



INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK

Technische Universität Braunschweig
Geschäftsführung: Prof. Dr. Holger Hopp

Abt. für Literatur- und Kulturwissenschaft
Abt. für Englische Sprachwissenschaft
Abt. für Englische Sprache und ihre Didaktik

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Stand 09.04.2021

Kurzfristige Änderungen sind möglich, bitte regelmäßig nachsehen.

Kurskommentar Sommersemester 2021

BA English Studies (PO ab WS 2013/14)

Beginn der Lehrveranstaltungen:	Montag,	12.04.21
Beginn Exkursionswoche:	Samstag,	22.05.21
Wiederbeginn der LV:	Montag,	31.05.21
Ende der Lehrveranstaltungen:	Samstag,	24.07.21

Das Institut für Anglistik und Amerikanistik ist in drei Abteilungen untergliedert: die Abteilung für Literatur- und Kulturwissenschaft (Leiter: Prof. Dr. Eckart Voigts), die Abteilung für Englische Sprachwissenschaft (Leiter: Prof. Dr. Holger Hopp) sowie die Abteilung für Englische Sprache und ihre Didaktik (Leiterin: Prof. Dr. Carmen Becker).

Das Institut für Anglistik und Amerikanistik bildet seit dem WS 2003/2004 im Studiengang BA (Bachelor) aus, der u. a. mit den weiterführenden Lehramts-Masterstudiengängen für G, HR und GYM verknüpft ist. Das Institut für Anglistik und Amerikanistik ist zudem beteiligt an den Master-Studiengängen „Kultur der technisch-wissenschaftlichen Welt“, „Medientechnik und

Kommunikation“ und „Medienwissenschaft“ (HBK), sowie am Zertifikatsprogramm „Deutsch als Fremdsprache“ und im Studiengang BA „Integrierte Sozialwissenschaften“.

Studienberatung: siehe Aushänge im Seminar und auf den entsprechenden Internetseiten des Instituts für Anglistik und Amerikanistik.

Für Termine, aktuelle Raumangaben sowie die Öffnungszeiten der Bibliothek, LiKu-Mediathek und des PC-Sprachlabors und Selbstlernzentrums (PCS) sowie aktuelle Ankündigungen beachten Sie bitte die Aushänge an den Anschlagbrettern der Abteilungen und die Internetseiten des Instituts für Anglistik und Amerikanistik.

Um Bücher ausleihen zu können, müssen Studierende einen Erfassungsbogen ausfüllen. Dieser kann während der Semesterferien zu den Ferienöffnungszeiten der Bibliothek oder zu Semesterbeginn ausgefüllt werden. Bitte Personalausweis und Studentenausweis mitbringen.

Merkblätter zum BA-Studiengang bzw. Masterstudiengängen finden Sie auf der Homepage des Instituts und der Fakultät.

Die folgenden Kurskommentare dienen Ihrer Studienplanung und Vorbereitung in der vorlesungsfreien Zeit. Nehmen Sie rechtzeitig Kontakt mit Ihren Dozent/innen und Prüfer/innen auf!

Die meisten Kurse am Institut für Anglistik und Amerikanistik finden mit Online-Unterstützung durch die TU-weite Lernplattform Stud.IP statt und setzen die Nutzung dieser Plattform durch die Studierenden voraus. Anmeldungen zur Teilnahme sowie allgemeine und aktuelle Kursmitteilungen finden Sie dort innerhalb der einzelnen Lehrveranstaltungen. Besuchen Sie auch die Internetseite (u.a. über einen Hotlink von der Homepage des Instituts für Anglistik und Amerikanistik oder direkt unter <https://Stud.IP.tu-braunschweig.de/>).

Um diese Nutzung zu ermöglichen, besorgen Sie sich bitte zu Vorlesungsbeginn im IT-Zentrum einen Benutzer-Account („y-Nummer“) mit zugehörigem Passwort.

Die Lehrenden des Seminars wünschen ein erfolgreiches Wintersemester 2021!

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Fakultatives Lehrangebot für alle Profile

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 342

Mi 19:00 – 21:00, BBB (Online)

First Meeting: 14.04.2021 (via Big Blue Button)

The theatre group of the *Institut für Anglistik und Amerikanistik*, the **TUBS-Players**, has been producing plays for more than 20 years. We aim to provide quality entertainment in English for students of the TU as well as secondary schools and the general public. Any students (also from other faculties) who are interested in joining the group, whether on stage or backstage, are welcome to join us.

