

# Department of German Studies

## Mary Immaculate College

### *Student Information Handbook*

#### 1.1 Introducing the Department

German Studies has been offered at Mary Immaculate College at undergraduate and postgraduate level since 1992. We have three full-time members of staff, one language assistant (Lektor/in) and, usually, postgraduate assistants and a Praktikant/in (intern) from the University of Bamberg.

A full and current staff list, office hours and further relevant information will be posted on the German Studies notice board in 'Information Alley' (Foundation Building) at the beginning of each teaching term.

#### *Academic Staff (permanent)*

##### **Dr. Sabine Egger**

Office: G64; E-mail: [sabine.egger@mic.ul.ie](mailto:sabine.egger@mic.ul.ie); Tel. 061-20494

##### **Dr. Helmut Grugger**

Office C107; E-Mail: [helmut.grugger@mic.ul.ie](mailto:helmut.grugger@mic.ul.ie); Tel. 061-204779

##### **Dr Christiane Schönfeld (Head of Department)**

Office N22; E-Mail: [christiane.schonfeld@mic.ul.ie](mailto:christiane.schonfeld@mic.ul.ie); Tel. 061-204582

>> *for current part-time staff and teaching assistants, please see the notice board.*

#### 1.2. How to contact us

If you have any queries about your course, assignments, grades, etc., please contact the member of staff responsible for the particular course. You can reach us during our office hours, by telephone and e-mail, or simply talk with us after class. Important sources of information for the department, e.g. timetable, change of room, German events etc. is the notice board. Once you are registered for a particular German module, you will have access to the module on the interactive e-learning platform Moodle, on which all information relevant to the various courses – and much more – is available.

NB: If you have queries relating to this handbook or other aspects of MIC German Studies, please contact the Head of Department at [christiane.schonfeld@mic.ul.ie](mailto:christiane.schonfeld@mic.ul.ie) and see <https://www.mic.ul.ie/faculty-of-arts/department/german-studies?index=0> for more comprehensive information on our department.

## 2.1. Information on course content and assessment methods

The content of the modules offered in German Studies range from focused language learning to an array of relevant foundations and contexts (linguistics, current affairs, literature, film, history, etc.).

Assessment in the German Studies course is varied and continuous, i.e. assessments take place during the semester (presentations, written assignments, etc.) and during the exam period (submissions of essays, portfolios, etc.). This means you will get continuous feedback regarding your work and you have a great deal of control over your own learning.

Details regarding the content and assessment of each module will be made available to students in Week 1 of each semester. Make sure you have all the information you need before embarking on an assignment!

## 2.2. Course assessment

A variety of assessment methods are used in all modules, which are relevant to the learning outcomes and key skills of the particular module (see 4.1 below). Students **must complete and submit all assessment units for each module**. Students must also achieve a **minimum of C3** in Communication Skills courses in 1<sup>st</sup> year in order to pass the German module and in the Orals Skills courses in 2<sup>nd</sup> and final year in order to pass the language module.

### Grading Scheme

| A1      | A2     | B1     | B2     | B3     | C1     | C2     | C3     | D1     | D2     | F     |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|
| 80-100% | 70-79% | 65-69% | 60-64% | 55-59% | 50-54% | 45-49% | 40-44% | 35-39% | 30-34% | 0-29% |

## 2.3. Grading Criteria

**NB: the assessment criteria set out below are dependant on the level at which the courses are taken.**

### 2.3.1. Assessment criteria for essay writing (in English):

|         | A 70-100%  | B 55-69%   | C 54-40%   | D 39-30%  | F 0-29%  |
|---------|--|--|--|---|--|
| Content | Comprehensive coverage of topic; relevant, complex and cogent arguments used; in-depth critical analysis of material; obvious originality of ideas   | Wide coverage of topic; relevant points made and serious critical analysis evident   | Reasonable coverage of topic; some relevant points made; little serious critical analysis of topic   | Superficial coverage of material; few relevant points made; no serious critical analysis  | Insufficient, inaccurate or irrelevant coverage of topic   |
| Form    | Fluent essay with arguments coherently linked and correctly referenced. Broad range of vocabulary, correct and appropriate use of grammatical structures; register appropriate, full bibliography accurately and clearly presented | Most ideas linked coherently and correctly referenced. Good range of vocabulary; attempted wide range of grammatical structures; register often incorrect, bibliography is mainly accurate and clear | Some ideas are linked; predominantly simple structures used; only half the points adequately referenced; limited range of vocabulary; little use of appropriate register, contains a bibliography with some inaccuracies | Few ideas are linked; simple structures throughout; less than half the points adequately referenced; intermittent intrusive grammatical errors; no attempt at appropriate register, incomplete or inaccurate bibliography | No apparent linking of ideas; little or no referencing; repeated intrusive grammatical errors; register inappropriate, no bibliography |

