

## Professional Skills Courses, Language Courses, Industry Excursions Sep 2010 - Feb 2011

\* Course has also been offered in the previous course announcement (Mar-Aug 2010)

| Trainer   | ID   | * Title of Course  | Credits | Date                    |
|---|------|--|---------|-------------------------|
| <b>Scientific Communication</b>                           |      |  |         |                         |
| Grimm, Volker   | S 02 | Scientific Writing   | 0.5     | 10 Sep 2010             |
| Silyn-Roberts, Heather                                    | S 01 | * Effective scientific communication: journal papers, seminar or conference presentations, and posters | 1.5     | Dec 2010                |
| Yagoda Shagham, Janet                                     | S 04 | Science and medical writing for the public   | 3.0     | 21-24 Sep, 4-5 Oct 2010 |
| Schütte, Christina  | S 10 | * Grant writing for scientists   | 0.5     | 26 Oct 2010             |
| <b>Good Scientific Practice and Intellectual Property</b> |      |  |         |                         |
| Jahn, Reinhard  | S 24 | * Seminar on Good Scientific Practice  | 0.25    | 7 Dec 2010              |
| <b>Self-Management and Organizational Skills</b>          |      |  |         |                         |
| Golin, Simon  | S 07 | * Project management for young scientists. Taking off as a project pilot.                              | 0.5     | 1 Sep 2010              |
| Golin, Simon  | S 08 | * Time Management in Doctoral Research. Aligning Time and Goals  | 0.5     | 2 Sep 2010              |
| Gildemeister, Sabine                                      | S 13 | * Speed Reading Techniques. Add New Reading Choices to your Old Reading Habits                         | 1.0     | 10-11 Sep 2010          |

### Career Development

|                              |      |   |     |                                     |
|------------------------------|------|---|-----|-------------------------------------|
| Petersen, Alexia and Stephan | S 06 | Working across borders, communicating across cultures II: Creating intercultural synergy in multicultural teams | 1.0 | 15-17 Sep 2010                      |
| Golin, Simon                 | S 25 | Career Planning for PhD Students  | 0.5 | 15 Nov 2010                         |
| Ganahl, Joseph               | S 28 | Teaching informative and interactive courses  | 1.0 | 13-14 Jan 2011                      |
| Sorge, Andreas               | S 29 | Introduction to Higher Education Management   | 2.0 | Tuesdays, 26 Oct 2010-8<br>Feb 2011 |

### Women-Only Courses

|                   |      |                          |     |                |
|-------------------|------|--------------------------|-----|----------------|
| Blinzig, Gabriele | W 04 | Voice-training for women | 1.0 | 29-30 Oct 2010 |
|-------------------|------|--------------------------|-----|----------------|

### German Language Courses

|                                   |      |  |     |              |
|-----------------------------------|------|--|-----|--------------|
| Lektorat Deutsch als Fremdsprache | L 01 | German language intensive course - Level A0 (4 h/day, 3 weeks) | 2.0 | Sep/Oct 2010 |
| Lektorat Deutsch als Fremdsprache | L 02 | German language intensive course - Level A1 (4 h/day, 3 weeks) | 2.0 | Sep/Oct 2010 |
| Lektorat Deutsch als Fremdsprache | L 03 | German language intensive course - Level B (4 h/day, 3 weeks)  | 2.0 | Sep/Oct 2010 |
| Lektorat Deutsch als Fremdsprache | L 04 | German language intensive course - Level C (4 h/day, 3 weeks)  | 1.0 | Sep/Oct 2010 |
| Lektorat Deutsch als Fremdsprache | L 05 | German language weekly course - Level A0 (module 1; 2 h/week)  | 1.0 | Oct-Dec 2010 |
| Lektorat Deutsch als Fremdsprache | L 06 | German language weekly course - Level A1 (module 1; 2 h/week)  | 1.0 | Oct-Dec 2010 |
| Lektorat Deutsch als Fremdsprache | L 07 | German language weekly course - Level B (module 1; 2 h/week)   | 1.0 | Oct-Dec 2010 |
| Lektorat Deutsch als Fremdsprache | L 08 | German language weekly course - Level C (module 1; 2 h/week)   | 1.0 | Oct-Dec 2010 |

