essay with the phrase, 'x [the author] was born in [date]'. The introduction should also give a clear but brief indication of the nature of the issues under consideration, as you see them, and of your proposed method of approach. The introduction is important on two counts: as your reader's first impression of your work, it influences how s/he will respond to your detailed argument; but also, because it outlines your intentions, it invites the reader to refer back to it later, to judge how closely you have fulfilled them.

Your introduction therefore needs careful attention. Often it is better to write the introduction last, so that it can take account of your argument in the main body of the essay, and how it has developed. When this is impossible - e.g. in an exam -, it is still worth planning your main argument in detail before deciding what to say in the introduction.

Remember that space is limited (always adhere to the prescribed word-limit!), so try to avoid waffle and padding at all times, particularly in your introduction.

**2. The main body of your essay** should be carefully planned and will normally include the following: logical, clearly developed argument; comparison (where appropriate); evidence/illustrative material (e.g. quotations) correctly referenced (see **Referencing** below); and such critical analysis and synthesis as are necessary to demonstrate the validity of your opinion and to sustain the flow of your argument. Don't be afraid to tear up your first, or even second plan and start again: the first way is not always the best.

Avoid repetition and story-telling; stick to analysis rather than description. Constantly apply the acid test of *relevance*. One way of administering this test is to ask yourself whether a particular piece of material is central to the question, in which case you must find a way of planning it into your essay. If you decide that it is supplementary to an important point, put it into a footnote. If it is unimportant or tangential to the question, leave it out.

The tone of your essay should be neutral and objective, not colloquial or subjective. This is not to say that you are not allowed to express your own opinions, but you should avoid the use of the first person 'I'. For example, you should write 'It is clear that Faust is mistaken', rather than 'I think Faust is wrong'.

Take care with linguistic register: avoid slang or colloquial language; clichés; vague formulations (e.g. ‘very vivid’); gushing praise or carping criticism; exclamation marks; rhetorical questions (e.g. ‘What does this tell us?’); largely redundant intensifiers (e.g. ‘totally’, ‘very’, ‘highly’, ‘basically’). Use literary terms such as ‘genre’, ‘style’, ‘novel’, etc. accurately; indeed, be painstakingly precise in your use of language. And never refer to a play as a ‘book’! Check your spelling and quotations, and be *consistent* in your form of references (see **Referencing** below).

**3. The conclusion** should be concise and focused. It should draw together your argument and should not contain any new material, that is, material you have not at least touched on before.

**4. Quotations** of no more than three lines should be enclosed in single inverted commas and run on in your own text, after a colon. Any quotations which are more than three lines long should be clearly separated from your own text by indenting with no inverted commas, thus:

Als Gregor Samsa eines Morgens aus unruhigen Träumen erwachte, fand er sich in seinem Bett zu einem ungeheueren Ungeziefer verwandelt. Er lag auf seinem panzerartig harten Rücken und sah, wenn er den Kopf ein wenig hob, seinen gewölbten, braunen, von bogenförmigen Versteifungen geteilten Bauch, auf dessen Höhe sich die Bettdecke, zum gänzlichen Niedergleiten bereit, kaum noch erhalten konnte. Seine vielen, im Vergleich zu seinem sonstigen Umfang kläglich dünnen Beine flimmerten ihm hilflos vor den Augen.

**5. A bibliography** must be provided at the end of your essay, listing authors alphabetically by surname, which contains all the books and articles you have referred to in your essay. You should also include books and articles you have consulted but not quoted. Here are sample bibliographical entries:

Bernal, Martin, *Black Athena: The Afroasiatic Roots of Classical Civilization*, 2 vols (London: Free Association Books, 1987-91)

Dietz, Ludwig, *Franz Kafka*, 2<sup>nd</sup> edn (Stuttgart: Metzler, 1990)

Wood, Allen W., ‘Hegel and Marxism’, in *The Cambridge Companion to Hegel*, ed. Frederick C. Beiser (Cambridge: Cambridge University Press, 1993), pp. 414-44

## Referencing

The purpose of a consistent method of referencing is to help you to present your ideas clearly and accurately and to enable the reader to follow your ideas and their sources. References (in the body of the essay, or in footnotes) should document the ideas and quotations you present, to allow the reader to check the evidence on which your argument is based. A reference should enable the reader to find the source referred to (a book, an article, a CD-ROM, or a web page) quickly and easily.

