English Handbook

Style guide for English writing at HAW Hamburg and handbook of English usage in academic and other contexts

Preface

This handbook is intended to help you with correspondence and communication in English at HAW Hamburg and in academic settings more generally, as well as providing guidelines and suggested terminology for use at HAW Hamburg.

It does not claim to represent the only 'correct' form of English (see below), and its intent is not to prescribe rigid rules for the use of English, but rather to assist you in your daily work as well as organically unifying and standardising English usage across HAW Hamburg wherever this is possible and sensible.

It has been compiled by a native speaker, academic translator and editor with a background in teaching academic English, to high native-speaker linguistic standards that nevertheless take account of clarity of expression and communication in a setting in which most users of English are not native speakers and may not share a mutual first language.

The handbook is based, grammatically and orthographically, on British English. However, it:

– Treats as equal in value the two most common variants of English (British and US) and points out differences where these exist.

– Explicitly acknowledges the existence and value of 'international English', or 'English as an international language' (which permits forms and usages considered non-standard in standard British English) and of related international subject- and field-specific conventions in the sciences and academia. It points these out wherever possible.

– Prioritises clarity and cultural appropriateness of expression and comprehensibility to a wide and linguistically diverse audience. This means that in some instances, linguistic choices preferred by native speakers in native-speaker settings may not be used here.
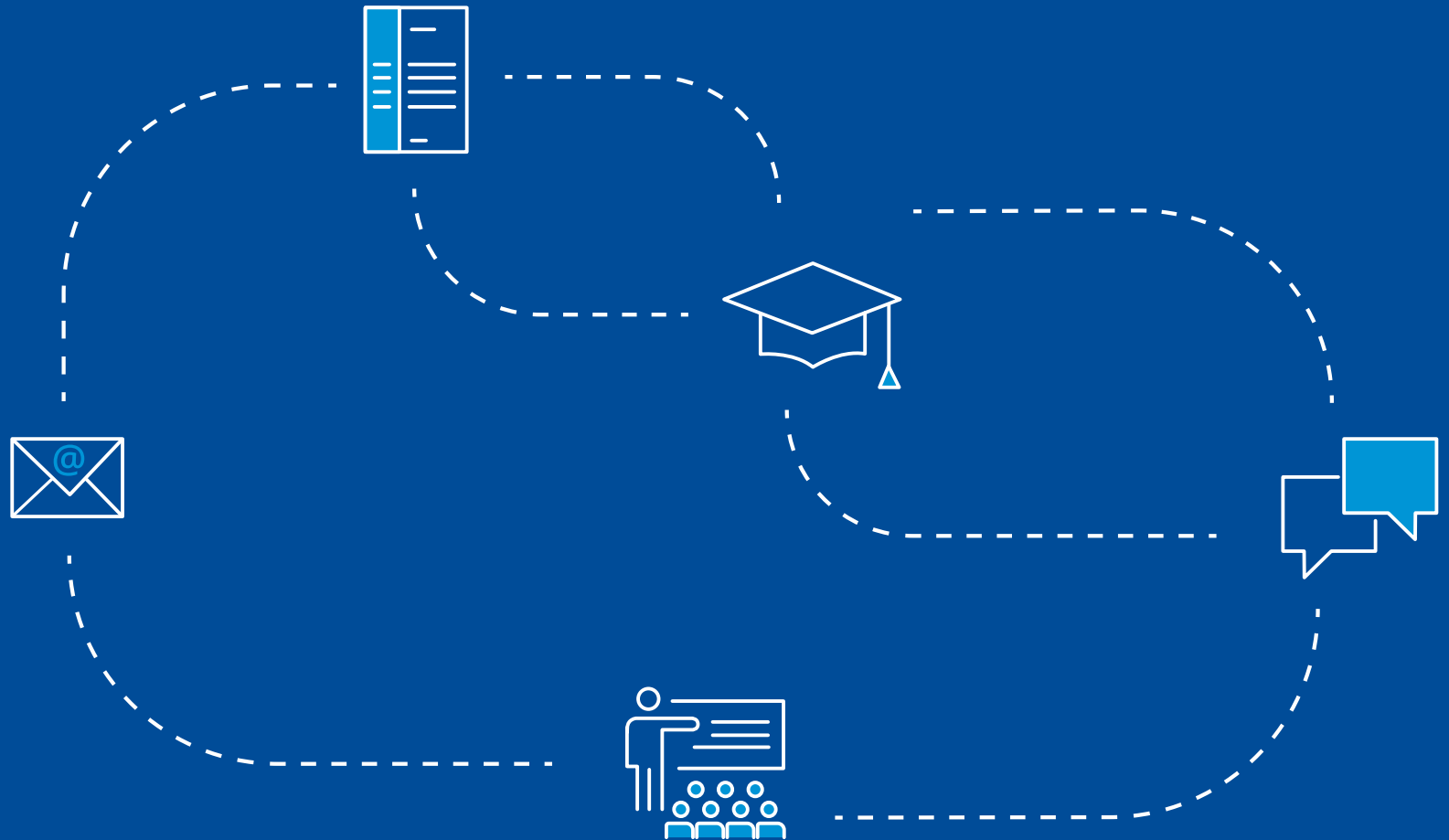
Contents
Inhalt

* (with examples from HAW Hamburg degree certificate footnotes / *Urkundenfußtexte*)

1

Communicating in English in higher education

1.1
Key education and higher education terminology

Terms for schools, forms of education, qualifications; use of academic titles

Education and schooling
It is not advisable to 'translate' terms for types of schools that exist in a specific education system (e. g. the German) by using terms that refer to particular schools in an English-speaking country

> For example, it is not a good idea to refer to Gymnasium as grammar school.

When referring to stages of school education by year, use year rather than class or culture-specific terms such as grade (AE) or form (BE, becoming archaic).

> The textbook is for pupils in the fourth year of secondary schooling.

While pupil is an acceptable term in particularly British English, you should be aware that American and increasingly British usage frequently refers to those at school, even younger children, as students, and sometimes as learners (where the reference is to an issue specific to processes of learning and teaching).

British English speakers do not graduate from secondary school; they leave school with xx GCSEs / A-levels. Americans graduate from high school.

The best rendering for Hochschul-zugangsberechtigung is higher education entrance qualification.

Abitur should be kept in German (and not translated as A-levels, high school diploma, or similar).

Doctoral studies
If you are studying for, or have, a doctoral degree, it is preferable not to refer to it as a PhD, because that is a specific degree in a specific system. Instead, say you are doing your doctorate, or are engaged in doctoral studies, you gained your doctorate in (for example) 2007.

The piece of work you submit for your doctorate is a [doctoral] thesis in the UK and a [doctoral or PhD] dissertation in the US, where you do a Master's thesis. HAW Hamburg has chosen the US style for the Master and Bachelor theses its students complete. This avoids confusion with the German Dissertation.

When referring to someone who holds two (or more) doctorates, you only use one title. When referring to someone who has a doctorate and is also a professor, you only use their highest title. So they are Professor or (abbreviated) Prof. Smith, not Prof. Dr Smith.

In British English, the abbreviation for 'Professor' (Prof.) takes a full stop, while the abbreviation for 'Doctor' (Dr) does not. This follows the rule that abbreviations where the abbreviation and the full word end in the same letter do not take a full stop (see punctuation section).

Abbreviations for academic degrees (MA, MSc, BA, BSc, MBA etc.) should be given without full stops.

Degrees awarded by HAW Hamburg are German degrees and therefore take the German punctuation (e. g. B.Sc.)

> **Interesting to know**
> While we use 'Master's degree' and 'Bachelor's degree' at HAW Hamburg, we use 'Master thesis' and 'Bachelor thesis' without the possessive, because including the apostrophe-s would make these phrases difficult to say.

1.2
Correspondence and spoken communication

Academic degrees
Do not attempt to translate the names of German academic degrees, such as Diplom, Magister and Habilitation.

Academic statuses and systems
Because of the differences between German and Anglophone academic systems, it is difficult and may be misleading to try for an exact translation of status-signifying German terms.

If you call a wissenschaftliche Mitarbeiterin a research assistant (or similar), you may be misrepresenting her status, as your interlocutor may imagine someone very junior. Researcher or lecturer is better.

Note that tenure and tenure track are expressions specific to the US system. A British academic being made into a professor will apply for / be offered a chair rather than tenure.

The term funding covers both Finanzierung (of a student's degree course, for example) and Förderung (via a scholarship or of a research project).
Do not use financed or promoted for Gefördert… in this sense.

> Gefördert von der DFG
> Funded by the German Research Foundation (DFG)

Addressing people
When making a speech, you do not address your audience using Dear (this is only for written communication) and there is no need to address different groups of people in the audience by their status or capacity:

in German you might say 'Sehr geehrte Fakultätsmitglieder, liebe Studierende…', but in English this would be felt to be overly status-conscious.

Ladies and gentlemen is a formula which can be used at the beginning of speeches only. It is not an appropriate rendering of Sehr geehrte Damen und Herren at the beginning of a letter. It is also rather formal and should not be used at the beginning of lectures or academic presentations (except in a humorous sense).

Interesting to know
Many people from English-speaking cultures will be most comfortable using first names and will indicate this by signing any correspondence to you with their first name and (often) using yours. This does not make a statement about the closeness or formality of a relationship* and should not be thought of as rude. First names are in very widespread use in many organisations in English-speaking countries, even across hierarchical boundaries. However, if you are writing to someone for the first time, use their last name and title.

*It is a myth that English only knows the informal second-person form of address (in German **du / ihr**). In fact, **you** was once the formal (and plural – rather like **vous** in French) form, and was what remained when the informal **thou** largely disappeared from the language.

Writing to people

If someone has an academic title, that is the only title you need to address them:

> Dear Dr Black, …
> Dear Professor Green, …

Use Mr and Ms (without full stops / periods) for everyone else with whom you are sure you are not on first-name terms. Do not use Mrs unless the person has already indicated to you that she would like to be addressed that way. Mrs is still in common use, but refers to married women only and is not a neutral equivalent to Frau. Many women, both married and unmarried, dislike it and prefer Ms. Miss has fallen out of everyday use for everybody except young children.

Starting a letter or email with someone's name without Dear indicates you are not at all happy with them and will be read as aggressive.

Giving addresses

You do not need to use a title in someone's name when it is part of an address (academic titles are the exception and should be used).

In international correspondence, do not add 'D-' in front of German postcodes. Many or most English speakers will think it is part of the regular postcode. Simply add 'Germany' to the end of the address.

Ending your letter or email:

Reasonably formal:
Yours sincerely, …
With best regards, …

Somewhat less formal:
Sincerely, …
Best regards, …
(With) kind regards, …
(With) best wishes, …
(With thanks and) best wishes, …

More informal:
All the best, …
Best, …
Yours, …
Thanks, …

Strongly informal:
Cheers, … (an informal way of saying thank you, not a toast!)
Take care, …
See you soon, …
See you then, … (if the email has been discussing a specific future event or meeting),
See you, …

English does not use Your where a German writer might use Ihr or Deine.

Small 'talk'

You should try not to launch straight into your letter or email, but include some form of phrase to 'ease the reader into' it:

> Thank you for your email of (date).
> I hope this email finds you well.
> It was good to meet you at XXX conference / seminar, and I hope your journey home was a smooth one.

Be careful with the word kindly, as in phrasing such as

> Could you kindly make sure the work is returned by next Friday?

It can be read as passive-aggressive, sarcastic, or even rude (rather like the German gefälligst).

It is better here to write something like

> I'd / I would really appreciate it if you could return the work to me by next Friday;
>
> or, if you want to issue an absolute deadline or stress the urgency of something,
>
> I really do need the work returned by next Friday / [harsher still] it's essential that you return the work by next Friday.

However, the last of these should be understood as an absolute last resort.

As with introductory phrasing, you should, once the actual 'business' of your letter / email is completed, try and include a 'rounding-off' phrase such as

> I am very much looking forward to seeing you at our upcoming conference.

or

> Thank you very much for taking the time to deal with this matter.

Otherwise your correspondent may well feel your communication ends too abruptly.

Before the final salutation, many English-language letters contain a formula such as

> I look forward to hearing from you soon.

I look forward to… (simple present tense) is formal language and carries an association with respect or authority. If you are in a position to ask something of the person you are addressing, this form may be interpreted as a demand for or expectation of a quick answer.

If you want to create a more friendly impression or lessen formal distance, you should use

> I am looking forward to hearing from you soon.

which is the standard grammatical form in this case (present progressive / continuous tense).

Some functions of German social speech (and writing) don't have direct equivalents in English:

Grüßen

> Die Studierenden, die im Flur vorbei-gingen, grüßten die Professorin.
>
> The students acknowledged / said hello to the professor as they passed her in the corridor.

> Bitte grüß sie von mir.
>
> Say hello to her from me; give her my love (if you know the person well. It doesn't imply an intimate or romantic relationship).

> If a more formal relationship:
>
> Please give her my regards.

Gratulieren

> Im Namen der Fakultät gratulieren wir Ihnen zum Stipendium.
>
> On behalf of the Faculty, we (are pleased to) congratulate you on the award of the scholarship.

But:

> zum Geburtstag gratulieren
>
> wish someone (a) happy birthday (**Not** congratulate)

> **Interesting to know**
> In many other countries, it's not considered bad luck to wish the birthday person a happy birthday in advance of the day. Don't be offended if someone does this to you ('happy birthday for (next) Friday').

1.3
Communication for specific academic purposes

Writing references and *Gutachten* for students or colleagues

Reference for X

I have known X since [year], when… we worked together on xx project / I encountered her as a student in my seminar on… / he joined our office/team as a student assistant X was part of my team on Y project/was one of the students taking part in the Z programme. I have taught X since [year] on the BA degree course in [subject].

I found him to be highly… conscientious (gewissenhaft) / industrious (hardworking; 'fleißig') / an excellent communicator / a strong team player with highly developed interpersonal skills

Her academic track record is solid / strong / exceptional. She was a good fit for the team. He worked proactively on the project. She significantly advanced the working group's success by… (with –ing-form verb). His contribution to the project proved beneficial / highly beneficial / vital / indispensable. She took a committed and energetic attitude to the project work **('Energetic', in this context, can mean 'overbearing' or 'bossy')**

She stood out as a lateral thinker / someone who was able to apply creative solutions to problems / an enquiring student with strong research skills / an outstanding thinker/performer. She is a pleasant person / He was a pleasure to teach/work with / She would be an asset to the team/any team

I have no doubt that she will be highly suitable for / will benefit greatly from [the job/scholarship/MA/MSc programme].

The goals of the scholarship are (the purpose of the scholarship is) highly commensurate (= in line) with her intentions for her future career in xxx / He would be an ideal candidate for the scholarship/programme.

I support his application for… / I am pleased to support her application for… / I have no hesitation in recommending him for this programme/scholarship / She is highly deserving of admission to / will be an excellent fit for this programme. / I am delighted to support his application for… / I support her application in the strongest possible terms.

This is mild praise, used when you are being 'polite' or reasonably neutral about someone.

This is stronger praise, reflecting a genuine enthusiasm and respect for the candidate.

This is very strong praise, indicating you feel the candidate is exceptional.

Writing abstracts and grant applications

Emphasising the novel / innovative nature of your project / research / paper

Research to date has largely neglected this topic.

Extant / existing work has paid little attention to the question of… (you need 'of' even in constructions such as the question of whether more hierarchical management styles achieve better results).

groundbreaking

Blazing a trail for future research, the proposed project intends to [soll]…

This project is, to our knowledge, the first one to tackle the issue of…

We hope this project will lead the way in…

open up new insights into…

Desiderat lacuna*; gap in the research (research gap) (careful about syntax!) This project promises to fill an important research gap by exploring…

Findings is often better than results (and can also be used in the singular). Outcomes (can be used in the plural) is very useful where you expect a mixture of theoretical and practical findings / results.

Try and replace passive (very common in academic German) with active constructions:

The introduction to this paper will explore… (Not: it will be explored in the introduction to this paper that…)

Conference Guide

Introducing your talk / presentation / lecture

Thank you [very much indeed] for this warm welcome [and thank you for the extremely kind invitation].

I'm very grateful to be invited to this conference here today / It's a great pleasure to be back here in Paris today for this important conference.

I'm very pleased to see so many familiar faces – and indeed well-known faces in our field – in the audience.

Referring to other speakers

[If you speak first or nearly first] I'm very much looking forward to hearing all the speakers today / I was reading the programme on my way and I'm really looking forward to our discussions.

[If you speak in the middle or near / at the end] As I followed our discussions yesterday / today, I already found myself learning a lot, and I hope to gain just as much from the discussion we will be having today.

Referring to a particular talk by another speaker

I was fascinated to hear Dr X / Jane / Jane Walker talk about her research on Y yesterday – all the more so as her ideas make an important connection to / represent a striking contrast to the issues I will be looking at now.

As Tom / Professor Ahmed so rightly said earlier, xxxx.

For all I support her argument, I'm afraid I'm going to have to disagree a little with Rosanna on the subject of…

If you remember what David was discussing yesterday in his paper on Z, you'll recall he used the term Blah, which we will be coming back to in a moment.

Ending

And it's with this idea that I'd like to leave you today – […]

Drawing all these threads together, we could conclude by observing / wishing / hoping …

And on that note… And on that note, I'd like to finish / to leave you with a thought from X […]

Responding to questions

Well, that's a very good question / … very pertinent question …

*Some people feel 'lacuna' is a bit pretentious and like plainer language.

I think this question [really] reaches the core of the issue [we're dealing with here]…

I think if we go back to what I was saying in my paper about X, we can see that Y.

Could you [maybe] just put that in slightly different terms? / I don't think I've quite got what you're driving at here…

I'm not quite sure whether I understood you rightly – are you saying that XYZ? – did you mean that…?

I'd like to put that right back to you [the questioner] here – what do you think about it?

Asking questions

Thank you for these intriguing ideas. I'd like to know more about your thoughts on…

What struck me was…

I'd like to refer to the point you made on Y. Would you consider that it is / that we need to pay more attention to …

I'd like to come back to what you said at the beginning. Did you mean to say that… / I understood you as saying that… Is that a fair summary of your views on this? And would you like to add anything to that?

Could you comment on… / Perhaps you could expand a little on…

Agreement and qualified agreement

I absolutely agree [with you] on X.

I'm in complete agreement with you about…

I couldn't possibly add anything to your excellent description of Y. Where I might advise us to proceed with caution is on Z.

Disagreeing diplomatically and constructively

I'm not [entirely] sure that I agree with you on…

I wonder if we might look at Y in a different way / from a different angle.

Although I can certainly see where you're coming from / heading to on this, I wonder whether we might do well to consider XYZ as well.

I'd just like to act as devil's advocate [a bit] here by wondering…

Making further suggestions

Perhaps we might add to this thorough presentation of the issues by mentioning …

It might be an idea to add to this / to supplement this with X.

I had the thought when I was listening to you that there's also Y to think about.

Coffee-break conversation

I really enjoyed your paper just now / earlier / yesterday.

I really / especially liked what you said about X. [Would you agree that Y?] Will I be able to read it somewhere soon? / Are you going to / planning to publish it / planning on publishing it [AE] soon?

What did you think of the keynote speech / what do you think of Leila's idea on …? I thought it was very apt / inspiring / I wasn't quite sure about it. / I was really interested in the approach to the topic / I thought it was an extremely original way of looking at it.

Chairing a panel / session

Well, thank you very much for this inspiring / fascinating / detailed paper. There was a great deal of food for thought there. / It certainly made a great impression on me, and perhaps many of you agree. / I found one particularly fascinating aspect was the way you described Y . I'm certain the audience will have other ideas about what struck them most.

I'm sure there will be plenty of questions / it will spark off a lively discussion [if the discussion is not getting going] To kick things off, I'd like to know a bit more about … / I was quite surprised to hear …

1.4
Writing a CV in English

Interrupting a speaker

Um – sorry – it's absolutely fascinating, but we really do need to move on a bit now, especially so that we can take questions from the audience / the floor.

Um – I'm afraid we really, really need to move on now.
Right. We do need to stop you now – please just finish off in one sentence and then we need to move on.

Managing questions

Let's just go round the audience and see what questions people have.

We have fifteen minutes for questions [look at watch or clock] – I'm afraid we really have to keep to that now so we can fit everything in – could we go round quickly first? / we would really appreciate you keeping questions quite short if you can.

I wonder whether we could perhaps note down everyone's questions first and then work through them? / What we'll do is take down three questions first and go through those, then we'll move on.

I think we have quite a few similar questions here – [...] maybe Alex could answer these two or three together? I think the lady in blue was first, then we'll go to you, Leonardo.

We need to be moving on [BE] – I think we have time just for one very brief question and then it's Samira's paper.

I'm really sorry, but we have to stop you now and go on to Samira.

Wrapping up

Right, we need to be wrapping things up now. Thank you, Sara, for your question, and thank you, Professor Singh, for your inspiring talk / paper – now we'll turn to / move on to our next speaker, Dr Jane Smith, who will be discussing …

There are different types of CVs or (American English) resumes, but the guide given here is loosely based on a British 'chronological' CV (called this although it is arranged in anti-chronological order – that means the most recent experience comes first)

We have invented a fictional job applicant, Lucia Rosario, to show you how she might write her CV.

Interesting to know
First of all, here are things that you should **not include** in an English-language CV for international use:

– Your date of birth
– Your marital or family status (single, married, divorced, civil partnership, etc.) or whether you have children
– Any information on your parents
– A photograph

Many of these things are still standard in German CVs, but attitudes to data protection and non-discrimination in English-speaking countries and other parts of the world mean that they should not be included here.