|                                   |      |   |     |              |
|-----------------------------------|------|---|-----|--------------|
| Lektorat Deutsch als Fremdsprache | L 09 | German language weekly course - Level A0 (module 2; 2 h/week) | 1.0 | Jan-Mar 2011 |
| Lektorat Deutsch als Fremdsprache | L 10 | German language weekly course - Level A1 (module 2; 2 h/week) | 1.0 | Jan-Mar 2011 |
| Lektorat Deutsch als Fremdsprache | L 11 | German language weekly course - Level B (module 2; 2 h/week)  | 1.0 | Jan-Mar 2011 |
| Lektorat Deutsch als Fremdsprache | L 12 | German language weekly course - Level C (module 2; 2 h/week)  | 1.0 | Jan-Mar 2011 |

### English Language Courses

|               |      |   |     |              |
|---------------|------|---|-----|--------------|
| Miral, Darrin | L 17 | Scientific English for PhD students in the natural sciences - Basic and Advanced Level (module 1, 2 h/week) | 1.0 | Oct-Dec 2010 |
| Miral, Darrin | L 19 | Scientific English for PhD students in the natural sciences - Basic and Advanced Level (module 2, 2 h/week) | 1.0 | Jan-Mar 2011 |

### Industry Excursions

|                    |      |                                  |     |                  |
|--------------------|------|----------------------------------|-----|------------------|
| Industry Excursion | X 06 | DeveloGen AG, Göttingen          | 0.5 | 2 December 2010  |
| Industry Excursion | X 03 | Bayer Schering Pharma AG, Berlin | 0.5 | 19 November 2010 |

|                         |  |                 |             |              |           |         |
|-------------------------|--|-----------------|-------------|--------------|-----------|---------|
| <b>Course ID:</b>       | S 01   | <b>Credits:</b> | 1.5         | <b>Date:</b> | Dec 2010  |         |
| <b>Title of Course:</b> | Effective scientific communication: journal papers, seminar or conference presentations, and posters |                 |             |              |           |         |
| <b>Instructor:</b>      | Dr. Heather Silyn-Roberts<br>University of Auckland, New Zealand                                     |                 |             |              |           |         |
| <b>Place:</b>           | tba  |                 |             |              |           |         |
| <b>Participants:</b>    | min. 12  | max. 20         |             |              |           |         |
| <b>Duration:</b>        | 2.5 days   | <b>Time:</b>    | <b>from</b> | 9:00 h       | <b>to</b> | 17:00 h |

**Course description:***The workshop*

The aim of this workshop is to introduce graduate students to the principles of scientific communication: writing a journal paper; making an effective scientific conference poster; and making a professional seminar or conference oral presentation of scientific material. The presenter is multi-disciplinary and the courses are adapted to each graduate school.

*1. Writing and Publishing an Effective Journal Paper (half- or 1-day program)*

Participants should bring a journal paper that they have written or are familiar with; each participant will analyse this paper during the course.

*Aim*

To help participants understand the following: the characteristics of an effective paper; requirements for each section of a paper; what reviewers and editors look for; the process of publishing a paper.

*To be covered*

The general structure of a journal paper. Then, for each section: the purpose of the section; how to write it; difficulties in writing it; tense of the verb; common faults; review checklist.

*Method of learning*

- PowerPoint presentation by Heather Silyn-Roberts.
- Group discussion between presenter and participants.
- Participants' individual assessment of the papers they have brought with them.

*2. Making an Effective Conference Poster (half-day program)*

Participants should bring examples of conference posters. These will be analyzed during the course.

*Aim*

To help participants construct for a conference a display poster that effectively communicates the essential elements of a piece of scientific work.

*To be covered*

Features of posters that viewers like; planning; design and structure of information; figures and tables; effective and ineffective features of posters; review checklist.