### 2.3.2. Assessment criteria for oral and written communication in German

|                                     | A 70-100%   | B 55-69%  | C 54-40%   | D 39-30%  | F 0-29%  |
|-------------------------------------|---|---|--|---|--|
| Content                             | Comprehensive coverage of topic; entirely relevant, analytical approach   | Wide coverage; relevant points made, largely analytical approach                                      | Reasonable coverage; some relevant points made; little attempt at analysis   | Superficial coverage; hardly any relevant points made; no analysis  | Insufficient, inaccurate or irrelevant information; no analysis  |
| Correctness                         | Minimal formal errors   | Some formal errors  | Number of formal errors, interference in communication   | Frequent formal errors, communication often disrupted   | Obtrusive grammatical errors disrupt communication throughout  |
| Structure                           | Very well structured, coherent, cogent  | Well structured, largely coherent   | Adequately structured, could be more coherent  | Outline of basic structure apparent, but difficult to follow; lacks coherence                                       | Absence of structure, no logical coherence apparent  |
| Linguistic Competence               | Sophisticated level of German; very good lexical and syntactical skills; wide range of complex structures; very capable of conducting an interactive discussion | Good level of German, good lexical and syntactical skills; good range of structures; good interaction | <u>Average level of German</u> , limited lexical and syntactical skills, some attempt to vary structures; capable of interaction | Limited command of German, simple syntactical and lexical skills; offers basic information with minimal interaction | Very limited command of German, syntax and lexis repetitive and basic; difficulty in communicating basic information |
| Pronunciation and Intonation (oral) | Clear and authentic; German patterns evident throughout   | Clear and authentic for the most part, some English patterns evident                                  | Acceptable. Attempts to vary patterns, often hard to follow  | Flat intonation, poor pronunciation, quite hard to follow   | P & I are an obstacle to communication; great difficulty for listener to follow                                      |
| Originality                         | Extensive use of independent formulation; absence of 'learned-off' phrases, original ideas  | Good use of independent formulation; limited use of 'learned-off' phrases                             | Some use of independent formulation; consistent use of 'learned-off' phrases   | Little use of independent formulation; over-reliance on 'learned-off' phrases                                       | Absence of interaction, content and language use merely repetition of limited source material                        |

### 2.3.3. Assessment criteria of Portfolios

Assessment criteria will be made available by the lecturer. However, the basic principles for the different parts of the portfolio written in English and German will apply as outlined above.

### 2.3.4. Assessment criteria of Undergraduate Dissertations and basic information

The UGD is a substantial piece of research, which counts for two modules in your final year. Keep in mind, however, that 90% of the work on the FYP is done during the off-campus placement year, and in S1 of the final year. Do read the *Undergraduate Dissertation Handbook* (download it via Moodle or ask for it in the Arts Office). Make sure to complete the background reading for your UGD during your off-campus placement year, and meet or correspond regularly with your supervisor at all stages of your project. In your final year meet with your supervisor throughout S1 on a weekly basis and submit parts of your work according to a “Fahrplan” provided by the Department. Assessment criteria relevant to German Studies will be made available by the supervisor. As for other written work submitted to the Department, the basic principles outlined above will apply.

## 2.4. Disclosure of marks

Lecturers make graded work available during class as soon as possible and are available for feedback. Any marks released prior to formal approval by a full Examination Board are provisional.

After the official release of your grades, a breakdown of your marks will be available upon request. Do not hesitate to contact your lecturer/HoD and/or the Arts Office.

## 3. Key Skills and Learning outcomes

### 3.1. Key Skills

We encourage our students to reflect on their learning performance in key skills areas in order to recognise that these skills are transferable. Key skills are embedded in the teaching of all modules and are developed and assessed in each module.