Please note
This is a general guide only and was not written by a recruitment or careers expert! Different sectors, employers or countries may have other requirements or preferences. It's a good idea to check your CV with the Career Service or find information online that relates to your chosen sector or employer or the country you would like to work in.

(1) A CV should start with your name and contact information (address, phone number, email, any social media accounts you would like your prospective employer to see – e. g. Twitter, LinkedIn).

(2) Then add a short paragraph (two to four sentences are plenty enough) containing the key points that you want a potential employer to know about you at first glance. It's often good to do one or two sentences about your field of work and one or two about your personality and wider skills.

(3) Then list, in separate sections, your education and your employment / work experience (including casual and student jobs, if you are a student or recent graduate), with the most recent first. Give the month and year of starting and ending the degree, qualification, job etc. in each case.

Some careers advisors recommend making two sections out of this one, 'Relevant work experience' and 'Other work experience'. Our fictional applicant, Lucia, didn't do this, because her relevant work experience is the most recent.

---

(1) Contact

Hamburger Strasse 22
00000 Hamburg
Germany

Tel. +49 0000 0000
mobile: +49 0000 0000 0000
lucia.rosario@thatsmyemail.com
LinkedIn: XXXX

(4) Voluntary Roles and Interests

October 2014-August 2016
On rota for running the HAW Kulturcafé for international students
Welcoming and interacting with students; making introductions and facilitating conversations; publicising the café

April 2017-present
Founder and conductor, Singalot Community Choir, Hamburg
Weekly rehearsals with 40 members aged 12–96; performances at local street festivals, care homes and district events

(5) Technical and Language Skills

Programming languages
Java, C++

Languages (CEFR proficiency level)
German: native language
English: C2
Spanish: B2
Chinese (Mandarin): A2

---

(1)

Lucia Rosario

(2) An emerging expert in renewable energies with a particular interest in ethical aspects of wind farms and two years' project experience with a major employer in the field. A strong team player and communicator, and a creative, interdisciplinary thinker with a collaborative working style and a convincing track record of original input into projects.

Education **(3)**

September 2013-February 2017
B. Sc. in Renewable Energy Systems and Energy Management
Hamburg University of Applied Sciences (HAW Hamburg)
Overall final grade: 1.1 ('very good')

Title of Bachelor thesis: A Load of Hot Air? Ethical Issues around Planning a New Wind Farm in the German Countryside

August 2005-June 2013
Secondary schooling at David-Attenborough-Gymnasium, Hamburg
(bilingual English/German)
Overall final grade of Abitur (higher education entrance qualification): 1.6 ('good')

Employment and Work Experience **(3)**

April 2017-present
Energy Project Manager, Windfarms R Us GmbH, Hamburg
Project planning and management for a new wind farm project, due to launch in 2020. Leading on design and communication with the local community under consideration of the ethical aspects of the project

September 2016-January 2017
Industrial internship and completion of Bachelor thesis, Windfarms R Us GmbH
Analysis of ethical issues around the recently completed Windpark Trompetenhain project, Germany, and application of learnings to the project detailed above

September 2015-August 2016
Peer tutor for international students in the Faculty of Engineering and Computer Science, HAW Hamburg
Running induction courses and additional classes in electronics for first-semester students; acting as a point of contact and advising students on structuring their studies

June-August 2015
Team member, Continium interactive science museum, The Netherlands
Interacting with children and young people using the exhibits; giving presentations; explaining scientific phenomena

August 2013-May 2015
Barista, Coffee Club, Hamburg
Customer service role welcoming customers, serving drinks and maintaining the store environment

---

(4) After this, put any voluntary or community roles you have had, and any active interests (not reading, cooking, watching Game of Thrones etc. – but you can put reading if you run a local book club, cooking if you regularly organise suppers for refugees, and Game of Thrones if you have founded a re-enactment society).

If you are an academic, you should add sections detailing your publications, academic teaching experience, funded projects, conference papers / presentations, and any awards you have received. Here is a link to a good example of an academic CV.

(5) List of technical and language skills.

1.5
Speaking, writing and register

You may be asked to provide a list of references – the names and contact details of people who have employed or taught you and would be pleased to recommend you to an employer. It used to be standard practice to include your references on your CV, but many careers experts now advise job applicants not to do this. You should only provide them if and when you are explicitly asked to, and they should be in a separate list. Here is an example of references for our fictional job applicant: (please note these people are also fictional! No similarity with real people is intended)

Prof. Rochelle Ventnor
Chair of Renewable Energies
Faculty of Engineering and Computer Science, HAW Hamburg
prof.r.ventnor@haw-hamburg.de

M. Eng. Sebastian Brise
CEO, Windfarms R Us GmbH
Sturmstrasse 9, 00000 Hamburg
ceobrise@windfarmsrus.de
+49 0000 0000

Dr. phil. Anna Alt
Conductor, Kammerchor Hamburg
Mentor, Singalot Community Choir
Schlüsselstrasse 65, 00000 Hamburg
+ 49 0000 0000

There are some differences between spoken and written English of which it is important to take note.

Do not use contractions (don't, isn't, would've etc.) in written English, except in genuinely informal correspondence. They should never be used in academic articles etc., unless they are part of a quotation. They may be appropriate in other types of text, such as guides or handbooks, where you want to take an informal and communicative tone.

A contraction is a marker of spoken English and non-native speakers writing in English with mistaken beliefs that English is an 'informal' language often use them inappropriately in writing.

'Idioms' in the sense of fixed expressions considered characteristic of English (raining cats and dogs, etc.) will be felt to be out of place or clichéd in formal writing.

When you are speaking to an English or international speaker and need to give them a phone number or tell them another long number orally, do not use two-digit numbers, especially if you are speaking German. Give each digit number singly, one at a time.

So don't say:
'It's ninety-seven sixty-six thirty-four' (and certainly don't say: 'Es ist siebenundneunzig sechsundsechzig vierunddreißig').

Say:
'It's nine-seven-six-six-three-four' (or: 'Es ist neun-sieben-sechs-sechs-drei-vier').

The person you are speaking to may struggle to make a distinction you can hear between zwei and drei if they need to give you a number. Be aware of this and repeat the numbers they tell you in English if appropriate. Perhaps tell them they can say zwo for zwei.

Listening to native and international speakers
Taking account of the speaker's tonality, which may well be different from your own, the one you are expecting, or the one you may be used to listening to regularly, will help avoid misunderstandings.

1.6
Academic and scientific writing for students and early career researchers

Wissenschaftliches Schreiben für Studierende und Nachwuchswissen-schaftler*innen – einige Tipps und weiterführende Ressourcen

Reading for academic writing: learning to spot what's good and what's not

Not
– Is reading the text 'hard work'?
– Do you struggle to remember at the end of the sentence what the beginning was talking about?
– Do you find yourself having to go back and check previous paragraphs in order to maintain a thread/train of thought?
– Are there frequent repetitions?
– Is there unnecessary use of (overly) specialist language?*
At the other extreme, does it tediously over-explain terms and discourses which should be familiar to the field?
– Are you left 'none the wiser' – about the subject matter and/or what the author had set out to achieve – after reading?

Good
– Do you quickly know, on reading it, what the author wants – what distinguishes (his or) her arguments or research from others?
– Does the text have a clear voice?
– Do you feel as if the author 'knows what she (or he) is talking about'?
– Do you find the argument carries you along smoothly (rather than putting trip hazards in your way – you having to unpick it, refer back, etc.)?
– Does the text use clear, illustrative examples to back up the claims it makes or support its explanation of the arguments?
– Does its use of discourse open doors (explaining something with which you are not familiar, or not an expert) while not dumbing down (not making you feel patronised)?

Awareness of genre = understanding the conventions and choices made in your field (refer to Felicitas Macgilchrist, Academic Writing, 2014 – see book recommendations)

Analysing your research (and writing) position

Are you...
… drawing on objective (**or** consensually 'objective') facts; **or** putting forward subjective (but well-supported) interpretations?
… authoritative, sure of your assertions; **or** more tentative, exploratory?
… personally engaged, reflective, perhaps almost 'literary'; **or** dispassionately analytical?

Does your position suit:
1. your field of study/research;
2. your research topic/subject?

Abstracts

The job of an abstract is simply to sum-marise the key content of your work and the steps it goes through to present it, so the potential reader of your work knows what to expect. The two examples below show you how you might write an abstract, bearing in mind this task and including the important jobs done by each part of the example abstracts.

Key content summary (abstract): (fictional) example from the sciences
Tied up elsewhere: viewer attention, information absorption, and disruptive visual signals in a broadcast context

(What the paper is about/key reference works/ meta-analysis) Engaging with the work of Fish (1999), McGaskill (2001) and Kettley (2010) on the effect of colourful ties on audience perceptions of male weather forecast presenters, we discuss the impact of the visual on people's ability to absorb and retain factual information. (Findings) Our analysis revealed three key factors in disturbance of aural uptake of information: non-matching colours in ties, stripy patterns and badly tied knots. (Conclusions from findings) We extrapolated from these findings that people's absorption of information may be disturbed by the following factors: visual disorder, a sense of cognitive dissonance in relation to an appearance, and an excess of visual repetition. (Actions from findings/recommendations) On the strength of these findings, we propose the issuance of recommendations to male weather forecast presenters to take particular account of these disruptive factors when selecting their ties.

Key content summary (abstract): (fictional) example from the humanities
Reigning cats and dogs: Discourse analysis uncovering a class-privilege perspective on the Great Cat-Dog Debate

(Background/important voices in debate so far) The Great Cat-Dog Debate of 1865 has long been a contentious matter in historical research, with eminent figures such as Barker (2000) and Mew (2005) adding their voices to the discussion. (Introduction of novel perspective on debate in context of wider research discourse) Drawing on recent develop-ments as concomitants of the 'animal turn' in historio-graphy, this article will revisit the Debate with particular emphasis on the status of cats in the discourse. (New findings leading to novel perspective; methods; findings) A newly discovered corpus of sources, in the form of letters written by Countess Wuff of Felinia between 1844 and 1868, will enable us to undertake discourse analysis to uncover, among other apparent discursive blind spots, the anti-feline bias underlying contemporary attitudes. (Implications of findings; call for further research) These findings call into question Barker's emphasis on the discourse around large dog breeds and add to the discussion a class analysis dimension which calls for further research into the implicit workings of class privilege in the Debate.

Creating and structuring arguments and paragraphs

One idea = one paragraph
≠ one point/thought = one paragraph.
Beware of 'paragraphs' that are too short! Ideally, a paragraph should contain two or three (sometimes more) linked points/thoughts that come together to present one idea, or one stage in your argument.

A **topic sentence** encapsulates the idea your paragraph is pursuing; it may (often) introduce the paragraph, or (which has an emphatic and 'rounding' effect) conclude it. More rarely, it is embedded within the paragraph (this is a particularly useful device in intro-ductions and conclusions, but also at points where the argument needs to be moved along).

Building topic sentences/paragraphs around your arguments
(*Many thanks to the graduate history students of my Academic Writing seminars, University of Basel and FH Schmalkalden, for helping me test and develop the following.*)

Here are some arguments, in ordinary/colloquial phrasing, for the proposition that dogs are better than cats:

– They are more like a member of the family
– They are very loyal (pack animals)
– Cats are more selfish
– You can spend more time with dogs
– Big dogs can keep you safe
– Dogs are more intelligent and teachable
– Cats are more individualistic
– Dogs are more trainable and faithful
– Dogs are less mean and vicious than cats
– Dogs have more character and are more interesting

→

Here's how we might formulate some of these arguments in academic register:

– You can spend more time with dogs
– They are more like a member of the family

→ First, and primarily, the inherent nature of dogs as sociable pack animals entails their integration into the family as an additional member and their function as loyal company for human beings.

– They are very loyal (pack animals)
– Cats are more selfish
– Big dogs can keep you safe
– Cats are more individualistic

→ Cats, by contrast, are characterised by a more egotistical and individualistic nature; while a dog could be expected to ensure the security of its 'pack' by means of appropriate aggression, a cat is essentially unable to respond to the needs of its social group in this manner.

– Dogs are more intelligent and teachable
– Dogs are more trainable and faithful

→ Further, the nature and the superior intellectual capabilities of dogs enable their owners to make use of this inherent sociability and loyalty by training their animals.

Here, in the same way, are some arguments for the proposition that cats are better than dogs:

– Cats are able to balance and
  climb trees
– You don't need to walk them
– They can catch mice
– They sound nicer (less noisy)
  and smell nicer
– They are more hygienic
  and cleaner
– They look more friendly
  and sweet
– They are easier to keep and
  can be left alone
– They are smaller
– They are clever and can open
  doors by themselves
– They are lower maintenance
  (need less time/money)

→

And here's how we might formulate some of these arguments academically:

– You don't need to walk them
– They are easier to keep and can be left alone
– They are lower maintenance (need less time/money)

→ The levels of maintenance and engagement required for keeping cats are distinctly below those needed for dogs; walks, which represent an essential component of dog-owning, are unnecessary and the owner is liberated from the onerous duty of constant supervision, increasing his or her flexibility. Similarly, and especially in recession-hit times, pecuniary considerations may suggest cats as more economical pets.

– They sound nicer (less noisy) and smell nicer
– They are more hygienic and cleaner
– They look more friendly and sweet

→ Aesthetic considerations likewise support the superiority of cats over dogs. Cats' appearance is characterised by an appealing aura of friendliness; the levels of unpleasant noise they emit are markedly lower than those generated by dogs; furthermore, the hygiene factor should be taken into consideration due to the fact that cats' odours and habits arouse significantly less disgust than dogs'.

– They can catch mice
– They are clever and can open doors by themselves
– Cats are able to balance and climb trees

→ Cats' abilities likewise represent an area in which they outperform dogs: Their controlled way of walking on trees or walls, their hunting instinct and their logical approach to problem-solving, which enables them to carry out such tasks as opening doors, all make for overwhelming evidence of their outstanding intellect, which surpasses dogs' simple capabilities.

As you can see, I have turned the various sets of arguments listed above into short pieces of text – they are too short to be 'paragraphs', but serve here as examples.

This text uses more academic vocabulary. These pieces also each do three key things for your academic writing:

1. They draw together different ideas and formulate them on an abstract level: so cats' hygiene, smell, sound and look become 'aesthetic considerations'. (The sentence this is taken from is an example of a topic sentence.)

2. They move from verb-based ('dogs are more faithful') to noun-based structures; 'dogs are more intelligent and teachable' and 'dogs are more faithful and trainable' becomes 'the nature and superior intellectual capabilities of dogs'. This strategy, called nominalisation, both makes the writing more compact and economical, by drawing a number of ideas/clauses into one clause, and makes it sound more complex.

3. They bind a list of disparate arguments (of the kind you might present in a typical colloquial conversation) into an organised text that flows smoothly and is persuasive.

The passive voice and ~~why it should be avoided~~ reasons to avoid it

It is good style to avoid the passive where you can (but not at all costs!); as German makes extensive use of the passive, this may be a difficult habit to acquire.

So instead of:
Thirty reading lists for first-semester engineering students were analysed …

we should write:
We/I analysed thirty reading lists for first-semester engineering students …

Passive-voice writing can feel excessively dry and 'bogged down', making reading slower and more tiring, while the active voice can move things along dynamically.

The passive may also extend an impression of uninvolved (cold?) clinicality, particularly in the humanities. Sometimes people use the passive because they have been told that they should keep 'themselves' out of academic/scientific writing. It is usually fine to write 'I' or 'we' (in the sciences, almost all papers are joint-authored, so there is very rarely any excessive focus on one individual).

As an exercise, find a short paragraph – in a published article or your own work – that is primarily written in the passive, and try and rewrite it in the active.

**Endorsement and non-endorsement:
which is which?**

affirm

note

allege

maintain

state

point out

claim

argue

suggest

indicate

imply

confirm

assert

observe

demonstrate

show

advise

hint
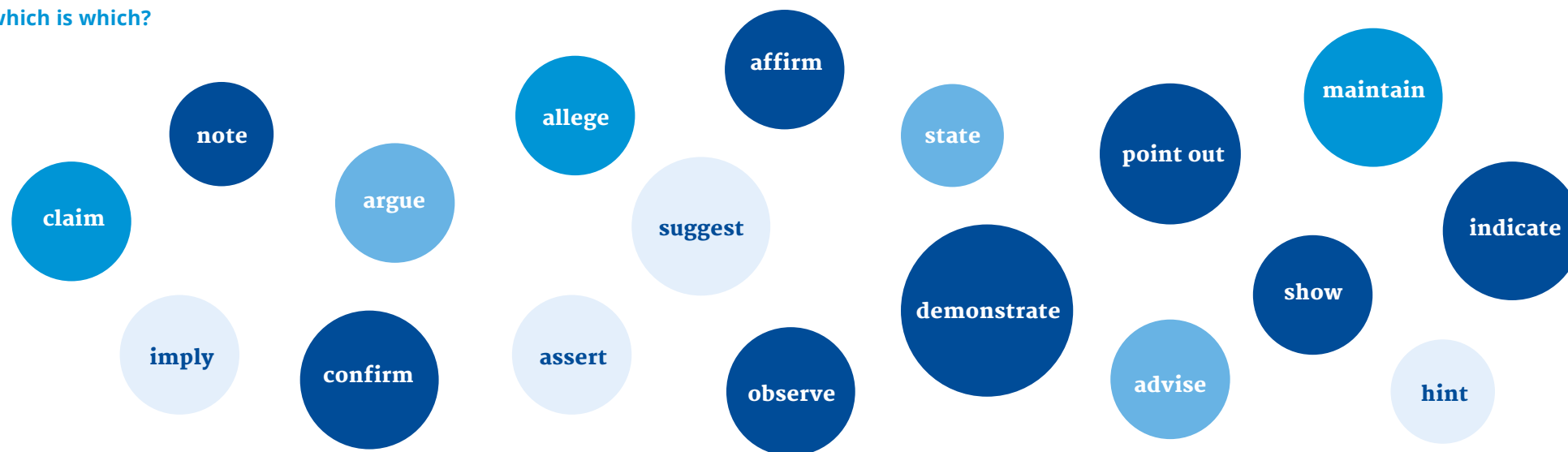
The following verbs endorse (= support) an argument: indicate, note, affirm, confirm, observe, show, demonstrate, point out

The findings thus far indicate a significant role of overall motivation in employees' responses to changes in business processes.

The following verbs indicate scepticism towards an argument: claim, maintain, allege

Despite strong evidence to the contrary, Jones (2020) maintains that face masks promote the transmission of the novel coronavirus.

The following verbs are more neutral: argue, state, advise

During her qualitative interview, the customer service agent advised [the sense here is: told us something we didn't know before, or that had not been obvious to us] that survey data collected over the phone is difficult to interpret because many customers hang up before the survey is complete.

The effect of the following verbs is context-dependent: hint, assert, imply, suggest

The study by Rivera (2014) would seem to imply that libraries are no longer of relevance in modern societies.

(This could be read as supportive of or highly disturbed by the implication, depending on the argument the author is making overall.)

Cf. also Macgilchrist, Academic Writing, 2014, pp. 96-7, on which I have drawn for this exercise.
She includes additional verbs and her assessment of some of these verbs differs slightly.

**Expressing a few key functions
of academic/scientific writing**

Causation

Due to high levels of unemployment at home, many young people go to other EU countries to seek work.

The large numbers of young people seeking jobs in other EU countries stem from the high level of unemployment in their home nations.

Recent changes in procedures for granting work permits to non-British citizens have sparked heated debate [this is used where something conflictual has emerged due to the factor described].

The digital revolution has brought about/induced profound changes in the way we communicate.

Correlation

(a relationship or link, with no proof (as yet) of a causal relationship)

A longer time period over which the test was conducted frequently went hand in hand with a weaker result.

The length of time over which the test ran was positively correlated with the weakness of the result.

Studies have found that time spent by children playing computer games is negatively correlated with success at school.

Proportion

The availability of fast food has risen in direct proportion to the average adult BMI in developed countries.

The average grades attained by schoolchildren are in inverse proportion to the amount of time they spend playing computer games.

Concomitancy

(when something goes along with something else, but is not 'correlated', as it has not been observed in a study)

School pupils' dependence on achieving good grades and the concomitant [adjective] stress they suffer…

A concomitant [noun] of school pupils' dependence on achieving good grades is the amount of stress they suffer.

Academic presenting

Concession and defence of own position

While we concede that the statistics are correct, the conclusion the authors have drawn from them is wrong.

We acknowledge the accuracy of the statistics; this notwithstanding, the conclusion the authors have drawn from them is wrong.

Assumption/supposition/ speculation

Examination of the evidence strongly suggests that …

While the causal connection between X and Y remains unproven, it is a fair/safe assumption at this stage that … (or: it is fair/safe at this stage to assume that …)

The existence of a causal connection [or: link] between X and Y must remain speculative, until further research proves or disproves it; the findings of this study, however, point to a strong correlation suggestive of some causative factors.

In the context/light (or: in light) of these findings, it is our view that …

The three 'longer's of academic presenting:

1. Always assume your presentation will take longer than you think it will (this is particularly the case for reading from a script and another disadvantage of this method).

2. Always pause for a little longer than you feel comfortable doing (your and your listener's comfort are not at the same level!).

3. Make sure your middle sections (i. e. where the actual information is) are longer than your introductory and concluding segments (or the whole thing feels imbalanced).

Ideas for that final slide:

Thank you for listening!

Over to you!
(where questions/a discussion are planned)

Is there something you would like to ask?*

Let's start the conversation…
(Not 'Let's talk'!*)

(Or just simply…) Thank you.

Please AVOID:
'Thank you for your attention'!