*Method of learning*

- PowerPoint presentation by Heather Silyn-Roberts.
- Discussion of the requirements.
- Participants' assessment and grading of posters (posters brought by participants, photos).

### 3. Making an Effective Seminar or Conference Presentation (1 day, maximum 12 students per day)

Each participant should prepare beforehand a five-minute oral presentation (with visual aids: Powerpoint or overhead foils) on an aspect of his/her work. Each presentation is given once, then improved and presented a second time.

#### *Aim*

To help participants learn how to use the skills of rhetoric, structuring of information, and preparation of visual aids to present scientific information in a professional manner at a conference or seminar. To learn what to avoid doing.

#### *To be covered*

Guidelines for beginners; types of notes; structuring a presentation; using overview information at the beginning and end; dealing with detail; spoken style; wording (your own, visual aids); designing visual aids; delivering the talk; dealing with needing to pause, interruptions, finishing in a hurry; answering questions.

#### *Method of learning*

- All participants will present a prepared five-minute seminar based on their work. Each presentation is followed by group discussion analyzing the effective and ineffective points.
- PowerPoint presentation by Heather Silyn-Roberts of what to do and what not to do when making a scientific presentation.
- Time allowed for participants to improve their presentation, followed by the second, improved version by each participant. Group discussion after each presentation. Also practice in finishing in a professional manner when one's time has run out.
- NOTE: each participant who has gone through this course has shown a marked improvement in presentation technique and confidence in the second presentation.

**Contact:**

GGNB Office

[ggnb@gwdg.de](mailto:ggnb@gwdg.de)

0551 - 39-14002/3/4

**Course ID:**       **Credits:**       **Date:**

**Title of Course:**

**Instructor:**

**Place:**

**Participants:**

**Duration:**       **Time:**    **from**     **to**

**Course description:**

One of the main challenges that PhD students have to face is getting published. They are thus confronted with various requirements that are not covered by traditional curricula, e.g. how to structure material for scientific publication, how to communicate results persuasively or what elements distinguish an article that is published from one that is rejected. This course intends to convey the skills necessary to overcome these shortcomings. The course aims at supporting PhD students to improve their skills with regards to preparing and writing a scientific paper, and to provide the basis for further self-teaching of scientific writing. The course is designed for students close to or already in the process of writing their first publications, so that the short writing exercises during the course can be directly related to their own work and publications.

Course content

- First steps: key messages
- Organization first: Results (Tables and Figures)
- Where to submit?
- Getting started: Title, Abstract, Introduction
- Reader's expectations
- Methods and Results
- Discussion
- Dealing with editors and reviewers

Course method

- Lectures
- Writing drafts
- Discussions

**Contact:**

**Course ID:**  **Credits:**  **Date:**

**Title of Course:**

**Instructor:**

**Place:**

**Participants:**

**Duration:**  **Starting Time on day 1:**

### Course description:

#### *The workshop*

There are many career opportunities for people able to translate and interpret medical and scientific information for peer and public readers. In addition to print and broadcast media, science writers work for universities, hospitals, industries, museums and government agencies. Freelancing is another satisfying way to approach this profession.

Students who take this class will learn both the art and skills needed to write for public audiences.

#### *Format*

The class format includes lecture and discussion, guest presentations, field trips, critiques and student presentations.

**Contact:**

**Course ID:**       **Credits:**       **Date:**

**Title of Course:**

**Instructor:**

**Place:**

**Participants:**

**Duration:**       **Time:**

#### Course description:

##### *Aim and content*

- Review and consolidate the foundational framework for key cross-cultural principles introduced in the Introductory Workshop to Intercultural Communication
- Provide a further focus on the advanced application of concepts learned in the introductory workshop, with an emphasis on the inter-relationship of key cultural principles in specific communication tasks such as conflict management, negotiation, leadership skills, and teambuilding
- Train participants in the advanced application of tools in specific task scenarios typically encountered by both company internal work groups and external multicultural teams.