### 3.2. Learning Outcomes for Language and Linguistic Courses

| Language Skills   | Research and Presentation Skills   | Learning Skills  |
|---|--|--|
| Linguistic skills will be developed in all areas, particularly in summary, report and essay writing; text/film analysis; oral and written presentations; grammar and basic linguistic concepts such as phonetics, semantics, morphology, etc. | You will develop skills in researching a topic, then presenting an accurate, logical and structured argument in German, and also expressing your own ideas coherently. | You will develop learning skills in areas such as self-directed learning, effective communication skills via discussion, presentation, role-play; IT skills via language learning platforms and Moodle; team skills via group/pair work. |

### 3.3. Learning Outcomes for Literature and Culture Courses

| Language Skills  | General Knowledge  | Research, Writing & Presentation   | Learning Skills   |
|--|--|--|---|
| You will develop an ability to comprehend German texts from a wide variety of sources, improve your ability to discuss texts in German and/or English in class and reflect on them at home (i.e. in oral and written form) and increase your ability to communicate relevant contexts. | You will develop an understanding of political, cultural and social developments in German-speaking countries today and in the context of recent European history; you will develop transnational and inter-cultural awareness and skills. | You will be able to research and write an essay, produce a poster presentation, etc. You will be able to interpret filmic and literary representations through close reading; apply suitable critical techniques, concepts, and contextualisation; evaluate critically and reference secondary sources; develop and express a balanced, logical and structured argument. | You will develop learning skills in areas such as self-directed learning, effective communication skills via discussion, presentation, role-play; IT skills via word-processing, Powerpoint presentations, IT skills via language learning platforms and Moodle; team skills via group/pair work. |

## 4. What we expect from you:

### 4.1. Submission of assessed work

All course work (essays, assignments, projects, presentations, etc.) must be handed in on time. All pieces of written assessed work (unless otherwise stated) should be submitted with a cover sheet, containing the following information:

**Name:** Paul/a Muster

**ID No.:** 999999999999

**Year and Course:** 2 BA / 2 BEd

**Lecturer:** Karla Beispiel

**Module Component:** GE 8921 Literatur

**Topic:** ....

All essays and dissertations must be typed in 1.5 spacing on A4 or as instructed by your lecturer. Usually written assignments will be submitted via Moodle (turnitin). If the lecturer requests a printout, please leave margins of approximately 1 inch/2.5 cm and do not bind essays. Secure the sheets with one staple at the top left corner. Please refer to the MIC *Study Skills Handbook Facing New Challenges* (pp. 17-27) for detailed information on the style to be used (Harvard system) for referencing and bibliographies.

The bibliography should be in alphabetical order of author's surname. Always give the author(s)/editor(s) full name, the title of the book/article and the book/journal where it appeared, date and place of publication, publisher and page numbers where appropriate (see *Facing New Challenges*).

Here are some examples:

**For books and articles use the following form:**

Gruger, Helmut, 2018. *Trauma – Literatur – Moderne. Poetische Diskurse zum Komplex des Psychotraumas seit der Spätaufklärung*. Wiesbaden: Metzler.

Schönfeld, Christiane, 2013. Being Human: Good Germans in Postwar German Film. In: Pól Ó Dochartaigh (Hg./ed. et al.), *Representing the 'Good German' in Literature and Culture after 1945: Altruism and Moral Ambiguity*. Rochester, NY: Camden House, 111-37.

**For websites:** the website must be referenced in full together with the date accessed in brackets.

**For texts from the course Reader:** Egger, S., 2007. *GE 4723 Deutsche Literatur und Kultur 1. Literatur: War Rotkäppchen eine revolutionäre Gestalt? Das Kunstmärchen in der deutschsprachigen Literatur. Materialien*. Limerick: MIC (nicht veröffentlicht), **insert page no.**

**For films:** If you are referring to a single shot, give time in brackets [hour:minute:second]. Follow the same principle when you provide the timing of a sequence such as, for example, [0:56:20-1:04:10].

Word limits for all pieces of assessed work must be observed (within 10%). A deduction of marks will normally be imposed for work that exceeds the prescribed word limit.

#### **4.2. Late submission**

If you fail to submit a piece of work by the deadline without submitting a medical cert or other appropriate excuse, marks will be deducted according to the following scheme: essays handed in late will automatically have 10% marks deducted, rising to 25% after one week; after two weeks a mark of F will normally be given.

If you have trouble handing in an assignment or keeping up with the work, do contact your lecturer as soon as possible. Communication is key and a solution can usually be found.

#### **4.3. Failure to submit assessed work**

If a student fails to submit an assessment unit for a module without providing a medical cert or any other reason, a mark of F will be given (see 2.2 above).

#### **4.4. Extenuating circumstances**

If students submit a piece of work after the deadline, or miss any other part of the assessment for a module as a result of illness or any other special circumstances, they must provide evidence of same to Student Academic Services. Students can apply for an i grade and defer their assessment if necessary. Do contact your lecturer and/or Head of Department if you are experiencing difficulties.