*Why not to use 'Any questions?',
or the verb 'talk':
↻ www.theguardian.com/science/2017/
dec/04/would-you-be-willing-words-turn-
conversation-around
(last accessed 22 July 2020)

Resources for academic and scientific writing in English

Websites

↺ https://owl.purdue.edu/site_map.html
Purdue University's extremely detailed and thorough academic writing resource.

↺ https://writingcenter.unc.edu/tips-and-tools/
A clearly structured overview of academic writing topics, with an overall humanities/social science emphasis from the Writing Center at the University of North Carolina at Chapel Hill.

↺ http://www.phrasebank.manchester.ac.uk/
A phrasebank for academic writers from the University of Manchester, UK, originally designed with non-native speakers of English in mind.

↺ https://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/126084360/
English tips for non-native speakers of English (with specific advice for particular languages) from the (archived) scientific writing guide of the prestigious journal *Nature*.

↺ https://www.le.ac.uk/oerresources/ssds/writingskills/page_65.htm
Key characteristics of good scientific writing from the University of Leicester's online guide. The rest of the guide (navigate via the menu on the left) is worth exploring, too.

↺ https://research.steinhardt.nyu.edu/scms Admin/media/users/atn293/pdf/academic_vocabulary_list.pdf
This (very) long and detailed list of academic vocabulary in order of frequency is not a look-up reference guide, but great to read through, learn about different grammatical forms of words and get a feel for vocabulary in academic (American, in this case) English.

↺ https://www.griffith.edu.au/international/englishhelp/academic-vocabulary
Video introduction to academic vocabulary from an Australian university.

Books

Dorothy E. Zemach/Lisa A. Rumisek (2003), Academic Writing: from paragraph to essay (Oxford: Macmillan)
A workbook-style guide to academic writing that uses practice exercises to introduce the various skills and techniques involved. Good for students in the early part of their course or for those who need to build confidence in their writing.

Felicitas Macgilchrist (2014), Academic Writing (Paderborn: Schöningh)
A clearly structured guide for academic and scientific writers in a wide variety of disciplines, emphasising a genre-based approach to the topic and good for more advanced students beginning to embark on their own research.

ABC

2 Specific points of language

2.1
Adjectival endings (-ic / -ical)

economic = of the economy (The country's economic problems are being blamed on its new president).

economical = money-saving (My new car is very economical with fuel).

classic = timeless; in some contexts vintage (a classic car).

classical = considered the highest or archetypal form of something (classical music).

The German klassisch in such usages as der klassische Ansatz ist bisher… will generally be rendered with typical or conventional.

historic = having entered into history (a collection of historic geography textbooks) or worthy of being entered into history (the fall of the Berlin Wall was a historic moment).

historical = of [the discipline of] history (historical research into education).

Both forms are used in the sense of something, particularly a crime, that has happened in the past (historic / historical abuse of children).

periodic = occurring from time to time, intermittent but repetitive (we have periodic problems with the computer system).

periodical = published at regular intervals (the noun periodical for an academic journal stems from this).

Words that have an -ic ending:

academic
characteristic
emphatic
linguistic
phonetic
public (the adverbial form is publicly, not publically!)
tragic

Words that have an -ical ending:

political
critical
tyrannical
theoretical
antithetical
chemical

Some words can have either ending without there being an essential change in meaning; they include hermeneutic / al, geometric / al, geographic / al (although there can be subtle differences with this one).

There is a distinction between social and societal which may be important in some circumstances. In many cases, their meaning is similar, or overlaps. But in English, social also means 'in relation to personal interaction with other people'. Phrases such as social life (English: the part of my life that revolves around socialising, that is, going out / spending time with friends) and social development (of a child, for example, their development of skills in interaction with others) may confuse readers if you mean social in the sense of 'of a society'. Here, societal can be very useful.

2.2
Singular / plural

Information is always singular in English. The German Informationen would either be rendered in the uncountable singular (thank you very much for this information) or, if necessary, given as pieces of information.

German speakers use the word **Text** in the plural to talk about pieces of writing. This use is not unknown in English, but it is a lot less common than the equivalent in German. We might, depending on context, talk about pieces of writing, pieces / passages of text, or the singular / uncountable text.

The case with **Inhalt** is similar. English only uses contents plural to refer to the table or list of contents at the beginning of a book, journal, or similar, or the things in a particular container or receptacle (I opened the bag and removed the contents). Otherwise, it is given in the singular: The magazine's content [i.e. what it has in it in general, rather than the individual articles] is of an entertaining, lighthearted nature; the webmaster keeps the website's content up to date.

Training is uncountable only. You cannot say a training to mean eine Aus- / Fort- / Weiterbildung (this is another instance in which you need to be careful with common dictionary translations).

You can call this a course or CPD (stands for continuing or continuous professional development and is used without an article)

It is not incorrect, in English, for a singular subject to take a plural verb if the subject is an organisation or group:

> HSV Hamburg have won the league again.
>
> The company's staff are all going to get pay rises.

The emphasis here is on the individuals that make up the team, group, or organisation.

2.3
Capitals and lower case

Names of nations, languages etc. are written with a capital letter, even where they are being used as adjectives (1) or would be treated as adjectives in the German (2):

> **Instance of (1):**
> the German people
>
> **Instance of (2):**
> Please speak English to me;
> I don't understand German.

Adjectives referring to religious denominations should be capitalised:

> the Catholic church
> the Muslim population of Germany

In English (unlike in German), you begin the text of a letter or email (after the salutation) with a capital letter:

> Dear Sarah,
>
> Thank you very much indeed for your last email…

There is a difference between British and American English in the capitalisation of titles and headings. American English capitalises all words in headings except 'little words' (smaller prepositions and conjunctions such as 'and', 'but', 'over'). This is called **title case**. British English usually does not; as a rule, it uses what is called **sentence case**.

> **British:**
> Fluid dynamics and beyond:
> Computational methods in context
>
> **American:**
> Fluid Dynamics and Beyond:
> Computational Methods in Context

Note also that English (both British and American) uses colons: to separate parts of titles and headings, rather than the full stop / period common in German.

2.4 Punctuation

At HAW Hamburg, degree course titles use title case, and modules use sentence case:

> **Degree course name**
> Interdisciplinary Healthcare and Management
>
> **Module name**
> Evidence-based practice and communicating risk

Titles of academic papers, articles and chapters should be given in sentence case (unless, of course, the publication's style guide asks for title case).

Commas

Note that in English, commas can change the meaning of a sentence.

> The designers who had taken part in the study worked well with the new software.

> The designers, who had taken part in the study, worked well with the new software.

The first of these (the one without the commas) specifies that the designers – exclusively those who had been included in the study – worked well with the new software.

The second says that the designers (all of them) worked well with the new software, and adds the information that they (all of them) had taken part in the study. You could leave this additional information out without the definition of designers becoming unclear. The two groups referred to here may be identical, but they may not be.

In German, both of these meanings would be punctuated in the same way (with commas) and the exact meaning would be inferred from the context.

When writing numbers, use commas to separate thousands and full stops (decimal points) to separate decimal places before and after zero (in other words, exactly the other way round than in German):

> We have been awarded 10,000,000 € in funding. (ten million Euro)

> The train tickets cost a total of 150.95 €.

Hyphens (Bindestriche)

In English, hyphens signal a change in the grammatical function of the word or phrase being hyphenated. For example, here:

> I went to pick up (i. e. collect) my order at the pick-up point.

In I went to pick up, pick up is a phrasal verb. In the pick-up point, an adjective (describing the point) has been formed from the verb to pick up, and is hyphenated because of this change.

Here, an adverb + verb combination changes to an adjective:

> The engineers have been well trained. They are well-trained engineers.

Again, the adjective is hyphenated, because it comes from the adverb + verb combination.

Most **compound** or **composite nouns** (Komposita) in English are not hyphenated (and, unlike in German, most are written as separate words).

> **German**
> Informationssysteme
>
> **English**
> information systems

> **German**
> Praktikumssemester
>
> **English**
> placement semester; one-semester internship

If you are not sure, you are more likely to be correct if you write the words separately and leave the hyphen out.

Other punctuation marks

Use semi-colons to separate complete sentences where two short sentences would sound abrupt or inelegant.

> I went to my seminar; after that I did some reading in the library.

> My sister is the faculty librarian; she's worked here for two years.

Punctuating abbreviations

Use a full stop after an abbreviation (that does not consist of single letters) if the full word does not end in the same letter as the abbreviation. If it does, use no punctuation.

> Dr (Doctor)
> St (Saint or Street)
> Mr (Mister)
> Mrs (derives from Mistress)
> Ms (presumably same derivation; please see note on use of Mrs and Ms)
> Prof. (Professor)
> ed. (editor), but eds (editors)

Please note

This is a British English rule. US English punctuates all these abbreviations. HAW Hamburg has adopted the British rule, but you may wish to use the American style if appropriate to your correspondent.

The abbreviations for days of the week and months of the year are exceptions to this rule. They do not take full stops / periods, regardless of what letter they end with (Mon, Tues, Weds, Thurs, Fri, Sat, Sun).

Abbreviations that have gained the status of words in their own right no longer take a full stop:

> exam (examination)
> uni (university – please note that many British English speakers consider use of this abbreviation to be bad style. If in doubt, use the full form)

British English generally does not punctuate abbreviations consisting of single letters, and US English often does.

> **British:** PhD, the US
> **US:** Ph.D., the U.S.

Quotation marks

In English, both opening and closing quotation marks are at the top of the line, rather than one at the top and one at the bottom, as in German.

Use single quotation marks, with following punctuation outside the closing quotation mark where the unit quoted is shorter than a full sentence and inside where it is a sentence that makes semantic sense:

> 'The institute is on its way into a promising future,' said the professor.

> The professor finished her speech by declaring: 'The institute is on its way into a promising future.'

> The professor commented that the institute was 'on its way into a promising future'.

(American English prefers to always place the comma or period inside the quotation mark)

For quotations within quotations, use double quotation marks:

> 'Things are difficult, but I always say "never give up"', said the Prime Minister.

2.5
Tenses and their use

Present tenses refer to 'now'

The decisive factor in when to use the present simple (I say) and the present progressive or continuous (I am saying) relates to what kind of 'now' we are talking about.

Present simple: now is general, habitual or regular

> HAW Hamburg has xx,xxx students. HAW Hamburg enrols thousands of new students each semester.

Present progressive (continuous): Now is really now

> HAW Hamburg is currently implementing its internationalisation strategy.
> It's 10:15 am and in Room 330, twenty students are waiting for their lecturer to arrive.

The present progressive (continuous) can be used to imply criticism:

> 'She always says what she thinks' is a statement of fact, relating to the habitual character of the person being discussed.
>
> 'She's always saying what she thinks' suggests that she does it too often for the speaker's liking.

The simple past (I went) and the present perfect (I have gone) also have different, situation-specific uses.

When to use the present perfect

Does the action or event affect or relate to the present (now)?

> I've lost my bag. (I still don't have it).
>
> I've lived in England for 5 years. (I still live there).
>
> Have you seen Lucy? (I'm looking for her, I can't find her).

Is the event recent, 'fresh in people's minds', or 'news' to someone?

> A hurricane has hit the east coast of America.
>
> (On the phone) – How are you? – Not good. I've broken my leg.

> Importantly, American English makes much wider use of the simple past than British English and may use the simple past for all these situations (except the 'news report'). However, the present perfect would not be 'wrong'.

The simple past, in British English (more extensively in American English), is used for events or processes that are considered 'over', with no more connection to the present, and for events where a point in time is specified.

When to use the simple past

Are you saying that the action or event took place at a particular point in time?

> I completed my doctorate in 2011.
>
> We did a maths test with the students last week.
>
> (On the phone) – How are you? – Really happy. I passed my driving test yesterday!

Did the event happen some time ago, or are its effects over now?

> How was your summer? – Not good. I broke my leg. (But it's probably better now).
>
> I had a really bad day. I lost my bag. (But I found it again later).

Future tenses

The type of future tense used depends to a great extent on the speaker's attitude towards, or assessment of, the event being described.

This, however, is not subjective: there is a 'native-speaker consensus' which leads to the expected type of tense being used.

The 'will' future: it's possible or probable (or the speaker thinks it is)

Your child is sad because they don't want to leave the place where you have spent your holiday. You comfort them by saying: 'Never mind, we'll be back next year.'

It is wet, dark and cold. You are driving too fast on a country road. When you skid round a bend, your passenger screams: 'Slow down or we'll crash!'

The 'going to' future: it's definite or inevitable (or the speaker thinks it is)

Your child has got yet another 5 in the latest maths test. You shout at him / her: 'You're going to fail the year!'

(If you are American, you might shout: 'You're going to flunk the year!', and your child will be doing 'math')

You have definite plans for your future. You say: 'When I've finished this project, I'm going to do research in the US for a bit.'

However:
Sometimes it is better, or thought of as more polite and respectful communi-cation, not to sound too 'definite' about things, so you use the 'will' future instead of the 'going to' future.

You are making plans with your friend for Saturday afternoon.
You say: 'I'll meet you outside the swimming pool at 2:30.'

You don't say 'I'm going to meet you …', because that makes it sound as if your friend hasn't got a choice in the matter.

In a similar way, if something needs to be done and you offer to do it, you use the will future, even if it is something that nobody really wants to do, as here:

Somebody needs to take the rubbish (US English: garbage / trash) out. – 'I'll do it.

You use this because if you say 'I'm going to do it', it sounds as if you are taking everyone else's choice to do it away – even if it is not something people would usually choose to do!

Sometimes people use a future tense when ordering things in restaurants or pubs. In this case, you say

I'll have a cup of coffee, please.

You don't say 'I'm going to have a cup of coffee, please', because it sounds rude – as if the waiter or waitress has to do exactly what you say (which they do, but that is not the point here).

The present continuous / progressive as a future tense

You use this when you talk about your, or someone's, own personal plans in the fairly immediate future.

What are you doing this weekend?

I'm going swimming, and then I'm meeting friends in town.

She can't come tomorrow. She says she's staying in because she's tired.

Did you hear that Ana and Rosa are getting married?

The simple present as a future tense
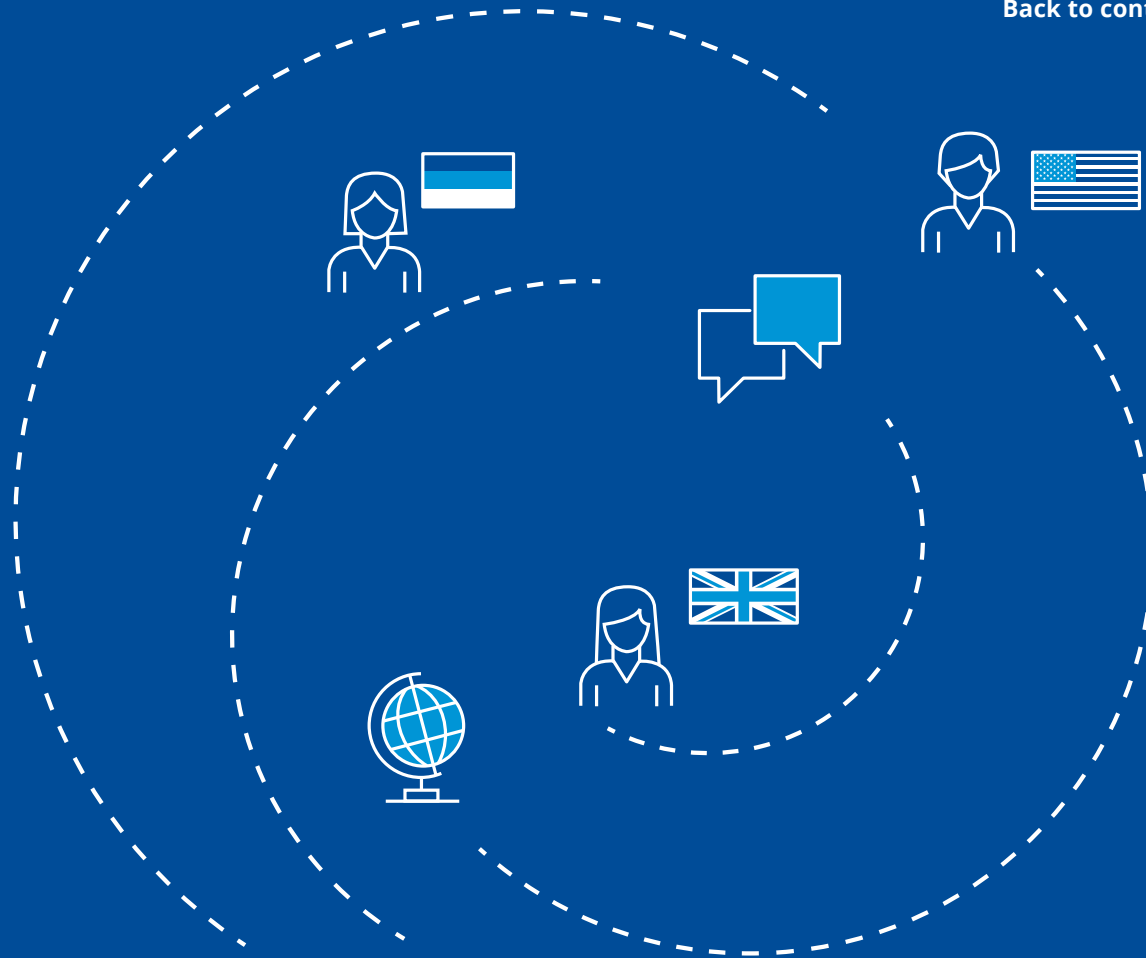
You use this when you are talking about something that someone else has decided and you (or the person you are referring to) have (has) no influence on. Its most common use is for formal things such as jobs or timetables.

The film begins at 8.30.

He starts his new job tomorrow.

What time does the train leave?

3

Issues with English experienced by German native speakers

3.1
Handling typical German structures

An example of a very typical German construction is:

> Seit Februar 2013 arbeitet er als studentische Hilfskraft am Institut für Elektrotechnik.

It is instinctive to render this in English as 'Since February 2013 he has been working…') (note the tense; do not use the present!) However, this is not particularly English. We would generally reformulate as follows:

> He joined the Institute of Electrical Engineering as a student research assistant in February 2013.

Remember that the German subjunctive (to indicate indirect speech) cannot be conveyed in the English indicative.

Be careful when using already to indicate that something took place (surprisingly) early within a period of time:

> This discussion began already at the beginning of the 19th century.

> **Better:** This discussion commenced as early as the beginning of the 19th century.

3.2
Composites

English does not (to the same extent as German) have the facility of adding nouns onto one another to create composites.

For instance, while memory politics is an accepted (international) use, it is more naturally English to write politics of memory.

Composite nouns in English, where they consist of more than one separate word (the usual case), are usually not hyphenated! (See 2.4 above)

One word or two?
It is any more and not anymore (in all senses)

Similarly, it is every day and not everyday: The word everyday does exist as an adjective in the sense of the ordinary course of something, e. g. people's everyday lives

A mistake many native speakers have begun to make is writing alot for a lot. They are two distinct words.

People or institutions set up to look after children while their parents work outside the home are collectively called childcare (one word).

3.3
Overuse

Capitalisation of examples

respective
This is often used by German native speakers as a (presumedly) literal translation for jeweilig(e). However, it should not be used to replace / translate every instance of the term.

> **A correct and appropriate use of 'respective':**
> The friends [who, as will have been made clear earlier in the text, all or mostly come from different towns] had dinner together in the city, and then went home to their respective towns.

> **A correct and appropriate use of 'respectively':**
> My colleague and her brother grew up in London, and now live in Berlin and New York respectively (that is, the colleague lives in Berlin and the brother in New York).

But jeweilig / e / r / s (etc.) is used much more frequently in German than respective is in English. Usually English will just assume it without putting it explicitly.

result / s
This is overused in two principal contexts:

– to refer to the findings of academic or scientific research
– to discuss the outcome of an event or process

make clear
Alternatives: indicate, demonstrate, point out

like
Try to avoid using like when giving examples in written English; it is considered too casual and informal. Use such as instead.

The definite article finds less extensive use in (academic) English than it does in German.

We will often need a possessive determiner or a stated object instead:

> We will look at the experiences that shape the perception of ourselves and other groups.
> … that shape our perceptions …
> … that shape modern Germans' perceptions …

By contrast, leaving out the definite article when describing someone's job role or public position may read as 'journalese' (like a newspaper report):

> This theory was first put forward by HAW Hamburg president Professor Micha Teuscher.

> **Better:** Professor Micha Teuscher, the president of HAW Hamburg (or: HAW Hamburg's president), was the first to advance this theory.

main
An overuse of main can make English sound non-native.

> **Good alternatives:**
> principal
> primary
> central (Hamburg Central Station; this aspect assumes (takes on) central importance to the issue)

Do not overuse **common** to stand for gemeinsam. Eine gemeinsame Vergangenheit is more likely, in natural English, to be a shared past than a common past.

> Gemeinschafts- / gemeinschaftlich = communal
>
> The students cook in the communal kitchen.
>
> Just shared is fine too:
> In this youth hostel there are shared bathroom facilities.

integrate
This is used in contexts such as IT system integration. In more general contexts, it may be more common to say incorporate.

> Please send us your feedback so we can incorporate it into the final version of the document.

Integration meaning 'the process of adaptation and settling-in someone undergoes when they come to a country from another one' is much less of a 'thing' / defined concept in English.

3.4
False friends

You might say He has integrated well into the community.
Less 'confrontational' ways of transporting a similar content (i.e. with more of an emphasis on the immigrant's experience) might be He has found his feet or He has settled in well.

Integrationsleistungen (in the sense of preparing for a degree course) = preparation to study [subject / at HAW Hamburg].

the question…

Incorrect
the question how to move beyond narrow ethnocentric perspectives (based on the German structure ‚die Frage, wie man…')

Correct
We need here, in English, the question of how… or the question as to how…

It is better to avoid using too much 'question of', however, as this is one of the phrases whose overuse signals a non-native speaker at work.