Acting in English gives students an excellent opportunity to improve their language proficiencies and to deepen their interpretative skills in our discussion rounds. The projects help discuss, apply and creatively engage with knowledge acquired in all fields of English Studies: literary/cultural studies, linguistics, didactics, and language skills. Additionally, the students will be introduced to theoretical concepts of performance such as voice, body language, movement analysis (Laban), theatre space, composition/choreography as well as costume and set design. Furthermore, participants will get the opportunity to experience and participate in the making of larger scale cultural events by contributing to such project groups as public relations, programme, finances and backstage management. One of the project groups focusses specifically on creating workshops and preparatory material for schools.

Acting experience is not necessary. Rehearsals and workshops are usually held once or twice a week in the evenings **online via Big Blue Button**. We shall use our online meetings to find new ways of digital theatre.

Our projects of the upcoming terms include:

- 1) **New play for the season 2021/22: *Hamlet, Director's Cut*; based on Shakespeare, Stoppard, Swale and a new text by the TUBS-Players**
- 2) ***A Midsummer Night's Online Stream*: Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats**
- 3) **"Shakespeare@School"**

Newcomers are welcome!! For more information please contact Dr. Maria Marcsek-Fuchs (m.marcsek@tu-bs.de) or just come by our first meeting.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

Kurse für den Studiengang BA

Gültig für Studierende English Studies Beginn PO WS 13/14

Basismodul 1 “Introduction to Literary and Cultural Studies”

Modulinformation

Art und Bezeichnung des Moduls	Basismodul 1 Introduction to Literary and Cultural Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. Studienjahr Nebenfach: 1. Studienjahr
Credits	9 LP

Kompetenzen:

- Essentielle Kenntnisse über alle Textsorten und Genres.
- Grundkenntnisse der wissenschaftlichen Kategorien, Theorieansätze und Methoden der Textanalyse.
- Fähigkeit zur Anwendung der verschiedenen Formen des wissenschaftlichen Arbeitens.
- Fähigkeit zur Erfassung literarischer und anderer kultureller Texte sowie zur Einordnung in Kontextsysteme.
- Fähigkeit zur bearbeitenden Analyse.
- Einstieg in die Produktion wissenschaftlicher Texte (Schlüsselqualifikationen).
- Fähigkeit, fachwissenschaftliche Texte in englischer Sprache zu verfassen (academic writing).

Modulaufbau

Wintersemester	Sommersemester
LV Introduction to Literary and Cultural Studies I (2 SWS)	LV Introduction to Literary and Cultural Studies II (2 SWS)
PL: Klausur zu I und II	
Folgende LV ist wahlweise im Winter oder im Sommer zu belegen:	
LV Academic Writing (2 SWS)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. E. Voigts:

Introduction to Literary and Cultural Studies II, Group A – 4412 363

EK, Mo 13:15 – 14:45, BBB (Online)

Kulturwissenschaft erforscht die vom Menschen hervorgebrachten Einrichtungen, die zwischenmenschlichen, insbesondere die medial vermittelten Handlungs- und Konfliktformen sowie deren Werte- und Normenhorizonte. (Böhme/Matussek/Müller 2000).

This seminar is part II of the Introductory Course to Literature and Culture. (You can take part in it, no matter which of the parallel courses you have successfully accomplished.) While in Introduction I we concentrated on the techniques of literary analysis, in part II we shall introduce tools and theoretical concepts of Cultural Studies. The syllabus will be available on Stud.IP in advance of the semester.

Literature:

Our key text will be George Orwell, *Nineteen Eighty-Four* (preferably an annotated edition). We will also read a number of short stories. Please make sure you have read “My Son the Fanatic” (Hanif Kureishi) at the beginning of term. We will also work with reading assignments from additional material, which will be made available at the beginning of the term and in class. Useful introductions to cultural studies include:

Assmann, Aleida (2008). *Einführung in die Kulturwissenschaft. Grundbegriffe, Themen, Fragestellungen*. Berlin: Schmidt.

Bassnett, Susan, ed. (2003). *Studying British Cultures*. London: Routledge.