#### **4.5. Regular attendance at all classes**

Students are expected to attend all lectures, seminars, language classes and tutorials. An attendance list is normally kept for all modules. If you cannot attend a particular class, you should inform the lecturer beforehand or via email. Should this prove impossible, due to illness for example, please contact the lecturer as soon as you are able and present evidence of illness, e.g. medical cert, etc. **Attendance of communication skills classes (oral/writing skills classes) is compulsory in all years.** If you miss 2 classes (without a genuine reason) 5% of the total mark for that component will be deducted, 3 classes 15% deduction; 4 classes 25% deduction, 5 classes will result in an F grade.

#### **4.6. Honesty**

**Beware of plagiarism!** All written work submitted must be your own and you must acknowledge all your sources. You cannot just cut and paste sections from websites or books and present this as your own work! When using someone else's words or ideas, you must reference these, i.e. put them in quotation marks and acknowledge them (cf. 4.1.). You sign a legally binding declaration that all of the work is your own when you submit work for grading. These rules and requirements must be taken extremely seriously. You may be required to use turnitin.com programme when submitting your essay. If so, you will be given clear instructions on the process. If found guilty of plagiarism, you will be penalised by a range of sanctions and this will go on your student record. You must read the section on plagiarism in the College handbook very carefully.

#### **4.7. Participation in extra curricular activities**

Members of the department organise regular extra curricular activities for students, such as the *German Stammtisch*, *Filmabend*, etc. and other additional opportunities for conversation in German in the FrancoGerman House. While attendance at these events is at your own discretion, we do recommend that you participate regularly as a means of improving your German, getting to know other students at MIC studying German and generally becoming an active learner of German.

'German Hours' at the FrancoGerman House are posted on the German Notice Board at the beginning of each teaching term. Do take advantage of these additional ways of improving your German and learning about German-language culture!

#### **4.8. Special needs**

If you have special needs which affect your performance in assessment, you should notify the department at the beginning of the academic year.

#### **4.9. Exchange students**

Exchange students follow the same course and assessment methods as home students. Alternative assessment methods are applied only in exceptional circumstances. Do contact your lecturer and/or the Head of Department to discuss the details of your assessment.

### **5. What you can expect from us:**

#### **5.1. Professionalism and support**

Our priority is to create a professional and positive learning environment for our students throughout their studies with us. We provide high quality, up-to-date courses, plenty of encouragement and support so that our students can optimise their learning and academic performance in German.

## **5.2. Grading student work**

Members of staff mark all student assignments and exams as soon as possible. We gladly provide feedback on student work at the request of the student and actively encourage our students to ask for individual feedback on work submitted. A selection of student work is examined by the external examiner to ensure fair and transparent marking of all course work.

## **5.3. Student feedback**

We welcome feedback from our students on all aspects of the courses we teach and use this feedback for our annual review. Your co-operation in completing anonymous student questionnaires at various times throughout the year is an invaluable source of information on changes to be implemented in the teaching and content of our courses. Do not hesitate to contact your lecturer and/or the Head of Department if you have any queries or concerns. Regular meetings with your class representatives take place every semester.

## **5.4. Writing a reference**

We are very happy to provide a reference for our students when required. If you do need a reference from us, please ask the member of staff with whom you have had the most contact during the particular semester/year. Give us as much information on the reason why you need the reference so that we can provide you with an 'appropriate' one. Also, give us at least 10 working days notice, particularly towards the end of the academic year.

## **5.5. Timekeeping**

Teaching staff will begin and finish all classes on time. If a lecturer is unable to deliver a lecture, s/he will organise a suitable replacement and give students as much notice of same as possible via German Notice Board, e-mail, and/or Moodle.

## **5.6. Cancellation of lectures**

Normally, we do not cancel a lecture, but arrange for a suitable substitution. If, however, a cancellation is unavoidable, the class will be rescheduled and/or all relevant information on the lecture will be made available via Moodle.

## **6. Useful tips on learning a language**

### **6.1. Learning types**

Language learning requires 4 basic skills: *listening, speaking, reading and writing* and you will be given plenty of opportunity in your German courses to practice these. To make your learning experience easier and more enjoyable, try to identify your learning type, e.g. are you a more visual or a more aural learner? (we do basic exercises at the beginning of the year to establish this). Use this information to strengthen your own learning performance.