Don't overuse **ampersands** (the **&** sign). Some non-native speakers[1] writing in English like to replace the word and, particularly in references, with an ampersand (e. g. cf. Smith & Jones 2010), or use it in names of establishments and facilities or even in running text. This may sometimes be appropriate (some style guides may even call for its use in references), but if done too often it makes very clear that a non-native speaker is at work.

Ressentiments – resentment
Ressentiment is best rendered as 'ill-feeling' or 'a sense of hostility' (or similar). Resentment is uncountable and more specific than Ressentiments; it refers to a negative or hostile, and often unjustified, feeling towards someone (usually an individual) inspired by a specific act on the part of that individual:

She resented him / felt resentment towards him because he got the job she had applied for.

Toleranz – tolerance
It is important to be very careful with this one. The German Toleranz carries a very positive connotation relating to respect for and acceptance of those who are 'different' and is particularly frequently used in relation to anti-racist attitudes. In English, however, tolerance is much closer to the German Duldung – putting up with something, perhaps reluctantly, but not necessarily being in support of it. In fact it frequently implies a fundamentally hostile attitude. If this meaning is not implied, it is much safer to render Toleranz in the anti-racist sense as something like (mutual) respect or respect for difference(s).

bemerkenswert – remarkable
The English remarkable is stronger than the German bemerkenswert. It indicates something which is really out of the ordinary, surprising:

This is a remarkable finding in the light of the fact that no previous study has ever produced it.

Bemerkenswert is perhaps best rendered, according to context, as worthy of notice (to be placed after the noun!), interesting, noteworthy.

plädieren für – plead for
Appropriate renderings of plädieren für might be call for, advocate, support

Konfession – confession
The first refers to (religious) denomination, the second to an admission of something, usually wrongdoing or something considered socially undesirable.

[1]The practice isn't restricted to German speakers. Cf. http://baxtercommunications.nl/dont-overuse-sign/#.XFcYlmlCfIU, last accessed 3 February 2019.

3.5
Be careful with these

Programm – program(me)
Scheme (pronounced with 'sk') is a good word, especially in British English, to use for a program(me) in the sense of an organised series of events or support for a specific target group. For an event such as a seminar or conference, schedule (pronounced with 'sh' in British and 'sk' in American English) works well.

> **Interesting to know**
> We use **degree course** rather than **degree programme** at HAW Hamburg. The exception is in relation to **duale Studiengänge**, which we call **cooperative degree programmes**.

enquiry / inquiry
An enquiry is a request for information; an inquiry is a formal investigation into an incident or problem.

> Please direct enquiries on this degree course to the Course Coordinator.

> The government held a public inquiry into the scandal.

Protokoll – protocol
A Protokoll in the sense of a written record of a meeting or conference session is usually minutes (for a meeting) or [written] record (for a conference session or similar).

> Würden Sie bitte das Protokoll übernehmen?
> Could you take the minutes, please?

Protocol generally refers to 'the way something is done'.

In uncountable form it may be used like this:

> Parliamentary protocol dictates that the leader of the opposition is the first to speak.

In countable form, like this:

> There are protocols [= sets of instructions for how to proceed] in place for an emergency situation.

on behalf of / on the part of
To act on behalf of someone means to act for or as a representative of them, on their authority or in their interests.

On the part of means from or by. That was terrible behaviour on behalf of your boss does not mean your boss has behaved terribly; that would be that was terrible behaviour on the part of your boss. It means 'someone else has behaved terribly and done it because they thought (rightly or wrongly) that your boss wanted them to'.

A correct example of the use of on behalf of might be:

> I am writing on behalf of the selection committee to congratulate you on having been selected for a fellowship.

Careful when using the following:

on the one hand …
on the other hand
This refers in English to a genuine opposition and cannot be used as a way of listing two facts, ideas or points that do not really contradict each other.

national
In English, national has an essentially neutral meaning, referring to something that covers or relates to an entire nation (a national newspaper [= eine überregionale Zeitung], an issue of national importance). In German, the word frequently carries the connotation nationalist.

according to
Correct definition: in the words of, in the view of, in the account given by
Not to be confused with in accordance with or accordingly

Incorrect:
According to the conditions laid down in the contract, we completed the research by the end of 2012.

A correct version would be:
In line with / In accordance with / In compliance with the conditions laid down in the contract…

Incorrect:
The significance of controversial issues in everyday life decreased. According to this, historians became more and more interested in …

A correct version would be:
The significance of controversial issues in everyday life decreased. Accordingly, historians became more and more interested in…

Introduce (to introduce someone to something) is used either in a social sense (1) or in terms of abstract ideas (2). You cannot, or should not, use it in the context of presenting your research or project to an audience which has not heard of it before.

Instance of (1):
I must introduce you to Anna.
She's doing research on nursing practices in the US.

Instance of (2):
I'd like now to introduce a European view into the discussion.

What in German would be called a **Beziehung** or a **Verhältnis** (between, for instance, social groups or abstract entities, as well as between individuals) would in English usually be a **relationship.** There is an exception in the contexts of relationships – in the sense of positive or negative feeling and its manifestation in cooperation or the lack of it – between formal or official bodies: international relations, relations between our two institutions (here always in the plural).

so-called
In English, this usually has a distinct over- or undertone of scepticism towards the name or term cited. It should not be overused to stand for which is referred to as.

private
The meaning of German privat which signifies relating to one's more intimate, non-professional, non-work, non-political sphere of life is not covered in English by private, but rather, generally, by personal:

People are increasingly frustrated by the extent to which their jobs are intruding on their personal lives.

I'll give you my personal email [address] [as opposed to my work email].

If you talk about your private telephone number, you do not mean your home telephone number, but are rather saying my telephone number which nobody at all is allowed to know

Be careful when using **profit** in a non-monetary sense. It is often more usual English, when speaking of somebody (an individual or organisation) gaining something non-material from a specific course of action, to use benefit.

Engagement / engagiert
Many people know that these are not best rendered with engagement and engaged. Alternatives are highly dependent on context:

involved
Er engagiert sich in einer Gruppe für Flüchtlinge.
He is (actively) involved in a group helping refugees.

committed, energetic, elan
Sie ist immer sehr engagiert bei der Sache.
She is always very committed / energetic about her work / goes about her work with elan.

Soziales Engagement – voluntary work; involvement in (charity, grassroots) projects
Du engagierst dich für andere an deiner Hochschule?
Do you give your time and energy to help improve things for others at your university?

Advice / counselling / consultancy
The best rendering of Beratung in a general / non-psychological sense is advice (or advisory services). Counselling refers to psychological advisory services, like (but less thorough / profound / long-term than) psychotherapy.

In US English, a counselor may (especially in education) be a general advisor or supporter, or a youth worker (e. g. summer camp counselor)

Consultancy is used for specific forms of professional advice (Unternehmens-beratung = management consultancy)

Spaß
In the sense of etwas macht mir Spaß, **fun** will often be incorrect; it has a narrower meaning than does the German, and would usually not be applied to things that involve 'work'.

> **Better:**
> Dieses Studium macht mir Spaß.
> I am enjoying this degree course.
>
> Es macht ihr großen Spaß, sich für andere zu engagieren.
> Helping others makes her feel very fulfilled / she finds helping others very fulfilling.

> **Interesting to know**
> Some words / terms have wider or more restricted meanings in English than in German, or vice versa. One example might be the German **Denkmal**, which can refer to both a **monument / memorial** and a site of **outstanding historical importance**.

Care should be taken with conventional / typical dictionary definitions of certain words. One example: civil servant for Beamte. The English term has a much more restricted definition than the German, as there is no system like Beamtentum in the UK / English-speaking countries; civil servant usually refers to someone who works directly for the government, assisting with the creation of policy. For other (such as executive) functions, officer or official can work well: she is a border official; he is a police officer. If you are referring to the status rather than the job, you will need to describe / explain:

> Many teachers in Germany are given a status which means they can't be fired and they get a very good pension, but they are not allowed to go on strike and the state can tell them where to work.

Biography / biographical:
In German, Biographie and biographisch generally refer to the course of someone's life; an example is biographische Erinnerungen for 'the memories that someone has of their life'. In English, the meaning is a lot more limited; a biography is a book written by someone about the life of someone else, and cannot be used in a general sense to mean someone's 'life story'; the use of biographical to mean 'of someone's life or personal memories' will often be incorrect (the exception is in academic discourse, e. g. in sociology). Here, an adjectival formula such as related to their [life] experiences may be appropriate.

Wissenschaftlich, academic and scientific
Scientific is often considered to be an appropriate translation for wissen-schaftlich, and science for Wissenschaft. However, in English science and scientific usually refer only to the natural and life sciences – physics, chemistry, biology, medicine and associated disciplines. Where we are talking about disciplines in the humanities or (to an extent) in the social sciences, it is better to use the adjective academic. Research is better than science where we are talking about academic research across all subjects.

All scientists (within the university context) are academics, but not all academics are scientists. Researcher covers all disciplines.

Wissenschaftler*innen (in general, across all subjects) are academics; die Wissenschaft (in the sense of the sum total of the people and institutions doing academic work) can be referred to as academia.

The phrase wissenschaftlicher Aus-tausch occurs frequently in German academia. Many people render Aus-tausch as exchange. However, academic exchange suggests, in English, not so much academics communicating with one another than a formal scheme with academics travelling to each other's countries or institutions. If we are talking about the sharing and discussion of ideas among academics, we need to phrase it like this. Communication among academics would also be possible. Depending on context, interconnection(s) may also work.

3.6
Over-Anglicisation

Some German towns and cities have commonly used English forms; these include Cologne (Köln) and Munich (München). Others have English forms which are not in common use (e. g. Brunswick for Braunschweig). If in doubt, the general rule here is that the more well-known a town or city is, the more likely the English form (where it exists) is to be commonly used. Many German higher education institutions prefer their German names to be used in English as well as German. You can check how they refer to themselves on their English-language websites.

Similarly, the names of some of the German Länder are best left in their German forms; while everyone has heard of Bavaria, it will make little sense to write Mecklenburg-Western Pomerania instead of the German form.

It can make more sense to leave a term in the original (adding a clear and simple definition at the first mention) where:

a) the concept is specific to the German-speaking area of the topic

b) a translation is extremely difficult, textually inconvenient (e. g. makes a text a lot longer or the syntax a lot more difficult), or may be misleading

Examples of a):
Fachhochschule – the differences between the German higher education system and those in the English-speaking world mean that an exact equivalent is difficult to define, particularly with the demise of the British polytechnic and the emergence of the German HAWs.

> **A definition might be:**
> a higher education institution primarily focusing on vocational degree courses, possibly with a narrower range of subjects than at a university.

Mittelbau – does not exist in the same way in English-speaking academic systems.

Semesterwochenstunde. Call this a '45-minute unit of teaching time' (or similar)

At HAW Hamburg we leave this in the German rather than translating it.

Examples of b):
most non-international qualification systems. As noted above, trying to translate to an 'equivalent' is rarely a good idea because it may imply the qualification is something other than it is, or, worse, something it is not.
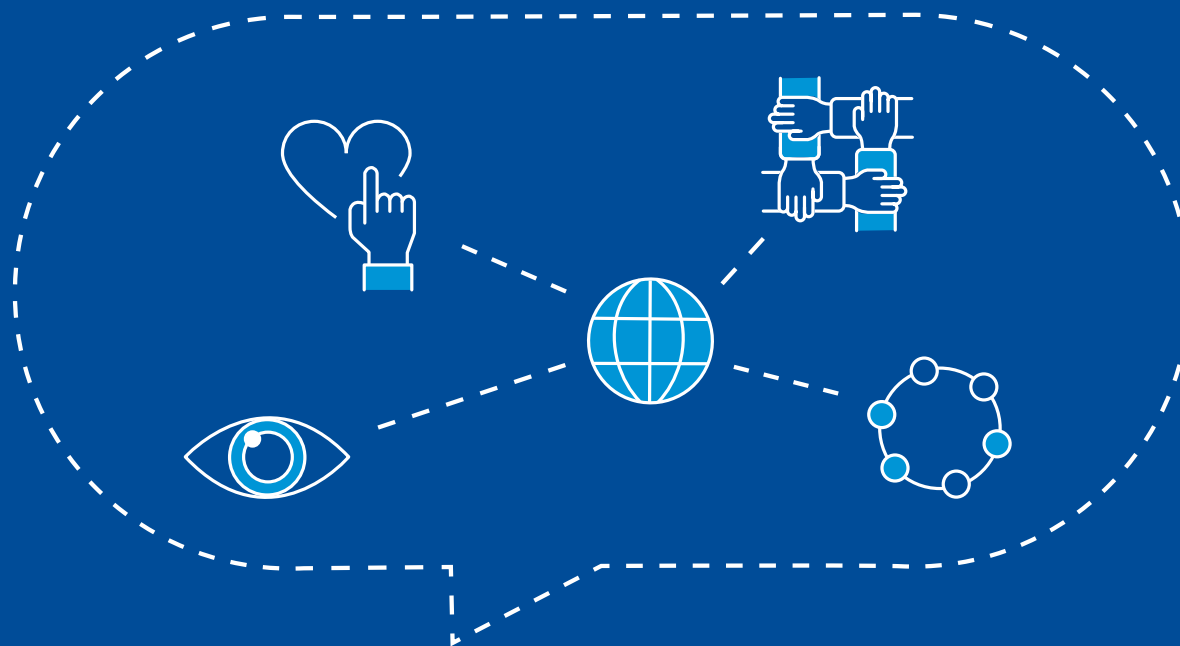
4 Non-discriminatory language

4.1
Gendered and gender-sensitive language

Avoid using the generic masculine (that means referring to a person of non-specified sex within a text as he – the structure of the German language biases German speakers towards doing this). An easy strategy to get round this is pluralisation:

Not:
The applicant should submit his application documents to the International Office.

Instead:
Applicants should submit their application documents to the International Office.

Der Leser, der sich in diese Welt begibt, findet sich genötigt, seine vorgefassten Ideen zu überprüfen.

English rendering:
Readers entering this world find themselves required to reassess their previously held assumptions.

The following example is taken from earlier in this guide and is perfectly grammatically acceptable:

When you are speaking to an English or international speaker [singular] and need to give them [plural] a phone number…

In some circumstances, where pluralising is not easy or possible, he or she is an alternative. Because this can be clumsy, another way is to alternate pronouns:

The interaction between the machine and its user reaches a personal level. She addresses it and it in turn addresses her by name. In what follows, the computer responds to his actions interactively.

This can only be done where there is no danger of confusion over who you are referring to. You may decide to inform the reader that you will be doing this at or near the start of the text or appropriate section: 'In the following section, I will be alternating female and male pronouns in the interest of non-discriminatory language.'

Try to avoid gendered terms for professions and roles (thanks for some of these to the Universität Hamburg English Style Guide):

Gendered	Non-gendered
policeman	police officer
fireman	firefighter
man-made fibres	synthetic fibres
actress	actor
headmaster / -mistress	head(teacher) (BE); principal (AE and sometimes in BE)
mankind	humanity; humankind
housewife / -husband	homemaker; stay-at-home parent
chairman	chairperson; chair (preferable)
air hostess	(member of) cabin crew
manpower	workforce; human resources
man hours	person hours

Avoid making gendered assumptions in English (e. g. that someone in a certain job is bound to be male, or female).

A transwoman is someone who was born male and identifies as or has transitioned to be female (and should usually be referred to as she). A transman is someone who was born female and identifies as or has transitioned to be male (and should usually be referred to as he). Some trans people may prefer the pronoun they. If in doubt, ask.

4.2
Language around disabilities

4.3
Language around national and ethnic identity

Never use the words handicapped or handicap (unless you are actually talking about golf). They fell out of use in English a couple of decades ago and are felt to be offensive. Disabled people is acceptable, but best use is people with disabilities (note the plural – not people with disability). Likewise, never use spastic for someone with cerebral palsy.

Avoid using healthy as an opposite to disabled (as is often found in German, where gesund is frequently used as an opposite to behindert). This would be considered offensive in English, as it equates disability with 'illness' and a lack of health. Use simply without disabilities (or, if you need an adjective that can precede a noun, non-disabled).

It's better to talk about accessible rather than disabled facilities (the accessible toilet rather than the disabled toilet, for example) Accessible is roughly equivalent to barrierefrei.

In English native-speaker discourse, you may see or hear phrases such as she is SN (= special needs) or he is ASD (= autistic spectrum disorder). Avoid copying this. It is discriminatory and equates the person with their condition. Use has instead. ASC (autistic spectrum condition) or neurodiversity / neurodiverse is preferable to ASD. The opposite of with an ASC is NT (= neurotypical).

Best-use terms for people belonging to ethnic minorities include:

BAME (Black, Asian, and minority ethnic; this is a British term)

POC (person / people of colour; originally American, has crossed the Atlantic and may be more widely understood than BAME)

Can also be used with other nouns, e. g. students of colour, her experience as an academic of colour

dual heritage

Avoid:

coloured

mixed-race (this is still in frequent use, but may offend in some situations when it comes from outside).

Referring to someone as (for example) African or Asian rather than as from the actual country they identify as coming from.

Making assumptions as to the country the person identifies as coming from. This is the but no, where are you REALLY from? phenomenon.

Best-use terms:

people with disabilities

(with an) ASC (= autistic spectrum condition) or neurodiverse

neurotypical (NT) (= without an ASC; opposite of neurodiverse)

accessible (facilities)

Avoid:

handicapped

spastic

healthy as an opposite to disabled

normal to mean without disabilities

Be careful with:
migration background. This is a direct translation from German **Migrationshintergrund** and is not used in English. **Migrant background** is used, but this will generally be in a sociological context. It is best not to use it as an everyday classifier of people to distinguish them from others of that nationality, especially if the people you are referring to were born in the country of that nationality. The exception is in reference to affirmative action to combat discrimination against these groups.
Sometimes people whose parents or grandparents were immigrants to a country are referred to as **second-generation immigrants** or **third-generation immigrants**. This is OK, but be aware that the person themselves may not feel like an immigrant and may choose not to identify as one.

4.4
Nationality and ethnicity

Nationality and ethnicity

In German, it is quite common to make fairly frequent reference to a person's nationality or ethnic background, particularly if they are not German – not necessarily in a discriminatory sense, but because this information is culturally felt to be important.

A straight translation of this practice into English is not appropriate or wise, because English speakers may feel such an emphasis is unnecessary or even discriminatory.

If a person's nationality or ethnic background is genuinely and specifically relevant to the issue, it should, of course, be mentioned, but not repeated or used in a pronominal function where its relevance is unclear (a German example: … Der Amerikaner ist seit 20 Jahren Dozent an der Universität. It would sound very strange to translate this literally: The American is …). Similar rules apply in relation to people's ages.
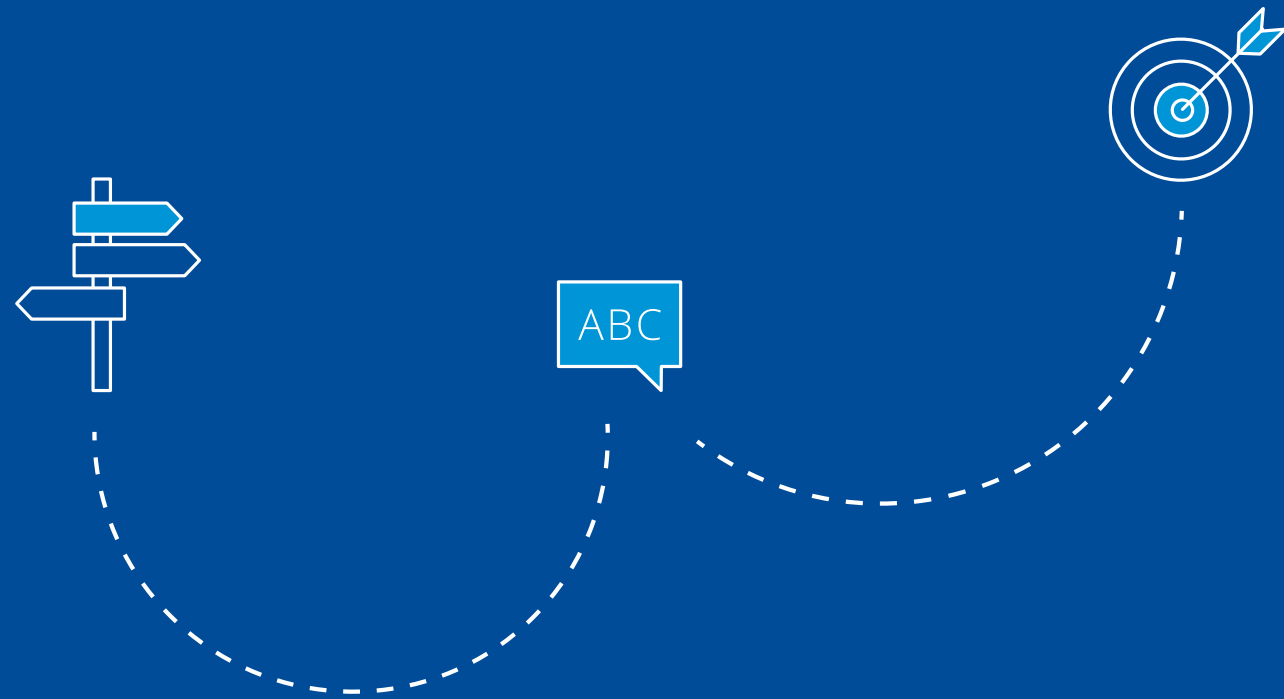
5

Some useful English words, terms, expressions and collocations

5.1
How to use frequently occurring words and phrases

Advise is a verb, **advice** the noun belonging to it. Advice is uncountable (i.e. you give advice or, at the most, pieces of advice, not advices).