##### *Seminar description*

The design of this advanced level practice-oriented workshop is to address a single pedagogical problem: although students are graduating with technical and scientific skills to analyse and solve problems in their respective disciplines, they receive relatively little to no training in the “soft” skills of communication, collaboration, and leadership necessary to practise their profession in a multicultural, complex, and often ambiguous professional world. This workshop builds on the foundation framework already introduced in the introductory seminar on intercultural communication, and focusses on the advanced applications of the basic set of knowledge and tools on special communication tasks such as conflict recognition and resolution, negotiation, leadership skills and team-building --- all of which are essential to both an effective participation in and management of a culturally diverse work environment.

As in the introductory level workshop, this 2-day workshop also draws on classic “set pieces” in cross-cultural communication, such as negotiating contracts and deadlines, managing conflicts in multicultural teams, optimising multicultural teams, and providing leadership. Such authentic, complex case studies and scenarios, therefore, prepare students for the day to day business and managerial aspects of the professional scientific world. Following on the cultural core-values approach (dimensions such as individualism/collectivism, hierarchy, fact-based/relationship-driven interaction, etc.) to assessing communication paradigms, the advanced level workshop will continue to take a cultural values-based perspective on assessing conflict, negotiation tactics, motivational and effective leadership, and synergistic team-building.

The guiding principles throughout the workshop are once again the basic paradigmatic communication styles, which function as both a conceptual framework and tool in the training of each application. Each section of the workshop follows a clear structure punctuated by key examples as the basis of exploratory analysis and discussion, conceptual clarification, consolidation of key learning points, activities to apply tools to create strategies, and finally a group activity to facilitate the translation of knowledge into skills.

Main topics of the workshop will include:

- A review of the basic principles of the communication Paradigm Scale and “Paradigm-Shifting”
- Cultural differences in conflict resolution tactics
- Different cultural attitudes to contracts and deadlines
- Developing strategies to approach cross-cultural negotiation (contracts, deadlines, conflict, price and conditions)
- How to map synergistic “Creator Teams”
- Case study work, group problem-solving activities, role play simulation

**Contact:**

Steffen Burkhardt

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**Comments:**

Participation in the introductory intercultural workshop (S 05) is required for participation in this course.

2-h kick-off meeting on the day before the start of the workshop.

**Course ID:**       **Credits:**       **Date:**

**Title of Course:**

**Instructor:**

**Place:**

**Participants:**

**Duration:**       **Time:**    **from**     **to**

**Course description:**

New, time limited and complex – such are the tasks generally undertaken as projects. A work environment without project work is almost unimaginable nowadays. And this is not only true for the non-academic sector: Even the doctorate is a project!

Proven project management tools pave the way for the professional development and planning of projects, for competent guiding of their implementation and for their successful completion. With the help of these tools even difficult steps in the project journey can be safely navigated. During the workshop the participants familiarize themselves with the most important project management methods and instruments. The following topics are at the core of the workshop:

- Basics of project management: From design to completion of a project
- It is all about direction: Setting objectives for my projects
- How to handle the unforeseen: Strategies for dealing with difficulties
- Projects in the higher education sector: What are the idiosyncrasies of academia?
- Strengthen your strengths! How can I exploit the strengths of my project?
- Stakeholder analysis: Where do I find support for my project?
- Project management: My next steps

**Contact:**

**Course ID:**  **Credits:**  **Date:**

**Title of Course:**

**Instructor:**

**Place:**

**Participants:**

**Duration:**  **Time:** from  to

**Course description:**

Teaching, part time work, professional development, private arrangements and not least the thesis: Time pressure results in many things only being half done. In the end there is not enough time for the important tasks and you are left with the uncomfortable feeling of again not having managed everything.

It is however not difficult to improve dealing with the personal time budget. Through the implementation of established time management methods, individual disturbances can be minimised, priorities can be set and planning horizons can be determined in order to make the own work more effective.