### **6.2. Getting organised**

Get a good bilingual dictionary, i.e. it will cost about €25 and should contain the new spelling rules, plenty of examples of using the word in context and verb tables in both languages. When you have bought the dictionary, learn how to use it properly!

Get an A4 folder just for your German course! Organise the folder for the different courses in German, ideally into separate sections, e.g. oral skills, grammar, linguistics, etc.

For learning new vocabulary, get a special notebook in which you write down the new word/phrase learned as well as examples of how to use it in context. It is important to learn new vocabulary on a regular basis, otherwise you will greatly slow down your learning progress. Remember we all learn by repetition and reinforcement – the average adult needs to have contact with a new word **16** times (visually, orally, aurally) to remember it!

### **6.3. Becoming a self-directed learner**

The main difference from secondary school is that you will now be expected to work without constant

supervision and organise your own learning schedule. This means your learning must be self-motivated and self-directed - with plenty of support from us! Remember learning a language is a gradual process, like getting fit, i.e. it requires regular practice rather than cramming at the end.

There are many ways of learning independently outside regular course work that allow you to combine work with pleasure, e.g. use the internet to read up on a particular hobby in German, go to the *Stammtisch* regularly where you can practice speaking German over a pint, come along regularly to the *Filmabend* (the films screened always have English sub-titles, so even a total beginner can follow them and listen to authentic German at the same time), listen to German songs and sing along with them, get to know the German-speaking Erasmus students in MIC (at the *Stammtisch* and other German events).

## 6.4. Some useful tips on improving your language skills in German

### 6.4.1. Writing

Don't start without having a good dictionary, your grammar book and vocabulary notebook beside you! Read the title of the assignment carefully, then jot down your own ideas on the topic. Next organise these ideas into an overall plan. Get out all the new expressions you have learned in your other German courses and try to select appropriate one for the assignment. However, a word of caution here. Incorporating new vocabulary/phrases in the appropriate context is quite different from over-using learned-off phrases. Over reliance on learned-off expressions and using them in incorrect contexts represent a basic lack of language awareness and makes a text very hollow. It also indicates a serious lack of independent learning skills, key components in improving your learning performance. After you have structured your ideas, begin to write, expressing your own ideas on the topic and other relevant information. **Most importantly, re-read your assignment carefully several times, paying particular attention to verb-noun agreement, adjective endings, gender, spelling, punctuation, etc.**

Here are some of the most common mistakes that can easily be avoided by re-reading:

**Punctuation:** Use commas to separate subordinate/main clauses, except when following 'und'. Always use a comma before subordinating conjunctions such as *dass*, *nachdem*, *weil* and *obwohl*.

**Verbs:** Plural subjects have plural verbs and singular subjects are followed by singular verbs – remember that collective nouns like *die Polizei*, *die Familie*, *die Gruppe* or *die Regierung* are singular in German and must be followed by a singular verb.

**Word order:** Remember that after subordinating conjunctions like *dass*, *während*, *weil* or *als* the verb moves to the end of the sub-clause.

**Cases:** The *Nominative* case is used for the subject of a sentence – *Der Soldat* ist nicht daran interessiert.

The *Accusative case* is normally used for the direct object of a verb – Ich habe *den Satz* nicht verstanden.

The *Dative* case is normally used for giving something to someone or taking something from a person – Ich gab *ihm* den Brief. Prepositions followed by the dative case should be memorised – e.g. Ich bin *im* Haus.

**Sie and sie:** Remember that *Sie* means you (formal) and *sie* means they or she. The possessive pronouns are *Ihr* (your; formal) and *ihr* (her or their).

If you are not completely sure of gender/spelling, do not guess- you have a 66% chance of being incorrect. Check the dictionary!!! Use a German spell check on the computer, identifying why you made the particular mistake as you correct it. Get another student or friend to read your essay before submitting it. **Do not get native speakers to check your work!** This is considered a serious offence and is also blatantly obvious to the person correcting your assignment. You can, of course, discuss your work with our Praktikant/in from the University of Bamberg, who will be able to point you towards improvements needed.

### 6.4.2. Speaking

Go to your oral skills classes und use the opportunity to speak German! Attend every event at which German is spoken and listen attentively. Gradually you will build up the confidence to speak, using what you have heard to formulate your own ideas. Remember a conversation is a two-way stream of input (listening) and output (speaking)! Start talking out loud to yourself in German (preferably when no one else is around;!) For example,



practice using the grammatical structures you are learning in the grammar class, e.g. on your way to college/while getting ready for bed at night, describe your daily routine in the present tense, what you did yesterday in the past tense, etc. Read out loud in German regularly as it helps you to practice articulating difficult sounds in German and also gets you used to hearing your own voice in German. Use CALL (Computer Assisted Language Learning) on the internet – see German home page for details. The key to becoming a good German speaker is practice and we will do our best to provide you with plenty of opportunity in class, in the FrancoGerman house, during extra-curricular activities. Make the most of it!