Affect is a verb and **effect** is the noun, with the following exceptions: when speaking, in a technical sense, about emotion, affect is the correct noun. Effect can be used as a verb to refer to the effect that something has:

> His promotion to professor effected a great change in his self-confidence.

to assert is a good way of avoiding frequent repetitions of verbs such as to claim and giving the right impression of a subjective statement. If you say that Smith (2002) observed or stated that textbooks are of no cultural importance, you are effectively turning an unproved assertion into a fact for which there is solid evidence. Using assert avoids this.

to impact (up)on is a useful word for talking about an effect or emphatic influence. It can also be used as a directly transitive verb without a preposition:

> These conditions have impacted interfaith relations in the community. (In this usage it will usually imply a negative effect).

In English, **to discriminate**, in the sense of treating someone unfairly because of a personal characteristic, takes a preposition (to discriminate against). You can say she has been discriminated against or they often suffer / are often subject to discrimination.

upcoming

> I'd like to take this opportunity to remind you of the registration deadline for our upcoming [= to take place soon] conference.

> It is essential for us to keep our higher education system well-funded for upcoming [= the next] generations.

Ways of expressing **Voraussetzung / Voraussetzungen**:

> Wenn du gerne im Team arbeitest, hast du ideale Voraussetzungen für diesen Studiengang.

> If you're a team player, you'll be in optimum position to do well in this course.

> Internationalisierung ist unabdingbare Voraussetzung für unsere erfolgreiche Weiterentwicklung.

> Internationalisation is crucial to our continued success going forward.

> or

> If we want to remain successful into the future, we will need to internationalise / there is no way round internationalisation.

Ways to say phrases and expressions common in German that don't 'translate' so easily

sich informieren – find out

Bitte informieren Sie sich rechtzeitig über die Abgabefristen.

Please find out in plenty of time when you have to hand the work in.

Bescheid sagen / geben – let [someone] know

Synonyms for common words, to help you avoid repetition and raise the register of your writing

must (often sounds bossy / abrupt)	is required; [you] have to; [you] will need to; is essential
try	attempt, endeavo(u)r
get	[depending on meaning] become, receive, be awarded; get ready = prepare
reach (a particular result or success)	achieve, attain
goal	aim, objective
claim	state (but see previous page!), assert
start (noun)	beginning; opening; commencement; outset
end (noun)	close; conclusion

5.2 Digitalisation in higher education

digitaler Wandel
digital turn (with definite article!); digital revolution; digital transformation

Kompetenzen für das digitale Zeitalter
skills for the digital age

Someone with good, well-developed digital skills might be called digitally competent. (But remember – the noun is competencies, not competences).

At HAW Hamburg, we believe passionately in/we are passionate about providing our students with/delivering skills for the digital age/the competencies they will need for success in an increasingly digital workplace.

Please note: workplace does not mean *Arbeitsplatz* – as in job, or desk/ workstation – but instead the world of work (generally), or (more specifically) the business or organisation in which one works, and/or its premises

Both digitise/digitisation and digitalise/ digitalisation are acceptable and in frequent use; at HAW Hamburg we have decided to use digitalise/digitalisation.

digitale Lehre
(digitale Lehr-Lern-Szenarien)

digital teaching and learning (formats, settings →Formate, Szenarien)
online teaching and learning (formats) (as opposed to in-person, in-class or on-campus formats →*Präsenzlehre*)

At HAW Hamburg, we are currently developing hybrid teaching and learning spaces/settings, which fuse/ incorporate real and virtual (digital) learning environments.

Hybrid teaching and learning environments are part of blended learning (in German sometimes called *integriertes Lernen*).

The importance of blended learning is likely to increase in the near future.

Interesting fact
blended also occurs in the expression **blended family,** which is what most German speakers call a *Patchwork-Familie* – a pseudo-Anglicism native speakers will not understand

Two important digital learning abbreviations:

open, online, flexible and technology-enhanced (OOFAT)

open educational resources (OER) (if you use this in German, the first letter of each word will generally be capitalised)

learning analytics
→ the use of 'educational data sets to support the learning process' ↻

Asynchronous teaching and learning takes place outside real time, with a time delay between teacher/learner interactions.

These might include learning management systems and platforms for setting revision and advancement tasks online. Synchronous teaching and learning formats are those which take place in real time, such as video conferencing (see below) and streaming of lectures.

Some terms for synchronous teaching formats

Videokonferenz
(general principle/practice) video conferencing
(event) video conference

Webkonferenz
(general principle/practice) webconferencing (note: all one word)

(event) web conference (two words!);

(seminar-type event) online seminar

Einstellungen (*eines Tools etc.*)
settings (e. g. meeting settings, data protection settings)

Bildschirmübertragung
screen sharing

share is also a very useful verb for any form of making content accessible to others.

Users [of this platform] can record meetings and then share or stream them.

Collaborative working is a useful term for working on shared files/documents.

Virtual meetings
(on Zoom or via other, similar tools)

The convenor of a meeting is the host, who may use co-hosts to help him/her. A meeting will have a meeting ID for participants to access. The participants join the meeting, and leave the meeting at the end.

Of course, **data protection/data privacy** (*Datenschutz*) is of vital importance in online teaching and learning settings.

You can find more information on ↻ HAW Hamburg's approach in the guide we have issued

In the intellectual property sense, in a practice which has spread to the IT world, permission (being allowed to use or access something) is often found in the plural (permissions), as here:

This e-portfolio system […] allow[s] users to upload and compile various types of documents and materials, give others access permissions and create collaborative portfolios.

Interesting fact
Note here that, when you add 'e-' to the beginning of a term to signal you are talking about an electronic version, form or format (e-portfolio, e-learning, etc.), you do not capitalise the 'e-' (unlike in German). Don't forget the hyphen!

data literacy
→ (the development of) skills for handling, interpreting and engaging with data
adjective: data literate (usually used without a hyphen, even though using one would be grammatically correct)

HAW Hamburg is running a number of projects for encouraging and developing data literacy and supporting data literate employees to advance their skills.

6 Reference guides

6.1
Prepositions

6.2
Times, dates, abbreviations; use of italics

Many words which in German take the preposition für take of in English:

example of
typical of
institute / chair of (not for) Sometimes you will find 'institute for', particularly in international English.
ministry of

Here are other examples of preposition use in English:

at (or in) school
at work
at university

If someone is at (the) hospital, they are there for an appointment, or to visit someone. If someone is in (the) hospital, they are a patient.

in the picture

on (not in) the bus, train, plane

in (not at) the Department
of Social Work

bis in relation to time is rendered as by, not until:

Incorrect:
I need to submit the paper until 15 February.

Correct:
I need to submit the paper by 15 February.

till is colloquial and should not be used in written English (except for very informal correspondence).

Thanks are due for some of these items to the Universität Hamburg English style guide.

Give times as follows:

10:00 am
5:15 pm
12:00 pm or 12:00 noon
12:00 am or 12:00 midnight

Use the actual time for times given in German with c.t. Give both forms, like this: 10:00 Uhr c.t. (10:15 am)

Give dates as follows

15 September 2018
(spoken: 'twenty-eighteen')

Tuesday 16 April 2019
(spoken: 'twenty-nineteen')

30.09.2015
(do not use this form in running text)

Abbreviate days of the week as follows:

Mon, Tues, Weds, Thurs,
Fri, Sat, Sun

Abbreviate months as follows:

Jan, Feb, Mar*, Apr, May, Jun*,
Jul*, Aug, Sept, Oct, Nov, Dec

*the full form is preferable

Days of the week and months of the year are exceptions to the rule outlined on p. 21 above about punctuating abbreviations which do not end with the last letter of the word. You don't punctuate abbreviations for months and days in this way.

Non-Germans may not use or understand **Kalenderwochen.** Instead of **KW 34**, use **the week beginning 19 August** [weeks begin on Mondays].

Abbreviations. German - English

Giving time spans

Either
2008–2012 (if the context is clear, e. g. in titles of papers / essays)
from 2008 to 2012
or
between 2008 and 2012

If you use a hyphen (2008-2012), you cannot precede it with a preposition.

Incorrect:
from 2008 till / until 2012
from 2008-2012

Important note on abbreviating decades
Decades, such as the **1850s**, the **1970s** etc., are abbreviated as written here. The written form of the year used to stand for the decade is (for example) **eighteen-fifty (1850)**. This means that it is neither necessary nor correct to write the **1850ies**; spoken aloud or given in written form, this would be **the eighteen-fifty-ies**! It is the same error as the German **die 1960(z)iger**.

German	English
bzw.	(usually) or; (sometimes) or rather
d. h.	i. e.; that is
z. B.	e. g.*; for example; for instance
Nr.	no.
o. g.	the above / the above mentioned / (the) said
u. a.	among others; among other things (depending on context); et al. (if referring to authors or editors of an academic work)
u. g.	the... mentioned below
usw.	etc.; and so on
N.N. (speaker at conference / lecturer for course)	tbc (to be confirmed) (can also be used for places: 'venue tbc')
SWS / LVS	At HAW Hamburg we have decided to leave this in the German and add a note explaining the concept.
Hrsg.	ed. / eds (see punctuation section)
F&E	R&D (research and development)
vgl.	cf. (don't use as a synonym for 'see', which does not have an abbreviation)
ca.	approx. (for times etc.); c. (this is only used for historical dates)
WLAN	wifi (pronounced why-fy)

Rendering abbreviations in English which are in common use in German

*e. g. cannot be used within sentence structure in the same way as for instance / for example.

This is incorrect
People with long-term illnesses suffer e. g. economic hardship and social isolation.

This is a correct use
Researchers have reported a number of consequences of long-term illness, e. g. economic hardship and social isolation.

A stylistically better use, however, would be:
Researchers have reported a number of consequences of long-term illness, including economic hardship and social isolation.

Some English abbreviations for which equivalents do not exist (or are not in common use) in German:

HEI
(higher education institution).

German equivalent
Hochschule

FTE
(full-time equivalent) – a way of expressing working hours as a proportion of a full-time position (1 FTE).

For example, 0.5 FTE is half the hours of a full-time position and would be referred to in German as a 50%-Stelle or a halbe Stelle.

FYI = for your information
(zur Kenntnisnahme)

FAO = for the attention of
The closest German equivalent is z. H.

Use of italics
(Kursivschrift / -setzung)

Give titles of books, academic journals and periodicals, newspapers and magazines, etc. in italics (not capitals, even where the publication in question styles itself that way – e. g. *Der Spiegel*) Articles, chapters etc. are given in single inverted commas (quotation marks).

Expressions from other languages which are not in common use in English should be given in italics. If they are commonly used and understood, don't use italics.

Not italic
I couldn't help feeling a sense of schadenfreude.

Italic
I had to go to the *Einwohnermeldeamt* – that's the residents' registration office – to register my address.

6.3
Laws* and regulations

… gemäß § 14 Absatz 3 Nr. 1
Satz 3 HmbHG

(first mention) …pursuant to Section 14
subsection (or paragraph) 3 no. 1
sentence 3 of the Hamburg Higher
Education Act (Hamburgisches Hoch-
schulgesetz, HmbHG)

(thereafter) …pursuant to Section 14
subsection (or paragraph) 3 no. 1
sentence 3 HmbHG

*with thanks to the Universität
Hamburg English style guide

**Examples of HAW Hamburg degree certificate
footnotes (Urkundenfußtexte)**

In accordance with the General Course and Examination Regulations for
Bachelor's and Master's degree courses in engineering, the sciences and health
sciences, and computer science / information technology (APSO-INGI) at HAW
Hamburg, issued on 21 June 2012 (HAW Hamburg official gazette no. 77 / 2012,
p. 44), in the German version as published , and the Course and Examination
Regulations for the Master of Public Health continuing education degree course,
first revision , issued on 19 February 2015 (HAW Hamburg official gazette
no. 103 / 2015, p. 64), in the German version as published .

In accordance with the General Provisions Concerning Course and
Examination Regulations for Bachelor's and Master's degree courses in the
Faculty of Life Sciences at HAW Hamburg, issued on 22 February 2007 , in the German
version as published , and the Course and Examination Regulations for the Master of
Engineering degree course in Renewable Energy Systems – Environmental
and Process Engineering at HAW Hamburg issued on 9 June 2011 (HAW Hamburg
official gazette no. 63 / 2011, p. 2), in the German version as published .

In accordance with the Course and Examination Regulations for cooperative degree
courses in the Faculty of Engineering and Computer Science at HAW Hamburg,
issued on 20 December 2007 (HAW Hamburg official gazette no. 26 / 2008), in the
German version as published , and the Specific Course and Examination
Regulations for the Bachelor of Engineering degree courses in Automotive
Engineering and Aeronautical Engineering at HAW Hamburg, issued on 25 February
2010 and corrected on 16 March 2010 (HAW Hamburg official gazette no. 50 / 2010,
p. 12), in the German version as published .

Translations of the German names
for the regulations.

This is how to give the dates of
issuance, amendment etc.

Please always add this when you
are referring to official HAW
Hamburg regulations, because the
German version and not the
English translation is always legally
binding.

6.4
British and American spelling and usage

British English	American English
fulfil	fulfill
double L with suffixes to words ending in L (counselling, counsellor)	single L with suffixes to words ending in L (counseling, counselor)
academic staff [professors / lecturers]	faculty
Tuesday to Friday	Tuesday through Friday
she's got… or she has…	she has…
CV*	resume [pronounced résumé]*
[generally] -ise	-ize
-our	-or
no comma after second-to-last item in a list	comma after second-to-last item in a list
program (computer science) programme (all other uses)	program (all uses)
Dr	Dr.
[Master's, Bachelor's] dissertation	degree thesis
[doctoral] thesis	[Ph.D.] dissertation

*There are differences between a CV and a resume, so the two words are not exact synonyms. However, the former is usually called for in applications for a job in the UK and the latter in the US.

British English	American English
towards	toward
sacked (dismissed from job)	fired
toilet**	bathroom; restroom; ladies' / men's room
full stop [punctuation]	period
quarter to three [time]	quarter of three or quarter to three
specialism, speciality	specialty
nursery	daycare (center)
judgment (legal sense) judgement (all other uses)	judgment (all uses)
aluminium (pronounced al-you-MIN-ium)	aluminum (pronounced al-OO-min-um)

**In the US, toilet refers to the actual object[2], not to the facilities. Some Americans find the word toilet in reference to the facilities to be crude or rude. Restroom will be understood by both British and American speakers, but bathroom may be misunderstood by the former. So in a mixed group it is possibly best to use restroom. WC is also (probably) clear enough.

[2]Source: BBC America

6.5
Institutions and useful terms: German / English

Institution / term	English name
Auswärtiges Amt	[German] Federal Foreign Office (do not abbreviate to 'AA' in English, as this may cause confusion with at least one British institution. Don't abbreviate the translation either – just give the full title and, if necessary, 'Auswärtiges Amt' in brackets after it)
Bundesministerium für Bildung und Forschung	[German] Federal Ministry of Education and Research
Deutsche Forschungsgemeinschaft (DFG)	German Research Foundation (in abbreviations 'DFG')
Deutscher Akademischer Austauschdienst (DAAD)	German Academic Exchange Service
Kultusministerkonferenz	Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (You can abbreviate this to 'Standing Conference' after the first mention)
Beauftragte / r der Bundesregierung für Kultur und Medien (BKM)	Federal Government Commissioner for Culture and the Media
Leipziger Buchmesse	Leipzig Book Fair
Exzellenzinitiative	Excellence Initiative
Behörde für Wissenschaft, Forschung, Gleichstellung und Bezirke (BWFGB)	[Hamburg] Ministry of Science, Research, Equality and Districts

Institution	English name
Goethe-Institut	[the German international cultural association] Goethe-Institut
Graduiertenkolleg (DFG)	Research Training Group
Freie und Hansestadt Hamburg (FHH)	Free and Hanseatic City of Hamburg
Hamburgisches Hochschulgesetz	Hamburg Higher Education Act
Referat (part of an organisation)	(closest equivalent) department; team
Referat (presentation)	presentation; talk
Disputation	viva (full form: viva voce examination); (oral) defence of thesis
Hochschulrektorenkonferenz (HRK)	German Rectors' Conference
Wissenschaftsrat (WR)	German Council of Science and Humanities
Statistisches Bundesamt (destatis)	Federal Statistical Office (of Germany)

7

Appendices

Information and text examples in German
for administrative needs

7.1
Wording for formal correspondence in English

Einer englischen Übersetzung eines formalen Dokuments voranzustellen:

This English translation is provided for informational purposes [only].
In cases of dispute, the German version shall be authoritative.
This English translation is provided for informational purposes [only].
The German version shall be authoritative.
This English translation is provided for informational purposes only, and has no legal force independent of the German original. The German version shall be authoritative in all cases of dispute.

Ablehnungsbescheide

We regret to inform you that, due to legal requirements relating to the allocation of places on degree courses, we are unable at this time to accept your application for a place on the above degree course.

The number of applicants for the above semester was higher than the number of places available.

Allocation of places proceeded in accordance with the official regulations governing admission to this course, taking into account the final grade you achieved in your higher education entrance qualification and the subject or subject combination you wish to study at HAW Hamburg.

We were regrettably unable to offer you a place on the above degree course because other applicants met the selection criteria more closely.

Should you wish to appeal this decision, please submit a legally certified copy of your university entrance qualification [certificate] if you have not done so already as part of the application process.

Rechtsgrundlagen
The procedure for allocation of places, and therefore the issuance of this notification, takes place in accordance with the following pieces of legislation:

(nach Anführung der Prüfungsordnung, des Gesetzes usw., stets 'in the German version as published' anfügen)

Bitte aufbewahren
Please retain this document in a safe place [for future reference].

Automatisch generiert, ohne Unterschrift gültig
This notification was generated automatically and is valid without a signature or stamp.

Widerspruchsbelehrung
You can appeal this notification within a month of its issue in writing to, or by in-person oral declaration [*zur Niederschrift*] at, HAW Hamburg, Student Admissions and Registration Office (Studierendensekretariat), Stiftstrasse 69, 20099 Hamburg.

7.2
'About HAW Hamburg': English text

General (international emphasis)
Allgemein (Schwerpunkt Internationalität)

HAW Hamburg is northern Germany's leading higher education institution with a focus on real-world, sustainable solutions to today's and tomorrow's societal challenges, undergirded by robust academic reflection and first-class research. Delivering outstanding degree courses via top-quality teaching is our key priority and commitment to our students, and we are currently consolidating our growing research reputation. People from over 100 nations across the globe are shaping our institutional present and future – we believe that our diversity is our strength.

For current and prospective students
Ansprache an Studierende

Located at the heart of a fabulous, dynamic city which people from right across the globe call home, HAW Hamburg is Germany's fourth largest vocationally-focused higher education institution, with a wide range of Bachelor's and Master's degree courses on offer in subjects as diverse as engineering, business studies, life sciences, design, media, information, and practice-based social sciences. We'd love to welcome you soon as one of our approximately 17,000 students.

Studying at HAW Hamburg means small classes, plenty of practical experience, and lecturers with strong track records in the real world of work. Our students benefit from teaching in accordance with the latest insights, innovative research methods, down-to-earth explanation of complex issues, and an environment where your ideas count – whether you want to design aeroplanes, develop computer games, care for people or conduct nutritional research. Our students and staff are looking forward to you joining us.

7.3
Data protection information and declaration of consent

Datenschutztext und Einwilligung zur Veröffentlichung von Fotos, Videos usw.

HAW HAMBURG

DECLARATION OF CONSENT

to the creation and publication of photos and video recordings

I hereby consent to the processing of my personal data by the controller in accordance with the scope and for the purposes specified below. The following conditions apply, which must be fulfilled in accordance with the EU General Data Protection Regulation (EU GDPR).

Name of the photo or video recording(s):
XXX

MONTH DAY, 20XX
(Date of creation of the photos or videos)

1. Controller
The controller who is responsible for the processing of my data is:
NAME, POSITION, ADRESS AND EMAIL ADRESS

The contact person there for any questions related to processing is: **NAME/CONTROLLER**
Matthias Echterhagen (head of press and communication at HAW Hamburg, Berliner Tor 5, 20099 Hamburg, matthias.echterhagen@haw-hamburg.de)

The responsible official data protection officer is: Ann Kristin Spreen, HAW Hamburg

2. Purpose
XXX

Type/scope of publication

☐ Live stream (data transfer via the Internet at the time of recording, no storage)

☐ Internet (accessible by anyone at any time worldwide, on HAW Hamburg's own pages and on the pages of HAW Hamburg partners)

☐ Learning platform (password-protected and accessible at any time by a restricted number of users)

☐ Print products (brochures, flyers, posters, etc. of HAW Hamburg and HAW Hamburg partners)

☐ Press releases of HAW Hamburg and publications in other media about the university (publication only under the copyright of the university and in connection with HAW Hamburg)

☐ On social media (Facebook, Twitter, Instagram and Wikipedia). The recordings may also be used by third parties.

Page 1 of 2

3. Personal data
In addition to the image and video files that depict me, my first and last names are recorded in the present declaration of consent.

4. Recipients/categories of recipients of data
Selected photos will be forwarded to a printing company for printing. This company will delete the data after order fulfilment is complete.

5. Duration of storage
The photos, videos and names are stored until consent is revoked.

I,

Name: **NAME, FAMILY NAME**

hereby declare that I agree that the above-mentioned photo or video recordings of me will be used for the described purpose and published as explained above.