During this workshop the participants learn the fundamentals of time management and deal mainly with the following topics:

- Basics of time management: Setting goals and priorities
- Efficiency versus effectiveness: The subtle difference
- Structuring your time: My planning horizon
- Would 'ave, could've, should've: Disturbances & time-wasters – both self-inflicted & caused by others
- Expect the unexpected: Strategies for dealing with the unplannable
- Time management: My next steps

**Contact:**

**Course ID:**       **Credits:**       **Date:**

**Title of Course:**

**Instructor:**

**Place:**

**Participants:**

**Duration:**       **Time:**    **from**     **to**

**Course description:**

The aim of this course is to familiarize participants with the strategies for writing successful grant applications to various funding bodies (BMBF, DFG). The corresponding funding principles will be exemplified in exercises for preparing work plans and writing abstracts for grant applications.

Contents:

- General points to consider when writing a grant application
- Structuring a story
- General points on good scientific writing
- The different parts of a grant application and their contents
- Strategies for successful grant applications: What information is necessary, how and where should it be presented?
- Differences between different funding bodies and funding principles (stress on DFG-, BMBF- and EU-funding)
- Common mistakes in grant applications and how to avoid them
- Analysis of grant abstracts provided by the participants (optional)
- Exercises for writing a grant abstract and for structuring a work plan

**Contact:**

Course ID:  Credits:  Date:

Title of Course:

Instructor:

Place:

Participants:

Duration:  Time: Day 1 from  to   
Day 2 from  to

#### Course description:

In this seminar you will be introduced to different techniques of speed reading. You acquire New Reading Choices which will help you to absorb more written material in less time. This can help you to read more quickly and joyfully. Be prepared to revise your beliefs about reading. There are many more techniques than you may be aware of.

When you use these speed reading techniques you are going to use your whole mind. You use the ability of your right and left brain as well as your subconscious mind to help you to integrate your reading material. You will learn the different steps which enable you to make use of this technique.

#### In particular

- you learn different techniques of scanning the pages of a book, a magazine article, a text on the computer or whatever it is you may have to read for your particular purpose,
- you are offered ways to learn how to get into a relaxed state of mind which helps you to absorb more written material,
- we will also learn the technique of mind mapping which is a part of speed reading and also helpful as a learning technique.

#### Please bring with you:

- 2-3 non-fictional (popular science) books dealing with different topics,
- 3-4 books by different authors dealing with the same topic,
- pens or pencils of different colours,
- A3 and A4 size paper.

Contact:

**Course ID:**       **Credits:**       **Date:**

**Title of Course:**

**Group Leader / Supervisor(s):**

**Place:**

**Participants:**

**Duration:**       **Time:**    **from**     **to**

**Course description:**

In the first part, the rules for writing scientific protocols and for managing and storing data will be discussed. Additional topics include do's and don'ts for writing M.Sc. and Ph.D. theses.

In the second part, appropriate and inappropriate means of handling, processing, and displaying scientific data will be discussed (e.g. sampling and statistics, image processing), with examples of "borderline" cases being presented.

In addition, the rules of appropriate scientific conduct with respect to honesty, recognition of the work of others, authorship on publications etc. will be discussed. Furthermore, the students will be familiarized with the rules of Good Scientific Practice enacted by various organizations (such as the University of Göttingen, the DFG (German Research Council), and the Max-Planck-Society).

Finally, it will be discussed what to do and how to act in cases of unfair treatment by coworkers or in cases where there is suspicion or evidence for scientific misconduct.

**Contact:**        

**Comments:**

**Course ID:**       **Credits:**       **Date:**

**Title of Course:**

**Instructor:**

**Place:**

**Participants:**

**Duration:**       **Time:**    **from**     **to**

**Course description:**

The workshop will deal with strategic career planning and includes the following topics:

- Alma mater forever? Possibilities within and outside academia.
- Science and research vs. industry: principal differences in careers.
- My profile: Stocktaking of my key skills
- Before the application: Strategies and stumbling blocks.
- Career planning: Next steps.