An excellent guide to referencing is the *MHRA Style Guide* (London, 2002). It can be consulted in the University Library and also online

(<http://www.mhra.org.uk/Publications/Books/StyleGuide/download.shtml>). There are many other referencing conventions (notably, the author-date system). Whichever convention you adopt, be consistent in its use.

A clear system of referencing will remove any suspicion of **plagiarism**. Plagiarism is a form of cheating, which involves passing off the ideas and/or the work of others as your own. It occurs if:

- significant ideas in your work are taken from another source and you do not acknowledge that source

- ❑ you copy material directly from another source and do not identify the copied material as a quotation; **copying from internet sources can be readily detected**
- ❑ another person (e.g. a native speaker of German) does some or all of the work you are submitting and you do not acknowledge their contribution.

**Plagiarism is a serious offence, a breach of trust between the student and the Department. The penalties for students who commit academic fraud and submit plagiarised work are severe and can comprise a nil mark for that piece of assessed work or overall failure in the module concerned. Tutors will be unable to provide references for students who commit academic fraud.**

## Forms of Reference

### **a) Books**

The first reference to a source should be given in a numbered footnote, in the following order [information in square brackets may not always be applicable]:

**Author, Title**, [Editor], [Edition], [Number of Volumes], **Place of Publication, Publisher, Year of Publication**, [Volume Number], **Page Number(s)**

- e.g.
1. Lesley Sharpe, *Friedrich Schiller: Drama, Thought and Politics* (Cambridge: Cambridge University Press, 1991), p. 151.
  2. J. W. v. Goethe, *Faust I*, ll. 574-85 (*Goethes Werke*, ed. Erich Trunz, 14<sup>th</sup> edn, 14 vols (Munich: C. H. Beck, 1989), iii, 26).

These are examples of first references. Subsequent references, in the body of the essay or in a footnote, might be as follows: Sharpe, p. 203; *Faust I*, ll. 1385-92, iii, 48.

### **b) Articles in Books**

The first reference should be given in full in a footnote, in a form similar to this example:

Elke Fröhlich, 'Joseph Goebbels: Der Propagandist', in *Die braune Elite: 22 biographische Skizzen*, ed. Ronald Smelser and Rainer Zitelmann (Darmstadt: Wissenschaftliche Buchgesellschaft, 1999), pp. 52-68 (p. 55).

The range of page numbers indicates the location of the article in the book, the page number in brackets shows the precise reference. A subsequent reference in the body of the essay might take the form (Fröhlich, p. 65.)

### **c) Articles in Academic Journals**

The first reference should be given in full in a (numbered) footnote, in a form similar to this example:

Richard Benz, 'Wandel des Bilds der Antike im 18. Jahrhundert', *Antike und Abendland*, 1 (1945), 108-120 (109).

The range of page numbers indicates the location of the article in that volume of the journal, and the page number in brackets shows the precise reference. A subsequent reference in the body of the essay might be (Benz, 116).

**d) Articles in Newspapers and Magazines**

Sebastian Faulks, 'Raise a Cheer for Germany', *The Times*, 29 June 2002, p. 23.

Friedrich Meurer, 'Calw ehrt berühmten Sohn Hermann Hesse mit Festakt', *Frankfurter Rundschau*, 2 July 2002, p. 7.

**e) Material on CD-ROM**

As for a), b) and c) above but with the addition at the end of the phrase '[on CD-ROM]'.

**f) The Internet**

References (in the form of footnotes) should include the following information, and in this order:

*Author/editor* (if known). *Webpage Title*. *Information supplier*. *Accessed: [date]* <URL>.

Some examples:

Women and War. International Internet Encyclopaedia of the First World War. Accessed: 8 August 2003

<<http://www.spartacus.schoolnet.co.uk/FWWwomen.htm>>.

Elfriede Jelinek, 'Ich möchte seicht sein'. Accessed: 12 August 2002

<<http://ourworld.compuserve.com/homepages/elfriede/>>.

Chronology and Battles of World War I. Oxford University Humanities Computing Unit. Accessed: 14 January 2003

<<http://info.ox.ac.uk/departments/humanities/rose/candb.html>>.

'Rückkehr der Helden: Triumphaler Empfang für den Vizeweltmeister'. Spiegel Online. Accessed: 1 July 2002

<<http://www.spiegel.de/sport/fussball/0,1518,203458,00.html>>.

Der Sicherheitsdienst des Reichsführers-SS. Stiftung Topographie des Terrors, Berlin. Accessed: 20 September 2003

<<http://www.topographie.de/ort.htm>>.

**Department of German  
September 2011**