I do not receive any rights or claims (e.g. entitlement to remuneration) by providing my consent to publication. This declaration of consent is voluntary and can be revoked at any time vis-à-vis HAW Hamburg with regard to future recordings. If I refuse to grant consent or revoke it, I will not incur any disadvantages. The revocation of consent does not affect the lawfulness of processing between the time consent was granted and the time it was revoked. In accordance with Art.15 EU GDPR, I have a right of access to personal data held by the controller. In accordance with Art.16 EU GDPR, I have the right to demand that the controller correct incorrect information.

I have a right to demand that the controller delete data or honour my "right to be forgotten" in accordance with Art. 17 EU GDPR. I have the right to demand that the controller restrict processing in accordance with Art. 18 EU GDPR. I have the right to lodge a complaint against the processing of my personal data with the Hamburg Commissioner for Data Protection and Freedom of Information.

I am aware that digital images, videos and audio files can be copied from the Internet, used or otherwise altered without HAW Hamburg knowing or having any influence over this. I am also aware that, even if consent is revoked and my personal data is then subsequently not used by HAW Hamburg, said personal data may still be included in print publications and published on external websites or archival sites, the destruction or deletion of which HAW Hamburg may not be able to request.

HAMBURG, MONTH DAY, 20XX _____
(Place, date)   (Signature)

Page 2 of 2

7.4
HAW Hamburg terms around examinations and assessments

Prüfung (*allgemeinere Bedeutung*)
assessment

Prüfung (*spezifische Bedeutung im Kontext von Prüfungsleistung*)
examination [or formal assessment]

Prüfungsausschuss
Examinations Committee
(*Plural beachten!*)

Beisitzer*in
supplementary assessor

Prüfungsperiode
examination period;
examination session

> **Bewertung und Benotung**
> assessment and grading
>
> **Prüfungsleistungen**
> are assessed and graded.
>
> **Studienleistungen**
> are [ungraded and] assessed only as 'pass' or 'unsuccessful'. (APSO-INGI)

Freiversuch
early ('free') examination attempt
(*wo dieser Versuch nicht gewertet wird/ nicht in die Abschlussnote einfließt*)
disregarded examination attempt

Prüfungsrücktritt
withdrawal (from examinations/an examination)

Täuschung (*Täuschungsversuch*)
(attempted) use of unfair means

> If a student attempts to use unfair means (cheat) to influence his performance in an examination, in particular by using unauthorised study aids, the examination in question shall be graded as unsuccessful (5.0).

Ordnungsverstoß/störendes Verhalten
disruptive behaviour

> Students who disrupt an examination may be required to leave the examination by the invigilator if they persist in their disruptive behaviour after having been given a warning. The invigilator shall record the incident and submit her report to the Examinations Committee without delay. Where the Examinations Committee finds that the student exhibited disruptive behaviour that justified her exclusion from the examination, it shall award her a grade of 'unsuccessful' (5.0) for the examination in question.

Aufsicht (*bei einer Prüfung*)
invigilation

unter Aufsicht
in/under examination conditions

ungültig (*Prüfung*)
invalid (invalidation)

(Prüfung) wiederholen; Wiederholungsversuch
to resit [verb; pronounced re-SIT];
resit [noun; pronounced REE-sit]

(undertake a) second/third attempt
(at an examination)

(Bachelor-/Masterthesis) re-submit

endgültiges Nichtbestehen
(*einer Prüfung/Prüfungsleistung*)
exhaustion of all (examination) attempts

'endgültig nicht bestanden'
'conclusively unsuccessful'

> Once a student has exhausted all available resits without success, the *Prüfungsleistung* in question shall be deemed 'conclusively unsuccessful' (*endgültig nicht bestanden*).

final fail sollte vermieden werden!

mündliche Überprüfung
(*zur Verbesserung einer nicht bestandenen schriftlichen Prüfungsleistung*)
oral assessment

> If a written examination or formal assessment is graded as 'unsuccessful', the student concerned may apply to redeem it by undergoing an oral assessment for the unsuccessful written assessment; each student may take a maximum of three such oral assessments in total in any given degree course and a maximum of one for any given *Prüfungsleistung*.

Kollegialprüfung
(*bei mündlichen Prüfungen*)
panel examination
(principal examiner)

(Prüfungs)protokoll
(contemporaneous) written record
(of an examination)

(*Gedächtnisprotokoll*: record from memory/notes from memory)

Widerspruch
appeal

Widerspruchsausschuss
Appeals Committee

(*potenzielle Gründe für fehlerhafte Bewertung*)
the grading of an examination or assessment […] without following applicable regulations (*Nichtbeachtung maßgebender Vorschriften*)
on the basis of false assumptions (*Ausgehen von einem unrichtigen Sachverhalt*)
in misrecognition or misinterpretation of generally applicable principles of assessment (*Verkennung allgemein gültiger Bewertungsgrundsätze*)
in consideration of factors unrelated to (*ggf.* irrelevant to) the matter at hand (*sachfremde Erwägungen*)

Types and forms of examination and assessment (with abbreviations and brief definitions) *aus der überarbeiteten Übersetzung der APSO-INGI*

Vorlesung (V)
Lecture (L)

This is 'the structured presentation and communication of foundational or specialist scientific, academic and/or artistic content and methodology by a lecturer'.

Seminaristischer Unterricht (SeU)
Seminar-style class (SC) (SeU)

A seminar-style class involves the presentation and communication of foundational or specialist scientific, academic and/or artistic content and methodology by a member of academic staff, with the active involvement of the students, [that] seeks to enable a student-centred process of interaction and feedback between teacher and students.

Seminar (S)
Seminar (S)

Seminars combine the input of a member of academic staff with presentations and other contributions by the students.

Übung (Üb)
Exercise (Ex)

An exercise gives students the opportunity to apply and expand the knowledge and information communicated in lectures and seminar-style classes, and check their understanding, by solving example problems and/or completing related practical tasks. In many cases, exercises are offered alongside, complementary and supplementary to lectures.

Entwurfsübung (EwÜ)
Design exercise (DEx)

Konstruktions- und Planungsarbeit (KNPA)
Construction and planning task (CPT)

Students complete a construction and planning task related to the content of their course and produce a written paper setting out their main findings.

Praktikum (Prak)
Lab practical, lab work, or lab exercise (Lab)

[…] students carry out practical tasks set by and under the instruction of academic staff, working either individually or as a group. […] [These courses] allow students to acquire experience and competence in the use of specialist methodology and to familiarise themselves with all associated resources, aids and techniques and to evaluate their use.

Projekt (Pj)
Project (Pro) (class)

[…] transdisciplinary classes involving assignments for students [and working] towards an overarching outcome. Students work independently and as a group with the assistance of academic staff, and gain experience in literature research, discussion, presentation and/or practical work.

Kleingruppenprojekt (KGP)
Small-group project (SGP)

E-learning (EL)
E-learning (EL)

E-learning units are structured and interactive IT-based teaching and learning units with set assessments.

Exkursion (Ex)
Extramural course (Exc)

[...] classes held outside HAW Hamburg during which students and academic staff undertake visits to suitable external organisations, sites and institutions in a relevant professional field.

Fallstudie (FS)
Case study (CS)

a piece of written work presenting a solution to a set problem and the rationale for the solution proposed, [...] involv[ing] the identification, analysis and solution of specific problems from a relevant professional field via the application of academic/scientific methods and findings.

Hausarbeit (H)
Written paper (WP)

a piece of written work to be produced independently by the student outside class hours, in which the student demonstrates her ability to investigate and analyse a set question or subject independently.

Klausur (K)
Written examination (WE)

A written examination is completed under supervision [invigilation] [...] either without the use of study aids or with the use of specified study aids only.

Kolloquium (KO)
Colloquium (CO)

A colloquium may be required as part of certain types of assessment, or in combination with the Bachelor or Master thesis. A colloquium is an oral examination in which students must demonstrate their knowledge of the material examined, speaking and responding without the use of a script. A further purpose of a colloquium is to establish that written work previously submitted for assessment was all the student's own work.

Konstruktionsarbeit (KN)
Engineering design task (EDT)

a piece of written work in which students demonstrate their design skills by solving practical tasks.

Laborabschluss (LA)
Lab work completion (LWC)

Laboratory work is successfully completed when students have successfully conducted the experiments set by the examiner during the semester and have demonstrated their knowledge by taking part in associated colloquia and/or by submitting written records of their experimental work and/or by completing set written tasks.

Laborprüfung (LR)
Lab work examination (LE)

The lab work examination consists of the lab work completion as outlined above and an additional final examination at the end of the class, which shall require the student to carry out an experiment independently.

Mündliche Prüfung (M)
Oral examination (OE)

In an oral examination, a student must demonstrate in discussion with the examiner that she has fully learned and understood the material on which she is being examined.

Projekt (Pj)
Project (Pro) (assessment)

an interdisciplinary task relating to the professional field towards which the degree course is principally oriented.

Referat (R)
Presentation (Pres)

an oral talk lasting between 15 and 45 minutes, given on the basis of a written outline prepared by the student and followed by a facilitated discussion. Presentations should not be read out from a script; students should be able to speak spontaneously.

Test (T)
Test (T)

pieces of written work in which students demonstrate their ability to solve set tasks in a clearly defined subject area under examination conditions.

Übungstestat (ÜT)
Certificate for exercises (CfE)

A certificate for exercises is awarded once a student has successfully solved theoretical tasks set by the examiner in written form and has demonstrated his knowledge of the subject in a colloquium or presentation.

Administrative procedures, bodies and committees

beschlussfähig
quorate

The xxxx Committee shall be deemed quorate when at least X members with voting rights are present.

Protokoll (*einer Sitzung*)
minutes (plural)

The decisions of the XXXXXX Committee are to be minuted.
(→ *Ein Protokoll der Sitzung ist zu erstellen*)

im Umlaufverfahren
by circulating the relevant documents to all members
by circulation of documents in lieu of an in-person meeting

Bei Stimmengleichheit entscheidet die Stimme des vorsitzenden Mitglieds.
In the event of a tied vote, the chair of the Committee shall hold the casting vote.

auf Antrag
upon application
oder (*Kontext*) at [student] request
(at the request of the student)

The XXXXXX Committee shall inform the student without delay and in writing of any decisions taken in accordance with [section/subsection of these Regulations], providing its reasons for the decision and setting out [details of] the student's right to appeal (the decision).

Applications for [e.g. oral assessment] must be submitted to the Examinations Committee within four weeks of the announcement of the result [of the examination]; non-teaching periods shall not count towards these four weeks.

Regulations
(for courses, examinations,
admissions, etc.)

Zugangs- und Auswahlordnung
Admissions and Selection Regulations
(*Pluralverwendung von* Admissions
beachten!)

Diese XXXordnung regelt…
These [XXX] Regulations govern …

Lehr- und Prüfungssprache
language of instruction and assessment

Anrechnung (*von Studienzeiten,
Prüfungs- und Studienleistungen*)
recognition of prior learning

(*angerechnete Leistung*) recognised
instance of prior learning

attainment
(*allgemeiner Begriff für eine Leistung
in diesem Kontext – Studium, Modul,
Praktikum, nachgewiesene
Sprachkenntnisse etc.*)

Gleichwertigkeit
(*einer Leistung bzgl. der Anrechnung*)
equivalency
recognition as equivalent

Auswahlnote (*Beschreibung der fiktiven
Verbesserung der Abschlussnote für Zwecke
des Auswahlprozesses in Anerkennung
vorangegangener Leistungen*)
fictitious improvement (= numerical reduction)
of the applicant's overall final grade

in Kraft treten
become effective;
come into effect; enter into effect
(*Inkrafttreten* → effective date)

> These Regulations shall enter into effect
> on the day of their publication in the HAW
> Hamburg official gazette (*Hochschulanzeiger*)
> and shall apply as of xx (month) 20xx to
> [all students commencing the degree course
> as of xxxxxx semester 20xx/all course-
> specific Course and Examination Regulations
> issued thereafter].

außer Kraft treten
cease to apply

7.5 Degree course and module descriptions

Zugangsbeschränkung
selective/restricted entry

(NC: minimum grade for entry; places limited by cut-off grade)

Unterrichtssprache
language of instruction

Berufswelt
Your future career

Our graduates can (pick and) choose from a range of career opportunities in …
(pick and choose = *sie können sich aussuchen, was sie machen*)

Most of our graduates find roles in…
Graduates of this degree course generally forge careers in the field(s) of …

As strong all-rounders, graduates of this course have a wealth of opportunities open to them.

Studieninhalt
Course content and structure

Our graduates leave us with the ability to …

The course's opening semesters supply a grounding in …

In the first/second semester/year of the degree course, students explore …

The (principal) focus of the course's XXth semester is …

You'll spend your [fifth] semester doing an internship/completing a placement in Germany or abroad.

The course concludes with the completion of a Bachelor/Master thesis.

Interessen und Fähigkeiten
The right course for you? / Your interests and skills

You should…/You'll do best in this degree course if you…/You'll succeed with us if you …

… enjoy interacting with people

… are a team player

… are a self-starter
(= *fähig, sich selbst zu motivieren bzw. sich an eine Aufgabe zu machen, ohne im Detail 'betreut' zu werden*)

… have a can-do attitude

… are interested in …

People working in this field [X field] need …

… the ability to handle and resolve conflict constructively

… interpersonal competencies
… a customer service mindset
… a strong interest in new technologies

… a good grasp of [physics, statistics, the principles of XX]

… strong communication skills

We welcome flexible, organised self-starters who are good at/happy with working in small groups.

If you are a good communicator with a scientific mindset/if you combine a scientific mindset with strong communication skills, we'd love to receive your application.

If you can combine a practically-minded approach with an incisive theoretical understanding of complex problems, we want to hear from you.

This Master's degree course is designed primarily for those with Bachelor's (or equivalent) degrees/a first degree in …

Interested – but not quite sure yet whether this is the right course for you? Our self-assessment test can help you make up your mind.

Bewerbungsvoraussetzungen
Entry requirements

You can apply directly for this course if you hold a higher education entrance qualification attained in Germany/one of the following qualifications (*Abitur, Fachabitur etc.*)

... a first degree/Bachelor's (or equivalent) degree in... or a related field

If your first degree was worth fewer than 210 credit points, you will need to submit proof of having completed a semester (or at least 22 weeks) of relevant practical or professional experience.

International applicants are required to demonstrate proficiency in the German language at level XX (Common European Framework of Reference for Languages) or above via a recognised language test.

Applicants who do not hold a higher education entrance qualification, but have completed vocational training (*Berufsausbildung*) and at least three years of subsequent work experience, can apply under Section 38 of the Hamburg Higher Education Act, which sets out special provisions for these applicants (*Besonderer Hochschulzugang für Berufstätige*).

You will need to take a test of artistic aptitude (*künstlerische Eignungsprüfung*) for this course.

Pre-course experience is/is not a requirement for this course.

If you completed your schooling outside Germany and want to study here for a Bachelor's degree, you need to hold an academic school-leaving qualification which entitles you to admission to higher education; that is, it needs to be comparable to a German *Abitur* or *Fachhochschulreife*. The organisation uni-assist will check your certificates from school and any degree-level studies to establish comparability.

Bewerbungsverfahren
Application and admissions procedure

We only accept online applications. The online application form/system is only accessible when applications are open.

Applications are open between 1 June and 15 July for the following winter semester and between 1 December and 15 January for the following summer semester.

Applications for the winter semester must reach us no later than 15 July of the same year.
(no later than *ist klarer/eindeutiger als* by)

This course has a summer/winter semester intake only.

This course welcomes new entrants in summer/winter semesters only.

This degree course accepts entrants in both summer and winter semesters.

Überschriften und Textbausteine
Module descriptions

Workload
in-class time/self-study

(*Teilnahmevoraussetzungen*) Required/
recommended prior knowledge/skills

Applicability (*Anwendbarkeit*)

The/This module provides the
foundations for …

The/This module gives an
overview of …

The/This module links to/revisits key
elements of the modules X, Y, Z

Component courses
(*eines Moduls;* → *die Lehrveranstaltungen,
aus denen das Modul besteht*)

regelhafte Prüfungsform
standard form of assessment

other possible form(s) of assessment: …

At the beginning of classes/at the
beginning of the semester, the member
of academic staff delivering the module
shall announce the type of assessment
that will be used.
(shall *impliziert hier die Verpflichtung der
Lehrenden, dies zu tun*)

Literatur
Required/recommended reading
(*nicht* literature)

Please ensure you are working from
the current edition (in each case).

**Beschreibung der
Kompetenzbereiche**
(Learning/competency outcomes):

Specialist competencies
(knowledge and understanding)

Methodological competencies
(use, application and generation
of knowledge)

Social competencies
(communication and cooperation)

Professional competencies
(scientific [oder: academic] identity,
professional actions)

**On successful completion
of this module, students
will be able to …**

discuss

describe

define

identify

analyse

understand

comprehend

solve

acknowledge

work independently to …

develop, plan and implement a …

systematically approach and analyse
an academic topic/issue

document the research process

collaborate appropriately/effectively
with other students/a small group
to prepare and present…

appreciate the issues surrounding …

present their own research in the
field in line with academic standards

present an appropriate/a suitable
solution to a problem in the field of
xxxxxx

complete a piece of research/
academic work within the specified
timeframe

7.6
HAW Hamburg quick terminology lookup

German	English
Bachelor	Bachelor's / Bachelor's degree
Bachelor Prüfungszeugnis	Bachelor's Certificate of Examinations
Bachelorstudiengang	Bachelor's degree course
Bachelorarbeit	Bachelor thesis
Bachelor Prüfung	Bachelor's examination
Bachelor Urkunde	Bachelor's degree certificate
Master	Master's / Master's degree
Master Prüfungszeugnis	Master's Certificate of Examinations
Masterstudiengang	Master's degree course
Masterarbeit	Master thesis
Master Prüfung	Master's examination
Master Urkunde	Master's degree certificate

Faculties and departments

Fakultät Design, Medien und Information	**Faculty of Design, Media and Information**
Department Design	Department of Design
Department Information	Department of Information
Department Medientechnik	Department of Media Technology

Fakultät Life Sciences	**Faculty of Life Sciences**
Department Biotechnologie	Department of Biotechnology
Department Gesundheitswissenschaften	Department of Health Sciences
Department Medizintechnik	Department of Biomedical Engineering
Department Ökotrophologie	Department of Nutrition and Home Economics
Department Umwelttechnik	Department of Environmental Engineering
Department Verfahrenstechnik	Department of Process Engineering
Department Wirtschaftsingenieurwesen	Department of Industrial Engineering and Management

Fakultät Technik und Informatik	**Faculty of Engineering and Computer Science**
Department Fahrzeugtechnik und Flugzeugbau	Department of Automotive and Aeronautical Engineering
Department Informatik	Department of Computer Science
Department Informations- und Elektrotechnik	Department of Information and Electrical Engineering
Department Maschinenbau und Produktion	Department of Mechanical Engineering and Production Management

Fakultät Wirtschaft und Soziales	**Faculty of Business and Social Sciences**
Department Pflege und Management	Department of Nursing and Management
Department Public Management	Department of Public Management
Department Soziale Arbeit	Department of Social Work
Department Wirtschaft	Department of Business

Hochschulorganisation und Forschung / University structures; research

| German	English
Präsidium	Executive Board
Studium und Lehre (vizepräsidiale Funktion)	Academics and Teaching
Internationales (Funktion)	International Affairs
Hochschulrat	University Advisory Board
Hochschulsenat	University Senate
Hochschulgremien	University governing bodies; key university committees
Hochschulanzeiger	HAW Hamburg official gazette
Stabsstelle Forschung und Transfer	Research and Knowledge Transfer team
Lehrstuhl; Professur	chair (*z. B. in* electrical engineering)
Berufung (auf einen Lehrstuhl)	appointment (to a chair)
Mittelbau	non-professorial academic staff
Wissenschaft	academia; science and research
wissenschaftliche/r Mitarbeiter/in	researcher
wissenschaftlicher Nachwuchs	early career researchers / early career academics
(Forschungs)förderung	research funding; research grant
Drittmittel	third-party (research) funding
Promotion	doctorate; doctoral studies (**nicht** PhD)
Studium	degree (course) (*meist* **nicht** studies)
Promotionsbetreuer (Doktorvater/mutter)	supervisor

Studium und Lehre / Academic matters

German	English
Studierendenzentrum	Student Center
Zentrale Studienberatung	Student Counselling Office
Chipkarte	(Student) ID Card
Studierendensekretariat	Student Admissions and Registration Office
Immatrikulation	enrolment; registration
Immatrikulationsbescheinigung	proof of enrolment
Leistungskonto	course and grade overview
OE	OE Week; orientation; induction
Zentrum für Karriereplanung	Career Service
Studien- und Prüfungsordnung	Course and Examination Regulations
Zusatzfach	additional subject; supplementary subject
Studiengang	degree course
dualer Studiengang	cooperative degree programme
Pflichtmodul	required module
Wahlpflichtmodul	required elective module
Wahlmodul	elective module
Regelstudienzeit	standard duration of course; *weitere Möglichkeiten*: standard course completion period / target course completion period
[offene] Sprechzeiten	drop-in hours