*(A detailed course description will follow.)*

**Contact 1:**

**Course ID:**       **Credits:**       **Date:**

**Title of Course:**

**Instructor:**

**Place:**

**Participants:**

**Duration:**       **Time:**    **from**     **to**

**Course description:**

This course is designed for those who will be teaching university courses.

The focus of this two-day, application-oriented seminar is twofold:

First, participants will learn techniques for bringing more structure and clarity to their teaching. This will involve discussions and activities on basic techniques for designing and planning clearly structured lessons.

Second, participants will learn methods for teaching more engaging courses and encouraging students to participate more actively. We will deal with a variety of “activating methods” appropriate to all phases of a course, and participants will have the opportunity to try out various activating methods and apply them to their own particular classroom situation, while drawing on the experiences and methods of other participants. Participants will also receive some basic tips on giving and receiving feedback, as well as on moderating discussions – encouraging participation while keeping the course on track.

In addition, we will talk about participants’ general expectations of their students, as well as their own understanding of their role as teachers. We will address some typical issues involved in teaching in intercultural and multilingual classrooms, and finish the seminar by discussing methods for managing a variety of difficult situations that arise in university classrooms both small and large. Participants can therefore get a chance to confer on problematic situations they have either already encountered or fear they will have to face.

**Contact:**

## GGNB Professional Skills Courses: Sep 2010 – Feb 2011

**Course ID:** S 29      **Credits:** 2.0      **Date:** Tuesdays, 26 Oct – 8 Feb

**Title of Course:** Introduction to Higher Education Management

**Instructor:** Andreas Sorge  
*Max Planck Institute for Dynamics and Self-Organisation, Göttingen*

**Place:** tba

**Participants:** min. 8      max. 16

**Duration:** 13 sessions      **Time:** from 8:30 h to 10:00 h

### Course description:

This pilot course will expose you to hands-on knowledge of the vast field of Higher Education Management, the art of running a university, a department, or your own research group at publicly funded research institutions in Germany.

You will want to take this course for making you a better candidate for a future position in academia and university management – let it be as a researcher dedicated to excellence in research and research administration, or as a policy maker at a university or related bodies like ministries of science, striving to provide optimal conditions for excellence both in teaching and research.

The weekly sessions will cover the following topics:

1. Square One: Role of universities, their structure and organization
2. May the Power be with you: decision-making processes
3. Law & Order
4. The Bologna process
5. Developing and running study programmes
6. Study applicant marketing
7. Call the prof! Appointing professors
8. Budgeting
9. Hire & Fire
10. Facility Management
11. Public Relations
12. Diversity Management
13. Strategy development

Guest speakers (practising experts in the field) will be invited for some sessions.

You are expected to contribute to presenting certain aspects of one session (you can take your pick from a list).

As a follow-up after completion of this introductory course, we are planning to offer you the opportunity for 1-week internships with highly distinguished university experts practising in the field.

**Contact:** GGNB Office      [ggnb@gwdg.de](mailto:ggnb@gwdg.de)      0551 - 39-14002/3/4

|                         |   |                 |             |              |                |         |
|-------------------------|---|-----------------|-------------|--------------|----------------|---------|
| <b>Course ID:</b>       | W 04  | <b>Credits:</b> | 1.0         | <b>Date:</b> | 29-30 Oct 2010 |         |
| <b>Title of Course:</b> | Women only course: Professional voice training for more success                                   |                 |             |              |                |         |
| <b>Instructor:</b>      | Gabriele Blinzig  |                 |             |              |                |         |
| <b>Place:</b>           | Ernst-Caspari-Haus / GZMB building, Justus-von-Liebig-Weg 11, 37077 Göttingen, seminar room 0.233 |                 |             |              |                |         |
| <b>Participants:</b>    | Min. 5  | Max. 10         |             |              |                |         |
| <b>Duration:</b>        | 2 days  | <b>Time:</b>    | <b>from</b> | 10:00 h      | <b>to</b>      | 17:00 h |

**Course description:**

Professional voice training for more success - Voice coaching for female Ph.D.students

Target group: Female Ph.D.Students, who want to present their personal and professional competence authentically. They will learn to use their voice and their speech confidently in presentations, public speaking and individual conversations.