Childs, Peter (2006). *Texts. Contemporary Cultural Texts and Critical Approaches*. Edinburgh: Edinburgh UP.

Nünning, Vera, ed. (2005). *Kulturgeschichte der englischen Kultur*. Tübingen: Francke.

Sommer, Roy (2003). *Grundkurs Cultural Studies / Kulturwissenschaft*. Großbritannien. Stuttgart: Klett.

Storey, John, ed. (2006). *Cultural Theory and Popular Culture: An Introduction*. Harlow: Pearson and Prentice Hall.

Tönnies, Merle; Claus-Ulrich Viol (2007). *Introduction to the Study of British Culture*. Tübingen: Narr.

Turner, Graeme (2003). *British Cultural Studies: An Introduction*. London: Routledge.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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S. John, M.A.:

Introduction to Literary and Cultural Studies II, Group B – 4412 261

EK, Do 16:45 – 18:15, BBB (Online)

This course is the second part of the Introduction to Literature and Culture. (You can take part in it, no matter which of the parallel courses you have successfully accomplished.) Having covered the techniques of literary analysis in part I, the aim of this course is to introduce theories and analytical tools necessary for the study of British and American culture. While discussing theoretical definitions of culture and concepts of, for example, ideology, race, class, gender, space, and cultural memory, we will also analyse different media and cultural phenomena, such as film and television, advertising, paintings, subcultural styles as well as literary works.

The course will thus enable you to broaden your idea of what a 'text' is and to understand cultural practices within their respective contexts.

Literature:

All reading material will be announced on StudIP at the beginning of the semester.

Recommended literature for orientation in the field:

Assmann, Aleida. *Introduction to Cultural Studies: Topics, Concepts, Issues*. Berlin: Erich Schmidt Verlag, 2012.

Barker, Chris. *Cultural Studies: Theory and Practice*. 3rd ed. London: Sage, 2008.

Bassnett, Susan, ed. *Studying British Cultures*. London: Routledge, 2003.

Longhurst, Brian. *Introducing Cultural Studies*. Harlow: Longman, 2010.

Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Harlow: Pearson and Prentice Hall, 2006.

Sommer, Roy. *Grundkurs Cultural Studies / Kulturwissenschaft Großbritannien*. Stuttgart: Klett, 2003.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. M. Marcsek-Fuchs:

Introduction to Literary and Cultural Studies II, Group C – 4412 147

EK, Fr 13:15 – 14:45, BBB (Online)

This seminar is part II of the Introductory Course to Literature and Culture. (You can partake in it, no matter which of the parallel courses you have successfully accomplished.) Whilst in Introduction I we concentrated on the techniques of literary analysis, in part II we shall study tools and theoretical concepts of Cultural Studies.

What is popular culture? Is identity a stable entity or rather a construct of society? Although we will continue working with literary texts, such as David Lodge's humorous campus-novel *Changing Places* (1975), we will also broaden our focus to different areas of culture, to signifying processes derived from different media, such as films, TV, music or fashion. The seminar will start by asking such (seemingly simple) questions like "What is culture? What are cultural studies?" We will then investigate notions such as textuality and mediality, before moving on to exemplary key concepts of Cultural Studies such as identity, class, race, gender, body or memory and then examining their cultural relevance with a wide range of examples. We will work with reading assignments from additional material, which will be made available at the beginning of the term and in class. Note: **Please purchase the primary text before the first session. Our central text, David Lodge's *Changing Places*, must be read prior to the beginning of the term.**

Primary Literature:

- Lodge, D. (2011). *Changing Places: A Tale of Two Campuses*. [1976]. London: Vintage. [ISBN-13: 978-0099554172]

Secondary Literature:

Useful introductions to cultural studies include:

Assmann, Aleida. *Introduction to Cultural Studies: Topics – Concepts – Issues*. Berlin: Schmidt, 2012.

Barker, Chris. *Cultural Studies: Theory and Practice*. Los Angeles: Sage, 2008.

Bassnett, Susan, ed. *Studying British Cultures*. London: Routledge, 2003.

Childs, Peter. *Texts: Contemporary Cultural Texts and Critical Approaches*. Edinburgh: Edinburgh UP, 2006.

Longhurst, Brian. *Introducing Cultural Studies*. Harlow: Longman, 2010.