German	English
Studienfachberatung	(Person) academic advisor; (Beratung) subject-specific (academic) advice
Studienschwerpunkt	focal area; specialism
wissenschaftliches Arbeiten (Lehrveranstaltung)	good academic / scientific practice; study skills
Grundlagen…	fundamental principles in… / key principles of…
Grundlagenstudium	foundational studies
seminaristischer Unterricht	seminar-style class / seminar-style teaching
Praktikum (Laborpraktikum)	practical; … lab; …(lab practical); lab work
Praktikum (Berufspraxis)	internship; industrial placement; practical or professional experience
Propädeutikum	preparatory studies / preparatory course
Praktikum (soziale Fächer)	placement
Prüfungsleistung	leave in German; explain as examination or formal assessment (see note on p. 93)
Studienleistung	leave in German (see note on p. 93)
Nachteilsausgleich (bei Behinderung / Erkrankung); Härtefall(antrag)	special circumstances
semesterbegleitender Leistungsnachweis	additional course task
Beurlaubung (als Studierende/r)	leave
Durchschnitt(snote)	grade average
Prüfungszeugnis	Certificate of Examinations
(Abschluss)urkunde	degree certificate
Abschlussnote	overall final grade
Exmatrikulation	deregistration

8 Toolkits
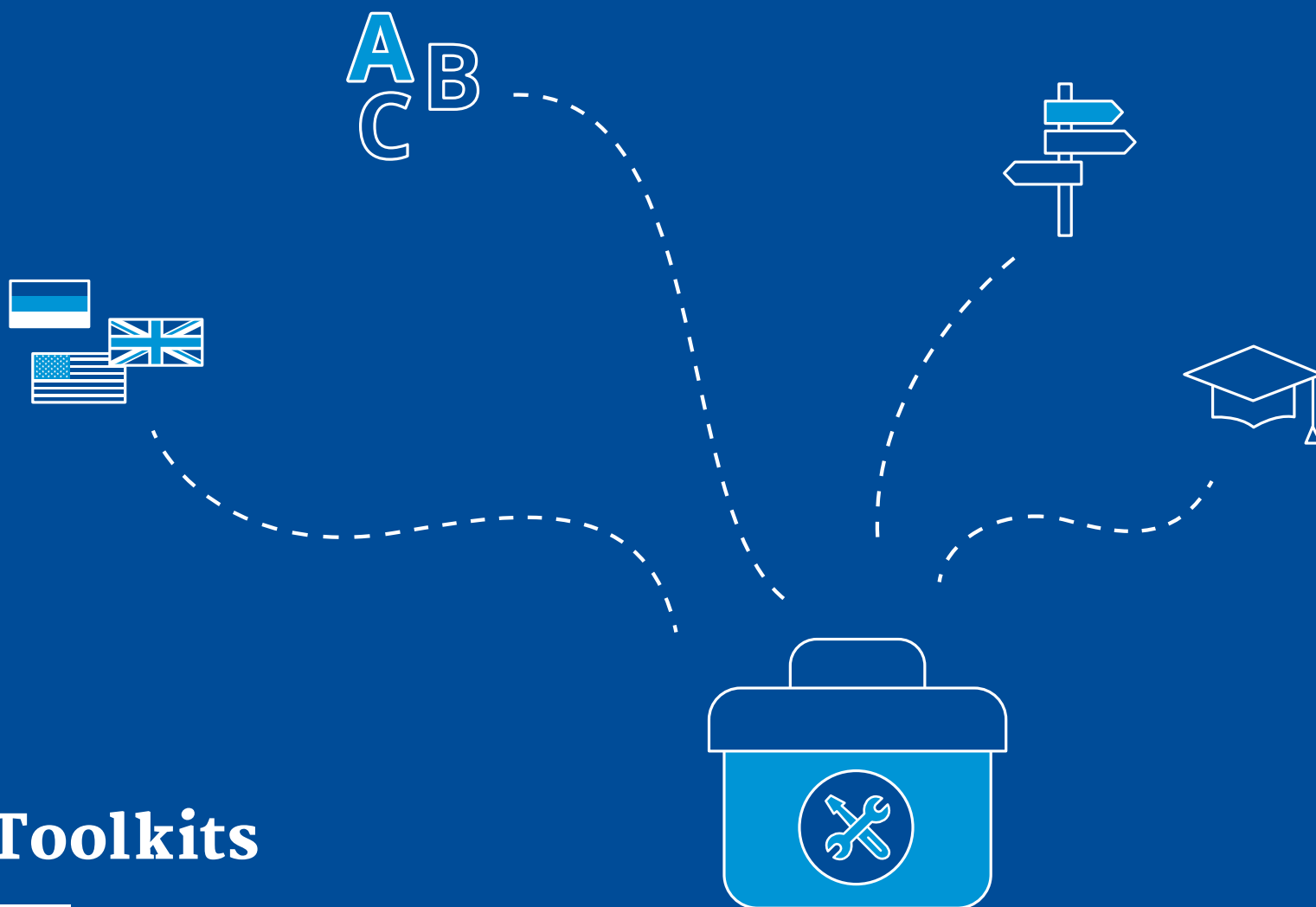
8.1
Terminology toolkits for central functions and all HAW Hamburg faculties

Hinweis zur Verwendung für Hochschulangehörige

Das Toolkit soll als Hilfestellung bei der Findung englischsprachiger Formulierungen zu Fakultätszwecken dienen. Es schreibt keine Termini oder Formulierungen als verbindlich vor, obwohl es auch Formulierungen enthält, die hochschulweit bzw. fakultätsübergreifend verwendet werden können bzw. sollen.

In diesem Sinne finden Sie unter vielen Begriffen mehrere Vorschläge. Für spezialisierte Fachtermini verbleibt die Zuständigkeit bei der jeweiligen Fakultät. Optionen für allgemeinere Fachbegriffe finden Sie in diesem Toolkit. Die letzte Entscheidung sollen Fachspezialist*innen treffen.

Hinweis
– Die Begriffe sind thematisch und nicht alphabetisch geordnet.
– Die hellblauen Überschriften innerhalb der Toolkits bezeichnen die jeweiligen thematischen Bereiche.
– Modulnamen sind in **Grün** unterlegt.

A
Terminology toolkit:
Zentral

Studienstart und Leistungen
Starting out; courses, exams, etc.

Hochschule (*allgemein / generisch*)
higher education institution (HEI)
institution

Bewerbung und Zulassung
Applications and admissions

Vorpraxis
pre-course practical experience
(*allgemein – ggf. spezifischere Formulierungen für spezifische Studiengänge; s. Fakultätstoolkits*)
pre-course experience

Ausländerbehörde
nicht *mit* foreigners authority *übersetzen*

Umschreibungen:
office for residents of non-German nationality; immigration and residency office (*deutschen Begriff in Klammern dahinter setzen*)

NC
definieren, wie folgt: Places on this course are limited by a minimum grade which acts as a cut-off to entry and

changes from intake to intake
(... from semester to semester)

minimum grade for entry (in this semester)

Aufnahme
successful application

Ablehnung
unsuccessful application
(**rejection** *vermeiden!*)

We regret to inform you that your application has been unsuccessful.

ablehnen (*als Hochschule*)
→ decline to admit (*a student*)

ablehnen (*als Bewerber/in*)
→ decline (*the offer of a place*)

Bewerbungsunterlagen
supporting documents
(*ggf.*) supporting documentation
application documents

Sprachkenntnisse
language proficiency
(→ proof of language proficiency: Sprachnachweis)

A Terminology toolkit: Zentral

language competency (*Kompetenzstufen nach dem Gemeinsamen Europäischen Referenzrahmen für Sprachen*)

knowledge of [*Sprache spezifizieren*]
→ Your knowledge of English should be at a level equivalent to B2 in the Common European Framework of Reference for Languages.

> **nicht:** *(z. B.)* English knowledge

Integration (Kontext internationale Studierende)
Integrationsleistungen = how the student has prepared to (embark on a course of) study at HAW Hamburg

Beschreiben Sie Ihre Integrationsleistungen
What have you done to get ready for studying with us?

Hochschulzugangsberechtigung
higher education entrance qualification (*ggf. nach mindestens einmaliger Verwendung der vollen Form auf* HEEQ *abkürzen*)

nachweisen (Qualifikationen usw.)
demonstrate
prove

(*nachgewiesen:* demonstrable
→ The student must have at least 6 months' demonstrable experience in this or a similar / equivalent field)

proof = *ebenso 'Bescheinigung'*

Bescheinigung über den erfolgreichen Besuch eines Sprachkurses
proof of successful completion of a language course

> (*nicht zählbar;* **nicht** a proof)

zuständig
… in charge
relevant
assigned to (your case; this area / function / department)
The professor in charge of the degree course will run an induction session for new students.

Your placement is subject to approval issued by the relevant Placement Officer.

The peer tutor assigned to international students in this degree course holds a weekly open question-and-answer session.

> **nicht:** … Please report any problems to the responsible member of staff.

Sprechstunde / Sprechzeit
drop-in hour(s) (*d. h. kein Termin notwendig*)
contact hours

We are open to visitors / open to give advice and support at the following times:
nicht office hours, *es sei denn, Sie empfangen grundsätzlich während Ihrer 'Bürozeiten' Ratsuchende / Kunden usw.*

Wissenschaft, Beruf academia, careers

interdisziplinär (und Verwandtes)
interdisciplinary
cross-disciplinary (ways of working)

interconnections between / among subjects

Does your thinking transcend disciplines / traditional disciplinary boundaries?

Querschnitt …
→ intersection(al)

Biotechnologie ist eine Querschnittstechnologie.
→ Biotech(nology) transcends / overarches / spans disciplines.

Teilgebiet
sub-discipline
sub-field

Generalist / in
(good) all-rounder
… with a solid general grounding (in the subject)

A Terminology toolkit: Zentral

generalistische Fähigkeiten
→ all-round skills; general skills

breit
breit aufgestellt
→ broad-based

wide range; wide-ranging (*Adjektiv; Bindestrich wichtig*)

praktisch; praxisnah
(*einer Qualifikation, eines Berufs*) vocational; vocationally-oriented

(*eines Studiengangs usw.*) real-world; centred on practical experience
real-world applications; students on this course quickly acquire the opportunity to work in real-world contexts

praxisnahe Fallstudien
→ real-world case studies
   (*der Bindestrich ist wichtig! Real-world ist ein Adjektiv*)

case studies like ones you will tackle / encounter in your day-to-day work / career

Betreuer*in (einer Arbeit usw.)
supervisor (*auch für 'Doktorvater' / '-mutter'*)
mentor (*insb. HAW-extern*)

entsprechend
corresponding

associated
→ This module will explore signal processing, digital transmission and radio technology and the associated methodologies.

Interesse
(*an einem Fach, einer Disziplin, usw.*)
(keen, strong) interest
passion

Dieses Modul verlangt ein starkes Interesse an integrierten Schaltungen.
To take this module, you should be passionate about integrated circuits.

curious
→ Students on this degree course need to be curious about the world of information and keen to find out more.

Beschreibung hoher Nachfrage nach Absolventen eines Studiengangs
Specialists in XY are highly sought after on the job market

Our graduates are sought-after employees in the XY sector (*Bindestrich beachten*)

Businesses are keen to recruit graduates of XY to a variety of roles / functions
Graduates of XY are in demand (in high demand) among employers.

XY experts can (pick and) choose from a diverse range of career fields.

(Pick and choose = *man kann es sich aussuchen; stärker / emphatischer als* choose *allein.* **Pick** *nicht allein verwenden, es ist recht umgangssprachlich*)

Kompetenzen
skills
competencies (**nicht** competences)
competence (*Singular*)
→ *Fähigkeit, etwas Bestimmtes gut zu machen*
→ *meist in der Adjektivform* competent *vorzufinden*
→ social skills; interpersonal skills

Kenntnisse und Fähigkeiten
knowledge and skills; expertise and (hands-on) abilities; theoretical and practical competencies
know-how (*sparsam verwenden!*)

Selbstverwirklichung
meeting / fulfilling (one's) potential

teamfähig
team player
→ If you are a strong team player, this degree course will suit you.

able to work (well) in teams

Auslandserfahrung
international (**nicht** foreign) experience

time spent working / studying outside Germany / outside your home country (*je nach Kontext*)

… im Ausland
abroad (*kann in internationalem Umfeld Missverständnisse hervorrufen – für wen ist ein Land* abroad?)

(*besser, da nationalitätsneutraler*)
outside Germany *bzw. je nach Kontext*
outside your home country

B
Terminology toolkit:
Fakultät Design, Medien und Information

anerkennen (Anerkennung) (eine Praktikumsstelle usw.)
recognise (recognition)
(weniger offiziell) approve (approval)

Your choice of placement is subject to approval by the relevant Placement Officer.

umsetzen
implement (*Änderungen; eine Strategie*)
realise (*eine Idee*)
put into practice

Your internship will help you put the knowledge you have acquired in your course so far into practice.

**Studienstart und Leistungen
Starting out; courses, exams, etc.**

… Studienjahr
… year of course
auch möglich: year 2 of course

Vorstudium
Introductory studies

Propädeutik(um)
Core principles of academic work
[*in [Fach]*]

Propädeutische LVA: Readiness for Academic Study (RAS) course
(*Vorschlag: neuer Terminus, wird noch nicht verwendet*)

Handlungskompetenzen
Competencies (skills) for successful studies and beyond
(**nicht** competences)
Self-organisation and study skills

künstlerische Eignungsprüfung
test of artistic aptitude
(*besonders Begabung ebenfalls als* aptitude *formulieren; bei emphatischerer Formulierung* outstanding aptitude)

Künstlerisches / wissenschaftliches Arbeiten
Good academic and artistic practice

Grundlagen …
Verschiedene Varianten sind möglich, ja nach gewünschter Betonung:

Fundamental principles of …
Fundamental principles in …
Foundations in …
Key principles of … / in …
Introduction to … *(dies aber meist im Zusammenhang mit 'Einführung')*

…: Grundlagen
…: foundational course

…: Vertiefung
…: advanced course

grounding
This course will provide students with a grounding in the principles of illustration.

Exkursion
Extramural course / activity
(*Auswärtige Lehrveranstaltung*)
Extramural activity
Excursion (*meist mehrtägige Fahrt mit Übernachtungen*)

Schwerpunkt
focal area

Übung
practical exercises
…: practical exercises
… (with practical exercises)
(formal name for course type) exercise

Praktikum / Labor
lab work
Labor:
… lab

(Computer lab;
Labor Mode
→ Fashion lab)

→ *tendenziell: 'praktischere' Fächer / Module, wo etwas ausprobiert wird und eine kreative Atmosphäre herrscht. Keine Klammern.*

B Terminology toolkit: Fakultät Design, Medien und Information

xxxx (lab practical) (mit Klammern)
→ *tendenziell theoretischere Fächer / Module*

Information technology 3 and electronics (lab practical)

Advanced studies in networks (lab practical)

Hausarbeit
written paper
(*alternativ – kontextabhängig*)
Independent project

Vertiefung
Advanced studies in …
Advanced study module

Bekleidungstechnik Vertiefung
→ Advanced garment / textile engineering

Vertiefung Netzwerke
→ Advanced studies in networks

Digital Newsroom: Vertiefung
→ Digital newsroom: advanced course

Berufspraxis
practical or professional experience

(*spezifischer fachbezogen*) professional experience (Mindestens einjährige Berufspraxis
→ At least one year's professional experience)

Einführung in die Berufspraxis
Introduction to the professional world
(professional practice
→ *eher Fächer wie Medizin, Pflege, Recht*)

nach ähnlichem Prinzip:

Beruf und Praxis
→ The world of work

Praxis Dramaturgie
Dramaturgy in action

Praxis und Organisation
Skills for professional activity
Skills for the professional world

Praxismodul
Practical module

Praxissemester
One-semester internship

Umsetzung (in die Praxis)
realisation / realising …
implementation / implementing …

(**Vorsicht:** *Substantiv im Deutschen nicht immer = Substantiv im Englischen:*)

Erstellung einer Website und einer Besucherbroschüre …
→ Creating a website and a visitors' guide …

Berufsfeldanalyse
Analysis of professional fields

Unternehmen
company (*nicht übermäßig verwenden*)

business
→ Many businesses are currently looking to recruit specialists in game design.

corporate
→ global corporates in the fast fashion sector

SME
→ *mittelständisches Unternehmen*

Existenzgründer(ung)
→ entrepreneur(ship) (start-up
wird meist nur für IT bzw. Tech-Firmen verwendet)

Studienberatung
departmental student advisory (session)
mandatory departmental advisory (student has exceeded standard duration of course)

bei nicht bestandener Prüfung:
At least one examination (incl. all resits) unsuccessful (**failed** *vermeiden*)

 … in Zeiten …
 … in an / the age …
 … in times …

Freedom of opinion and information in an age of media convergence

Schnittstelle
interface
(*allgemeiner bzw. figurativ*) interface,
(point of) intersection
interconnection
point of transition

B Terminology toolkit: Fakultät Design, Medien und Information

Auseinandersetzung, auseinandersetzen
→ engage (critically) / (critical) engagement with …
→ This course will explore …

Urheber
originator

unterschriebene Bestätigung der Urheberschaft der eingereichten Arbeitsproben
→ Please confirm in writing / submit a signed declaration that you are the (sole) originator of the examples of your work you have submitted.

zusammengesetzte Wörter
zusammengesetzte Wörter werden meist **nicht** *zusammen geschrieben, z. B.:*

Datenjournalismus
→ data journalism

Informationssystem
→ information system

Nicht wörtlich übersetzen:
Auflagendruck im Kontext Journalismus
→ the demand for sensation (that sells papers) **nicht** edition printing

Design und verwandte Disziplinen

Informatik
computer science
(*in praktischeren Kontexten*)
information technology; IT

Konzept
öfter: design; *ggf.* plan
concept (*sehr theoretisch*)

Konzeption
→ concept creation; design (planning)

Kunst- und Modegeschichte / Modetheorie
history of art and fashion / theory of fashion

(*bei Komposita Vorsicht*
→ *eine syntaktische Eins-zu-Eins-Übersetzung ist nicht immer möglich*)

Kulturphilosophie
philosophy of culture

Theoretische Begleitung (der Thesis)
theoretical support
('Begleitung' in diesem Kontext **nicht** mit accompany / accompanying / accompaniment wiedergeben*)*

Dramaturgie
dramaturgy
story creation; creating a story

Informationswissenschaften und verwandte Disziplinen

Vermittlung (Bildungskontext)
meist **nicht** mediation
education
… teaching about …

Bibliothekspädagogik
→ library education

Lernort Hochschule und Bibliothek
Universities and libraries as places / spaces of learning
(**Achtung:** *Syntax und Pluralisation*)

… förderung (Leseförderung)
promoting (and supporting) (reading)

literacy
die Kompetenz, etwas zu lesen (wörtlich bzw. figurativ) und effektiv zu verstehen

media literacy
→ *Verständnis der Funktionsweisen und Prinzipien der Medien*

literacy *ist* **nicht** = literarisches Lernen; *auch* **nicht** = Lesen an sich

Bestand (Bibliothek usw.)
holdings
(**nicht** inventory, *es sei denn, es wird tatsächlich ein Inventar gemeint*)

Jugend (als Buchlesende)
young adults
YA fiction
→ *Jugendbücher (-romane)*

… verdrossenheit
(*meist*) … fatigue

Medienverdrossenheit
→ media fatigue
(→ scepticism towards / about the media)

C
Terminology toolkit:
Fakultät Life Sciences

**Studienstart und Leistungen
Starting out; courses, exams, etc.**

Propädeutik(um)
Core principles of academic work
[*in [Fach]*]

*Propädeutische LVA: Readiness for
Academic Study (RAS) course
(Vorschlag: neuer Terminus, wird noch
nicht verwendet)*

linking course (*zwischen Bachelor
und Master zum Ergänzen der CP –
Vorschlag: neuer Terminus, wird noch
nicht verwendet*)

**Anleitung zum ingenieurgemäßen
Arbeiten**
Engineering skills and good
engineering practice

**Ingenieurwissenschaftliches
Arbeiten**
Good academic practice in
engineering science

wissenschaftliches Arbeiten
je nach Betonung:
(*Einhaltung wissenschaftlicher
Standards, Ethik usw.*)

scientific methods and good academic
practice

good scientific practice

(*effiziente Bewältigung des Studienpen-
sums, methodisches Arbeiten und
Lernen usw.*)
study skills
studying and working effectively

Grundlagenstudium
foundational studies

Fachstudium
specialised studies

Vertiefungsstudium
advanced studies
advanced studies in …
s. auch Vertiefung *unten*

Grundlagen …
Fundamental principles of …
Fundamental principles in …
Key principles of … / in …
Introduction to … (*dies aber meist im
Zusammenhang mit 'Einführung'*)

Underlying principles of … / the
principles underlying …
➜ The sociological and psychological
principles underlying hazard control

grounding

Dieses Modul vermittelt Grundlagen
in Physik.
➜ The purpose of this module is to
provide (students with) a (thorough)
grounding in physics.