The aim of this course is the conscious handling of their own voice and its use in better representing yourself. In addition you will learn methods to deal with stage fright and to reduce stress.

Theoretical part: How does voice and speaking work?

A short introduction in anatomy and physiology about correlations and interactions of breathing – voice – articulation – body language as well as your personality.

Comparison of male and female voices - Their authenticity, competence, effect on audience or individual.

Practical part:

Exercises to raise self-awareness / breath – voice and speech exercises / body language expression / to recognize your own abilities and develop them.

Eye contact, volume, tempo, emphasis, articulation, modulation, dynamics, gesture, facial expression – for confidence in speaking.

Presentation with professional feedback

Exercises

Individual feedback with exercise proposals

The trainer

Gabriele Blinzig is a speech therapist and trainer for breathing and voice training

|                 |             |  |                     |
|-----------------|-------------|--|---------------------|
| <b>Contact:</b> | GGNB Office | <a href="mailto:ggnb@gwdg.de">ggnb@gwdg.de</a> | 0551 - 39-14002/3/4 |
|-----------------|-------------|--|---------------------|

|                         |   |                 |                |              |              |       |
|-------------------------|---|-----------------|----------------|--------------|--------------|-------|
| <b>Course ID:</b>       | L 01-04   | <b>Credits:</b> | 2.0 per course | <b>Date:</b> | Sep-Oct 2010 |       |
| <b>Title of Course:</b> | German language courses: DAILY, intensive courses             |                 |                |              |              |       |
| <b>Instructor:</b>      | Language teachers of <i>Lektorat Deutsch als Fremdsprache</i> |                 |                |              |              |       |
| <b>Place:</b>           | tba   |                 |                |              |              |       |
| <b>Participants:</b>    | min: 5  | max: 20         |                |              |              |       |
| <b>Duration:</b>        | 4 h / day; 3 weeks  | <b>Time:</b>    | <b>from</b>    | 9:00         | <b>to</b>    | 13:00 |

**Course description:**

Intensive German language courses (daily, 4 hours per day, for three weeks) are offered by GGNB at four different levels:

Level A 0: For beginners without any background or previous course

Level A1: For students with some basic knowledge but no established communication skills in the German language (e.g. after completion of an A0 level course).

Level B: For students with slightly advanced knowledge of and with basic communication skills in the German language (e.g. after completion of an A1 level course).

Level C: For students with advanced knowledge of and with advanced communication skills in the German language (e.g. after completion of a B level course)

Students are assigned to courses according to their self-assessment. The trainers will advise on the first day of the course, whether the chosen level is appropriate or whether the participant should switch to another course.

**Continuous attendance is required for each of the courses!**

*Applications for German language courses are **not** made through the GGNB online system at this point in time. Instead, the GGNB office will circulate calls for applications by e-mail approx. 4-6 weeks before the start of each course / module. This e-mail will include a sign-up form for the language courses and further instructions.*

|                 |                      |  |                 |
|-----------------|----------------------|--|-----------------|
| <b>Contact:</b> | Prof. Michael Hörner | <a href="mailto:gpneuro@gwdg.de">gpneuro@gwdg.de</a> | 0551 – 39 12307 |
|-----------------|----------------------|--|-----------------|

|                         |   |                 |                |              |                         |
|-------------------------|---|-----------------|----------------|--------------|-------------------------|
| <b>Course ID:</b>       | L 05-12   | <b>Credits:</b> | 1.0 per module | <b>Date:</b> | Oct-Dec 10 & Jan-Mar 11 |
| <b>Title of Course:</b> | German language courses: WEEKLY, Modules 1 & 2                |                 |                |              |                         |
| <b>Instructor:</b>      | Language teachers of <i>Lektorat Deutsch als Fremdsprache</i> |                 |                |              |                         |
| <b>Place:</b>           | tba   |                 |                |              |                         |
| <b>Participants:</b>    | min: 5  | max: 20         |                |              |                         |
| <b>Duration:</b>        | 2 h / week  | <b>Time:</b>    | from           | evening      | to                      |

**Course description:**

Weekly German language courses are offered by GGNB at four different levels:

Level A 0: For beginners without any background or previous course

Level A1: For students with some basic knowledge but no established communication skills in the German language (e.g. after completion of an A0 level course).