## 7. Tips on written and oral assignments

### 7.1.1. Oral presentations

Choose a topic that interests you and you enjoy talking/writing about as this will make the assignment less of a chore. Check the length of the presentation and structure it accordingly, i.e. set a time limit for introduction, main points and conclusion. Do your research, requesting help at this stage from the lecturer if you need it. Make sure to include both relevant facts **and** your own ideas. If you are using power point presentation, make sure that you do not write down everything on the slide (your slide should contain the main idea only). Vary your slides, using a combination of image and text. Make sure you have adequate time to present each slide (time yourself to be sure). Check your German by rereading it as outlined above 6.4.1. Read it aloud several times at home to familiarise yourself with the contents and import points.

If you are giving a group presentation, make sure to meet as a group as soon as you have chosen the specific topic. Divide up the theme, making sure everyone is actively involved at this planning stage. Draw up an overall plan of the group presentation, allocating a particular theme/task to each person. At this stage it is important to time each individual contribution and define the main point/s in each contribution. Once each person is familiar with his/her contribution, go through all the points for oral presentations outlined above. It is important to meet regularly as a group to make sure everyone is working according to the agreed plan and that everyone is working. If one member of the group is not participating, this should be addressed first by the group. If the problem is not resolved, the group should then approach the lecturer, outlining the exact problem and what steps have been taken by the group to solve it. It is important to practise the overall presentation together, correcting any problems (length, language, originality, critique, etc.), **before** presenting it to the class.

### 7.1.2. Essay writing

A good essay begins in the library. Once you have chosen your topic, do your research. To get more detailed information as you read, ask yourself the following questions: Who? What? When? Where? Why? and How? As soon as you have some familiarity with the topic, decide on which particular angle you will emphasise in your essay. This is an extremely important decision that will greatly effect your entire essay. At this stage draw up an overall plan, including introduction, main part and conclusion. Now continue your research, being directed by the main theme of your essay. Once you start writing, remember that your essay must contain relevant information from your research **as well as your own critical analysis** of these facts. Illustrate and support the points you are making with references and quotations rather than making broad generalisations. Explain your opinion and support it by references. Your essay should have the following structure:

**Introduction:** State your thesis. A good beginning might also be a quotation from one of your sources. Summarise the main points of your essay, possibly in the order you are going to address them in. Identify problems and clarify issues if necessary.

**Main Part:** It contains the ideas and details to support your thesis. Don't stop after just describing your topic, e.g. giving the contents of the film or book you are writing about. Make sure that you compare, contrast, criticise and clarify. The whole essay and individual paragraphs should be well 'signposted'. Each paragraph should be centred on one particular issue, i.e. one major and relevant idea per paragraph). Each paragraph should be long enough to develop an idea (more than 3 or 4 lines), but not longer than half a page; one sentence should lead to another. Each paragraph must be recognisable as a logical next step in a coherently developing argument that directly answers the set question and leads to your conclusion. All detail should be organised toward an end, i.e., the point you want to make in the particular paragraph.

**Conclusion:** End with a concluding paragraph in which you state your results and maybe further questions that you could not address in your essay and that provoke further thought.

Here are some further reading tips for essay writing:

*Writing and Presenting an Essay in German* (LAN/student notes), Study Skills Handbook, *Facing New Challenges* (available from the Students Union)

Davis, W. Winifred, 1997. *Essay-writing in German: A Student's Guide*. Manchester / New York: Manchester University Press. (library)

Hares, Rod, 1985. *Gute Literaturnoten! German Literature Essay-writing*. London: Hodder & Stoughton. (library)

When you have finished writing, double check that you have spelt all German quotations and proper names correctly, as well as having copied the essay title correctly. Check the word count and adjust accordingly. Use a spell check in English/German as appropriate. Make sure your essay has the appropriate cover sheet and adheres to the guidelines in 4.1. above. Submit it on time!

For further information, contact the Head of the Department of German Studies at [christiane.schonfeld@mic.ul.ie](mailto:christiane.schonfeld@mic.ul.ie) or phone at 061-20- 4582 (-4996) or knock at my office door in Gerard House.