Exkursion
Extramural course / activity
(*auswärtige Lehrveranstaltung*)
Extramural activity
(*von Latein* extra mures)
Excursion
(*meist mehrtägige Fahrt mit
Übernachtungen*)

(Studien)schwerpunkt
focal area
(*Gefahrenabwehr*) specialism

(*medizinische Kontexte; Pflege*)
speciality
(*US-Englisch:* specialty)

Technisches Wahlpflichtfach
Required elective (module): Engineering

… technik
(*meist*) … engineering
Regelungstechnik
➜ Control engineering

Aber:
Technische Gefahrenabwehr
➜ Technical hazard control

Übung
practical exercises
(… with practical exercises)
(formal name for course type) exercise

Praktikum / Labor
lab work
… lab (*z. B.* applied microbiology lab)
➜ *tendenziell: 'praktischere' Fächer /
Module* (applied xxx). *Keine Klammern.*

Beispiele:
Applied microbiology lab
Biogas engineering lab

xxxx (lab practical) (*mit Klammern*)
➜ *tendenziell: theoretischere Fächer /
Module*

C Terminology toolkit: Fakultät Life Sciences

Beispiel:
General and inorganic chemistry (lab practical)

Materials testing (lab practical)

Einführungslabor
➔ Introduction to lab work

Ausnahme:
Führungslehre Praktikum
➔ Leadership (practical course element)
(*ggf.* leadership lab)

Studienarbeit
seminar paper
project (*je nach inhaltlicher Ausrichtung*)
extended essay (*s. unten*)

Hausarbeit
written paper

Vertiefung
Advanced studies in …
Advanced study module
Advanced (+ *Fach- / Tätigkeitsname;*
Advanced risk management)

Vorpraxis
pre-course (practical) experience
pre-study internship

Praxisphase
industrial placement
placement
(internship)

Praxissemester
internship (one-semester internship)

Berufspraxis
practical experience
professional experience

Praxistätigkeiten
industrial experience
practical experience

Hauptpraktikum
principal internship

Studienberatung
departmental student advisory (session)
(*Zwangsberatung*) mandatory depart-
mental advisory (student has exceeded
standard duration of course)

Studienfachberatung
subject-related queries / advice
(*je nach Kontext*) subject-specific
advisory session(s)

bei nicht bestandener Prüfung:
At least one examination (incl. all resits)
unsuccessful
failed *bitte vermeiden*

Fachliches

nachhaltig
sustainable (*insbes., aber nicht
ausschließlich, Umweltkontext*)

solid; robust; established; long-term
(➔ we are seeking to make established,
    long-term improvements in living
    conditions in the region)

… -orientiert
… -based (*problem-based learning*)
… -centred
… -oriented (*auch dort, wo im Deutschen
 'nah' verwendet wird: 'systemnahes
 Programmieren' usw.*)

aligned with …
➔ This Master's degree course is
    closely aligned with students' later
    career fields.

bestimmen
(*erkennen und benennen*) identify;
establish
selten determine

bewältigen
tackle
meet (the challenge of)
cope with (*Bewältigungsstrategie*
➔ coping strategy)

Überwachung
monitoring
surveillance

**Ingenieurwissenschaftliche
Fächer**

… technik (*s. auch oben*)
(*meist*) … engineering

Regelungstechnik
➔ control engineering

Technische Mechanik
➔ engineering mechanics

System … (-theorie)
systems (theory) (*Plural ebenso
in* systems engineering)

C Terminology toolkit: Fakultät Life Sciences

Umweltverträglichkeitsprüfung
(environmental) impact assessment
(*Bewertung der Umweltverträglichkeit*)
(impact assessment *auch in anderen Kontexten, bzgl. Vorfälle, Maßnahmen usw.*)

Umwandlung
conversion (*Energie usw.*)
transformation (*Material*)
➔ transformation processes

Verfahren
process
(➔ process engineering;
   manufacturing processes)

procedure (*spezifische Abfolge von Schritten / Handlungen*;
the procedure for determining / measuring the amount of each component required is as follows: …)

(*Medizintechnik / Gesundheits-wissenschaften:* procedure *auch* = (*chirurgischer*) *Eingriff*)

technique (*z. B. Messtechniken*)

Gefahrenabwehr

Gefahr
(*spezifisch; zählbar*) hazard; risk
(allgemein) danger; risk
(➔ *Zustand des Vorhandenseins von Risiken*)

Unfall
accident
incident (*insbes. bei ungeklärter 'Schuldfrage'*)

Vorfall
➔ (adverse) event

Einsatz
operation(s)

mission
➔ *ggf. mit Vorsicht zu verwenden*

deployment (einsetzen *kann ggf. mit* deploy *ausgedrückt werden*
➔ The organisation is deploying extra resources in the region hit by the catastrophe)

Großeinsatz
➔ major incident (declare a major incident); major (rescue, clean-up) operation)

Gesundheitswissenschaften

Prävention
preventive (preventative) action
health promotion
keeping / staying healthy; (making) healthy choices

(**Vorsicht** *mit* prevention; *benötigt strenggenommen ein Objekt, d. h. etwas, das 'verhindert' wird*
➔ diabetes prevention)

Pflege
nursing
nursing care
(*außerhalb des direkten Kontexts von Krankenpflege*) care

Ernährung
(Gesundheitswissenschaften)
nutrition
(*allgemein; theoretisches Feld*)

dietetics
(*praktisches Feld, qualifiziert zur Praxis; Berufsbild:* dietitian / dietician)

diet
(*allgemeiner Kontext*
➔ We advised the patient to make changes to her diet)

Ernährungsverhalten
➔ nutritional behaviours / dietary behaviours / habits

Entbindungspflege / Hebammenkunde
midwifery
(*auch Männer sind im Englischen* midwives. *Der Begriff bedeutet etymolo-gisch 'mit [der] Frau'. Ggf. wird dies mit* male midwife *spezifiziert*)

… -bedarf …
need

needs
(*spezifische Bedürfnisse eines Individuums*)

demand (the demand for elective procedures at this hospital)

bedarfsgerecht
➔ needs-based

D
Terminology toolkit:
Fakultät Technik und Informatik

Maßnahme(n)
intervention
action (*nicht zählbar*)

Maßnahmen umsetzen
→ take action (*Einzelpersonen und
    Organisationen*)

measures *eher selten*

Therapie
(*allgemein*) treatment

(*in Bezug auf psychologische
bzw. spezielle Therapiearten*)
therapy; management
(*durch Behandlung*)

Gesundheitsförderung
health promotion
(occupational health promotion;
community health promotion)

**Studienstart und Leistungen
Starting out; courses, exams, etc.**

Studienübersicht
course and grade overview

Propädeutik(um)
preparatory course

core principles of academic work
[in [subject]]

> (*Vorschlag: neuer Terminus, wird
> noch nicht verwendet*) Readiness for
> Academic Study (RAS) course

Grundlagen …
Fundamental principles of …
Fundamental principles in …
Key principles of … / in …

Introduction to … (*dies aber meist im
Zusammenhang mit 'Einführung'*)
grounding

Dieses Modul vermittelt Grundlagen
in Physik.
→ This module provides students with
    a (thorough) grounding in physics.

Kernstudium
core modules
(core study phase; *bei Betonung
des einführenden Charakters* initial
study phase)

Vertiefung(sstudium)
advanced studies in …
advanced study module(s)

Exkursion
Extramural course / activity
(*Auswärtige Lehrveranstaltung; ggf.
mit regelmäßigen / wiederkehrenden
Terminen*)
Extramural activity
Excursion (*meist mehrtägige Fahrt
mit Übernachtungen*)
Study visit

(Studien)schwerpunkt
focal area
 (*in einzelnen / bestimmten Fällen:*
specialism)

Schwerpunktsetzung
→ specialisation

*Studierende können in verschiedenen
Fächern Schwerpunkte setzen.*
Students can specialise in (one or
more of) a range of areas.

Studienrichtung
principal field of study

Duale Studiengänge

dual(er Studiengang)
cooperative (degree) programme
nicht dual degree

praxisintegrierend
cooperative professional experience
and degree programme
(… degree and professional experience
programme)

ausbildungsintegrierend
cooperative vocational training and
degree programme

Übung
practical exercises
(… with practical exercises)
(formal name for course type) exercise

Praktikum / Labor
… lab (vehicle lab; measurement and
control engineering lab)
→ *tendenziell: 'praktischere' Fächer /
    Module*
lab work

D Terminology toolkit: Fakultät Technik und Informatik

xxxx (lab practical)
➔ *tendenziell theoretischere Fächer / Module und aus Syntax- oder semantischen Gründen, z. B.* Materials science and chemistry (lab practical)

Einführungslabor:
Introduction to lab work

Praxisphase
industrial internship
industrial placement

(*falls ein allgemeinerer Begriff gewünscht wird*) practical phase; internship; practical/professional experience
(*hier:* **nicht** practice)

Studienarbeit
project (student project)
(*ggf.*) project and write-up
seminar paper
extended essay
(*eher hauptsächlich theoretisch*)

Vorpraxis
pre-course experience

(*zur volleren Erklärung ggf.*) pre-course practical experience

Praxistätigkeiten
industrial experience
(*unspezifischer*) practical experience

Hauptpraktikum
principal internship

Studienberatung
departmental student advisory (session)

mandatory departmental advisory (student has exceeded standard duration of course)

Studienfachberatung
subject-related queries / advice
(*je nach Kontext*) subject-specific advisory session(s)

bei nicht bestandener Prüfung:
at least one examination (incl. all resits) unsuccessful (**failed** *vermeiden*)

Allgemeinere fachliche Begriffe

… technik
(*meist*) …engineering

Regelungstechnik
➔ control engineering

Technische Mechanik
➔ engineering mechanics

Informatik
computer science
(*theoretische Disziplin*)

information technology
(*praxisnah*)

Rechner
computer (**nicht** PC, *außer als Typspezifizierung*)

Konstruktion
design
construction (*Kontext: Bau; Aufbau*)
structure

Regenerative Energien
renewable energies
renewables
(*nur bei klarem Kontext verwenden*)

Governments, conscious of the need to limit CO2 emissions, are currently investing in renewables.
(*ggf.*) renewable energy sources

wirtschaftlich
economic (*auf die Wirtschaft bezogen*)
economical (*z. B. wirtschaftliche Verwendung von Energie*)

Economic considerations necessitate [*Synonym:* require] a more economical use of energy than we have had to date [*bisher*].

Gesprächsführung in kritischen Situationen
Communicating (effectively) in critical situations

Facilitating discussion(s) in critical situations (mediation)

Betrieb
operation
running
(*ein Unternehmen*) organisation; business

Steuerung
(*im technischen Sinn*) control(s)
(*im Business-Kontext*) management

(Produktionsplanung und –steuerung
➔ production planning and management)

steuern
➔ handle, manage, direct, control

D Terminology toolkit: Fakultät Technik und Informatik

… nah
oriented (*Bindestrich nicht vergessen*)
systemnahes Programmieren
→ system-oriented programming

(*in manchen Fällen*) -centred
(*Bindestrich nicht vergessen*)

Anlage
plant (*Fertigung*)
system (*allgemeiner*)

Kommunikationstechnologie
communications technology
(*Plural beachten*)

ICT (information and communications technology)

Unternehmen
(industrial) company
(*nicht übermäßig verwenden*)

business
→ Many businesses are currently looking to recruit engineers with expertise in renewable energies.

corporate
(→ global corporates in the automotive engineering sector)

SME
→ *mittelständisches Unternehmen*

Umgebung
(*IT*) environment
(*allgemein*) environment; setting

> You will complete a 22-week internship in an industrial setting.

Umgebungstemperatur
→ ambient temperature

Umwandlung
conversion (*z. B. Energie*)
transformation

übertragen
transmit
transport

modern / modernst
up-to-date
up-to-the-minute
state-of-the-art
(*dies ist ein Adjektiv (Bindestriche nicht vergessen!);* state of the art **nicht** *als Substantiv für 'Stand der Forschung' verwenden.*
Besser: current state of research)

Integration
(*Technik*) integration
→ system(s) integration

(*allgemeiner Kontext*) incorporation;
integrieren
→ incorporate

> We have incorporated modules from other HAW Hamburg faculties into this phase of the degree course.

Schnittstelle
interface
(*allgemeiner bzw. figurativ*) interface,
(point of) intersection
interconnection
point of transition

vernetzt
connected; interconnected
networked (networked systems)

Voraussetzungen
requirements

Voraussetzung für dieses Modul ist eine abgeschlossene Vorpraxis.
→ For this module, you are required to have completed your pre-course experience.
(pre)conditions

Voraussetzungen sind vorhanden
→ (the necessary) (pre)conditions are in place

Fahrzeug- / Flugzeugbau

Gemeinsame Pflichtmodule
joint required modules
(**nicht** common)
schwerpunktübergreifende Pflichtmodule
→ general required modules

Schwerpunkte: Fahrzeugbau

Powertrain and chassis systems
(*Antrieb und Fahrwerk*)

Automotive body engineering
(*Karosserieentwicklung*)

Commercial vehicles and vehicles for specific purposes / special purpose vehicles (*Nutz- und Sonderfahrzeuge*)

Flugzeugbau
Aircraft design and lightweight structures (*Entwurf und Leichtbau*)

Cabin design and cabin systems
(*Kabine und Kabinensysteme*)

E
Terminology toolkit:
Fakultät Wirtschaft und Soziales

Studienstart und Leistungen
Starting out; courses, exams, etc.

Propädeutik(um)
Core principles of academic work
[*in [Fach]*]

> Propädeutische LVA: Readiness for Academic Study (RAS) course (*Vorschlag: neuer Terminus, wird noch nicht verwendet*)

> linking course (*zwischen Bachelor und Master zum Ergänzen der CP – Vorschlag: neuer Terminus, wird noch nicht verwendet*)

Vorpraxis
pre-course experience
practical experience prior to studies

wissenschaftliches Arbeiten
je nach Schwerpunkt:

good academic practice
(→ *Einhaltung wissenschaftlicher Standards*)

(academic) study skills
(→ *Selbstorganisation, Lernen lernen usw.*)

Exkursion
Extramural course
Extramural activity
Excursion (*eher eine mehrtägige Fahrt mit Übernachtung*)
Study visit

Schwerpunkt
focal area
specialism (Public Mgmt, MPH)

Übung
practical exercises (*z.B. Statistik-Übung*)
(... with practical exercises)
(formal name for course type) exercise

Berufspraktische Tätigkeit
practical experience
professional experience (phase)

Praktikum
(*Soziale Fächer*) placement (*Pflege, Soziale Arbeit, Kindheitspädagogik*)

(*Soziale Fächer; Gesamtheit der zu leistenden Praxisstunden*)
(institutionally-guided) professional practice

(*Pflege*) clinical placement
(*Business*) internship

Vertiefung
Advanced studies in ...
Advanced study module

... Studienjahr
... year of course

Studienberatung
departmental student advisory
(*reguläre Beratung*)

mandatory departmental advisory
(student has exceeded standard duration of course)

bei nicht bestandener Prüfung:
At least one examination (incl. all resits) unsuccessful (**failed** vermeiden!)

weiterbildender Studiengang
continuing education degree course
(*Weiterbildung:* continuing education)

Besonderheiten
specific features
(*specific features of the textile chain*)

... am Beispiel ...
... using examples / the example of ...
... via the example of ... (*mit Verb vorne*)
...: an exemplary case study

Soziale Fächer

Pflege
nursing
nursing care
(*außerhalb des direkten Kontexts von Krankenpflege*) care

Sozialpädagogik
youth and community work
(*dieses Berufsbild ist im englischsprachigen Umfeld eher eine Subkategorie sozialer Arbeit*)
(*nur Fachsprache*) social pedagogy

Kindheitspädagogik
education and learning in childhood

Praxisreflektion
reflective practice
(*in bestimmten Kontexten; auch für 'reflektiertes Handeln', 'reflektierte Praxis'*)

reflection on (our) practice

professionelles Handeln
professional practice; (a person's) professional actions

Praktikumsbeauftragte / r
placement officer
[*an der HAW Hamburg*]

E Terminology toolkit: Fakultät Wirtschaft und Soziales

Praktikumsanleitung; Mentor / in
mentor; placement supervisor
→ mentorship; placement supervision

(Praxis)einrichtung
(placement) establishment; host establishment

Praktikant / in
placement student

(staatliche) Anerkennung
(state) accreditation

Biographie
life course
life story
life

Biographiearbeit = life story work
(*ggf.* biographical work)

Sozialraum
community
(family and) community
social (societal) space
(*mit unbestimmtem Artikel*)

Jugend
young people
(*Singular:* young person; YP)
(**youth** *vermeiden, insbes. im Singular*)

Lebenswelt
lifeworld

Träger (einer sozialen Einrichtung)
managing organisation
overseeing organisation

freier Träger
→ independent (overseeing) organisation

öffentlicher Träger
→ public-sector organisation

privater Träger
→ private organisation / establishment

Beratung
advice
advice and support
advisory service(s)

Dieser Träger arbeitet in der Beratung junger Menschen.
→ This organisation provides / delivers advisory services to young people.

Umgebung
setting (*im sozialen Kontext präferiert*)
→ an early-years setting / environment

surroundings (*Plural*)

hospitieren
observe (an organisation's work)
shadow (a professional / an employee)

Reflexionsfähigkeit
capacity / ability to reflect on (his / her) practice / actions

(*angemessenes*) Nähe / Distanz (-Verhältnis, -Verhalten)
boundaries; boundaried behaviour
→ The placement student showed a professional approach to boundaries.

Business-Fächer

Soft Skills
key skills
key competencies
(personal and) interpersonal skills

Betrieb
operation
running

(*ein Unternehmen*) organisation; business

Betriebswirtschaftslehre
business (*falls Kontext klar*)
business studies
business administration

Branche
sector
industry

Our graduates are highly sought after in the F&B (= food and beverages) and FMCG (= fast-moving consumer goods) sectors.

Controlling
management accounting
financial controlling

Social Management
social media management

Informatik
(*primär theoretisch*)
computer science

(*primär praktisch*)
information technology; IT

E Terminology toolkit: Fakultät Wirtschaft und Soziales

Wirtschaftsinformatik
➝ business
    business information technology IT

Technik
(*kontextabhängig*) engineering *oder*
technology; *spezifisches Gebiet*
➝ *eher* engineering

Regelungstechnik
➝ control engineering

Aber:
Internationale Aspekte der Technik
➝ International aspects of technology

Unternehmen
company (*nicht übermäßig verwenden*)

business
➝ Many businesses are currently
    looking to recruit top-level accounting
    experts.

organisation

corporate (*großes, meist internationales
Unternehmen*)
➝ global corporates in the automotive
    sector

(*als Adjektiv*) working in a corporate
environment / setting

SME
➝ *mittelständisches Unternehmen*

Außenwirtschaft
international trade
international business links

Personal …
(*Funktion im Unternehmen*)
HR [human resources]
➝ HR manager
➝ You should advise your staff member
    to go and see HR about the problem.

(*Gesamtheit der Belegschaft / des Perso-
nals*) staff (*s. HAW Hamburg English
Handbook bzgl. Behandlung als Ein- oder
Mehrzahl*)

Our staff identify with us and have
access to a wide range of company
benefits.

eher nicht: personnel

Führungs …
management (management skills)

Führungskrafte
➝ (top-level)

management (nicht zählbar)

Sie ist Führungskraft
➝ she is (part of) (top-level)
    management

leadership (leadership qualities)

F
Terminology toolkit:
Zeugnisse

Allgemeines
Keine Anreden in englischsprachigen Zeugnissen – nur Vorname Nachname

Im weiteren Zeugnisverlauf: Wiederholung Vorname Nachname oder The student

Beispiel Studiengang:
Bachelorstudiengang Fahrzeugbau
(*dual*)
Bachelor's degree course in Automotive Engineering (cooperative programme)

Hinweis:
Bachelor's / Master's degree aber
(*aus Gründen der einfacheren Aussprache*)
Bachelor / Master thesis

Prüfungszeugnis
Certificate of Examinations
(*plural!*)

hat … erfolgreich abgelegt
… successfully completed …
(**nicht:** has successfully completed,
da sich nach der Studiengangsinformation das Prüfungsdatum anschließt)

Studienrichtung
principal field of study

(Studien)schwerpunkt
focal area

Die Bachelor- / Masterarbeit mit dem Thema …
His / her [*bitte* **nicht** the] Bachelor / Master thesis, entitled …
(*Titel / Thema kursiv setzen, ohne Anführungszeichen*)

(… was awarded the grade **good**)

umfassen (CP)
comprise (**nicht** contain)
 → The degree course in Automotive Engineering comprises 210 CP.

190 CP wurden erreicht.
 → The student attained 190 credits / credit points / CP.

(*Aktivformulierung!* **Nicht:** 190 CP have been attained)

Zusatzfach
additional (elective) module
The student completed the following additional (elective) modules:

Gesamtnote (*Gesamtabschlussnote*)
overall final grade

Notenberechnung

arithmetisches Mittel
arithmetic mean (average)

gewichtet
weighted

Gewichtung
weighting

… errechnet sich aus …
… is calculated from …

Die Gesamtnote errechnet sich zu xx von Hundert aus yy und zu xx von Hundert aus zz.
Yy counts for xx % of the overall final grade, while zz counts for (the remaining / a further) xx %.

die Note der Masterarbeit
the grade awarded to the student's Master thesis

Erklärungstext für das deutsche Notensystem:

Grades follow a numerical system in which 1 is the highest grade, with 0.7 denoting outstanding achievement, and 6 the lowest. The lowest possible pass grade is 4.0.

Prüfungsleistung vs Studienleistung
We leave the terms *Prüfungsleistung* and *Studienleistung* in German, when they are being contrasted, because they have a specific adminsitrative meaning and a direct translation may be confusing. You can add an explanation that a *Prüfungsleistung* is an examination or a formal assessment, for which a grade is awarded; a *Studienleistung* is generally not graded.

Im Zeugnis: '…hat folgende Prüfungsleistungen erbracht.' kann mit 'has achieved the following grades:' *wiedergegeben werden.*

Notenbezeichnungen	Übersetzung
ausgezeichnet	excellent
sehr gut mit Auszeichnung (*Hinweis: Gesamtnote bis 0,85 oder ab 14,5 Punkten*)	excellent
sehr gut	very good
gut	good
befriedigend	satisfactory
ausreichend	sufficient
nicht ausreichend	pass grade not reached *oder* unsuccessful
bestanden (*Hinweis: bei Gesamtnote entspricht / ausreichend*)	successfully completed
mangelhaft	unsuccessful *oder* performance below pass grade (xx %)
ungenügend	unsuccessful *oder* performance below pass grade (xx %)
nicht bestanden	unsuccessful

*Es wird dringend empfohlen, **fail / failed nicht** (mehr) zu verwenden.*

IMPRINT