Level B: For students with slightly advanced knowledge of and with basic communication skills in the German language (e.g. after completion of an A1 level course).

Level C: For students with advanced knowledge of and with advanced communication skills in the German language (e.g. after completion of a B level course)

Students are assigned to courses according to their self-assessment. The trainers will advise on the first day of the course, whether the chosen level is appropriate or whether the participant should switch to another course.

**Continuous attendance within each module is required!**

*Applications for German language courses are **not** made through the GGNB online system at this point in time. Instead, the GGNB office will circulate calls for applications by e-mail approx. 4-6 weeks before the start of each course / module. This e-mail will include a sign-up form for the language courses and further instructions.*

|                 |                      |  |                 |
|-----------------|----------------------|--|-----------------|
| <b>Contact:</b> | Prof. Michael Hörner | <a href="mailto:gpneuro@gwdg.de">gpneuro@gwdg.de</a> | 0551 – 39 12307 |
|-----------------|----------------------|--|-----------------|

|                         |   |                 |                |              |                         |       |
|-------------------------|---|-----------------|----------------|--------------|-------------------------|-------|
| <b>Course ID:</b>       | L 17 & 19   | <b>Credits:</b> | 1.0 per module | <b>Date:</b> | Oct-Dec 10 & Jan-Mar 11 |       |
| <b>Title of Course:</b> | Scientific English for PhD students in the natural sciences – Basic and Advanced Level, Modules 1 & 2 |                 |                |              |                         |       |
| <b>Instructor:</b>      | Mr. Darrin Miral, Coordinator Scientific English, ZESS, University of Göttingen                       |                 |                |              |                         |       |
| <b>Place:</b>           | tba   |                 |                |              |                         |       |
| <b>Participants:</b>    | min: 5  | max: 20         |                |              |                         |       |
| <b>Duration:</b>        | 2 h / week  | <b>Time:</b>    | <b>from</b>    | 19:00        | <b>to</b>               | 20:30 |

**Course description:**

The main objective of this course is to improve your speaking skills through presentations on and discussion of the latest scientific breakthroughs. Additional objectives include improving your pronunciation of scientific vocabulary, increasing your knowledge of expressions and vocabulary commonly used in journal articles, and introducing you to the style of journal articles. To reach these goals, we will use a variety of media including podcasts, videos, news articles, and journal articles.

**Continuous attendance is required!**

This course is best suited for students within the first and second year of their doctoral studies.

*Applications for English language courses are **not** made through the GGNB online system at this point in time. Instead, the GGNB office will circulate calls for applications by e-mail approx. 4-6 weeks before the start of each course / module. This e-mail will include a sign-up form for the language courses and further instructions.*

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|-----------------|----------------------|--|-----------------|

**Course ID:**       **Credits:**       **Date:**

**Title of Course:**

**Place:**

**Participants:**

**Duration:**       **Time:**    **from**     **to**

**Description:**

The excursion will include a visit of the R&D facilities, a company presentation and a meeting with representatives of the human resources department.

We will go by train, so that people who would like to stay in Berlin for the weekend can do so.

Further details will be circulated by e-Mail as soon as they become available.

**Contact:**

**Course ID:**       **Credits:**       **Date:**

**Title of Course:**

**Place:**

**Participants:**

**Duration:**       **Time:**    **from**     **to**

**Description:**

The excursion will include a visit of the R&D facilities, a company presentation and a meeting with representatives of the human resources department.

Further details will be circulated by e-Mail as soon as they become available.

**Contact:**