Nünning, Vera, ed. *Kulturgeschichte der englischen Kultur*. Tübingen: Francke, 2005

Sommer, Roy. *Grundkurs Cultural Studies / Kulturwissenschaft*. Großbritannien. Stuttgart: Klett, 2003.

Storey, John, ed. *Cultural Theory and Popular Culture: An Introduction*. Harlow: Pearson and Prentice Hall, 2006.

Tönnies, Merle; Claus-Ulrich Viol. *Introduction to the Study of British Culture*. Tübingen: Narr, 2007.

Turner, Graeme. *British Cultural Studies: An Introduction*. London: Routledge, 2003.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

C. Sternberg, M.Ed.:

Academic Writing, Group A – 4412 397

UE, Mo 18:30 – 20:00, BBB (Online)

This seminar is an introductory course to academic writing in English. It will guide you through the stages of the writing process from developing a research question to outlining and composing an academic text and familiarise you with strategies and techniques necessary for writing an essay, a term paper, or a BA thesis. We will discuss and practise how to build an effective and persuasive argument using clear and concise language as well as how to revise and edit a written text. This includes topics such as coherence and consistency, style and register, avoiding plagiarism and citing literature according to MLA conventions.

Literature:

Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 3rd ed. London and New York: Routledge, 2011.

Boeglin, Martha. *Wissenschaftlich arbeiten Schritt für Schritt: Gelassen und effektiv studieren*. München: Fink, 2007

Broders, Simone. *Wissenschaftliches Arbeiten in Anglistik und Amerikanistik: Das Praxisbuch*. Paderborn: Fink, 2015.

The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

L. Tamas:

Academic Writing, Group B – 4412 390

UE, Do 11:30 – 13:00, BBB (Online)

This seminar aims to familiarize the students with key elements of academic writing in English Studies. It will provide them with the necessary—theoretical and practical—tools that will enable them to successfully write their academic assignments—such as finding and phrasing a research question, applying the most adequate writing method(s), consulting bibliographies, or citing literature according to MLA conventions. Furthermore, there will be a strong emphasis on aspects such as clarity, coherence, and linguistic register; we will devote a few sessions also to reinforcing essential aspects of grammar, punctuation, and style. Short written assignments (summaries, structural analyses) will enable the students to acquire the routine of academic writing.

For a first orientation into the topic, consult the LiKu Survival Guide available on the Department's webpage.

Literature:

Booth, Wayne C. et al. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008. Print. Eco, Umberto. *How to Write a Thesis*. Cambridge, Massachusetts / London: The MIT Press, 2015. Print. King, Stephen. *On Writing*. New York: Scribner, 2000. Print. Silvia, Paul J. *How to Write a Lot. A Practical Guide to Productive Academic Writing*. Washington: American Psychological Association, 2007. Print. Strunk, William. *The Elements of Style*. Penguin, 2007. Print. The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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L. Tamas:

Academic Writing, Group C – 4412 370

UE, Fr 15:00 – 16:30, BBB (Online)

This seminar aims to familiarize the students with key elements of academic writing in English Studies. It will provide them with the necessary—theoretical and practical—tools that will enable them to successfully write their academic assignments—such as finding and phrasing a research question, applying the most adequate writing method(s), consulting bibliographies, or citing literature according to MLA conventions. Furthermore, there will be a strong emphasis on aspects such as clarity, coherence, and linguistic register; we will devote a few sessions also to reinforcing essential aspects of grammar, punctuation, and style. Short written assignments (summaries, structural analyses) will enable the students to acquire the routine of academic writing.

For a first orientation into the topic, consult the LiKu Survival Guide available on the Department's webpage.

Literature:

Booth, Wayne C. et al. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008. Print. Eco, Umberto. *How to Write a Thesis*. Cambridge, Massachusetts / London: The MIT Press, 2015. Print. King, Stephen. *On Writing*. New York: Scribner, 2000. Print. Silvia, Paul J. *How to Write a Lot. A Practical Guide to Productive Academic Writing*. Washington: American Psychological Association, 2007. Print. Strunk, William. *The Elements of Style*. Penguin, 2007. Print. The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).
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Basismodul 2 “Linguistic Foundations“

Modulinformation

Art und Bezeichnung des Moduls	Basismodul 2 Linguistic Foundations
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. Studienjahr Nebenfach: 2. Studienjahr
Credits	9 LP

Kompetenzen:

- Allgemeine Kenntnisse der Begrifflichkeit, Systematik und grundlegender Methoden in der modernen Sprachwissenschaft; Kenntnisse der linguistischen Arbeitsmethoden; Fähigkeit zur wissenschaftlichen Arbeit in der Linguistik; Fähigkeit zur Analyse sprachlicher Daten aus den zentralen sprachlichen Teilbereichen (Phonologie, Syntax, Wortbildung/Morphologie, Semantik, Pragmatik/Diskurs).
- Fähigkeit zur Analyse sprachlicher Daten im Aussprachebereich und in der Phonologie; Kenntnisse der Grundlagen der Phonetik; Bewusstmachung der Kontrastiven Phonologie Deutsch – Englisch; Befähigung zur Nutzung gängiger Transkriptionssysteme.
- Fähigkeit zur fortgeschrittenen Kommunikation in der gesprochenen Sprache; Kenntnis der alltäglichen und der rhetorischen Diskursmittel (Schlüsselqualifikationen).
- Erweiterte Kenntnis der englischen Grammatik auf wissenschaftlicher Basis; Bewusstmachung der Kontraste in der englischen und deutschen Grammatik; Fähigkeit, die grammatischen Regeln zu explizieren und ggf. als Unterstützung in Vermittlungskontexten einzusetzen; Wahrnehmung sprachlicher Regeln im geschriebenen Englisch in ihrem normativen Charakter.

Modulaufbau

Wintersemester	Sommersemester
LV Introduction to Linguistics I (2 SWS)	LV Introduction to Linguistics II (2 SWS)
LV Descriptive Grammar of English 1 SWS	LV Spoken English 1 SWS
PL: Englischsprachige Klausur zu allen 4 LV	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. V. Heyer:

Introduction to Linguistics II, Group A – 4412 285

EK, Di 11:30 – 13:00, BBB (Online)

This second part of the two-semester introductory course covers the remaining areas of core linguistics (i.e., semantics and pragmatics) and gives an overview of specialised fields in modern linguistics, introducing historical linguistics, typology, first and second language acquisition, psycholinguistics, neurolinguistics and sociolinguistics.

Students will be familiarised with the basic concepts of modern theoretical linguistics as well as different approaches to the study of language and their respective methodology.

The course presents the basic linguistic terminology and provides help in finding and using secondary literature on selected topics.

There are optional tutorials for this lecture. We recommend attending a tutorial as preparation for the exam. Details about tutorials and registration on Stud.IP will be provided in the first session of the lecture.

Literature:

O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction* (2 ed.). Harlow: Pearson Longman.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

S. Langer, M.A.:

Introduction to Linguistics II, Group B – 4412 322

EK, Do 11:30 – 13:00, BBB (Online)

This second part of the two-semester introductory course covers the remaining areas of core linguistics (i.e., semantics and pragmatics) and gives an overview of specialised fields in modern linguistics, introducing historical linguistics, typology, first and second language acquisition, psycholinguistics, neurolinguistics and sociolinguistics.

Students will be familiarised with the basic concepts of modern theoretical linguistics as well as different approaches to the study of language and their respective methodology.

The course presents the basic linguistic terminology and provides help in finding and using secondary literature on selected topics.

There are optional tutorials for this lecture. We recommend attending a tutorial as preparation for the exam. Details about tutorials and registration on Stud.IP will be provided in the first session of the lecture.

Literature:

O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction* (2 ed.). Harlow: Pearson Longman.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

D. Öwerdieck, M.A.:

Introduction to Linguistics II, Group C – 4412 335

EK, Do 13:15 – 14:45, BBB (Online)

This second part of the two-semester introductory course covers the remaining areas of core linguistics (i.e., semantics and pragmatics) and gives an overview of specialised fields in modern linguistics, introducing historical linguistics, typology, first and second language acquisition, psycholinguistics, neurolinguistics and sociolinguistics.

Students will be familiarised with the basic concepts of modern theoretical linguistics as well as different approaches to the study of language and their respective methodology.

The course presents the basic linguistic terminology and provides help in finding and using secondary literature on selected topics.

There are optional tutorials for this lecture. We recommend attending a tutorial as preparation for the exam. Details about tutorials and registration on Stud.IP will be provided in the first session of the lecture.

Literature:

O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction* (2 ed.). Harlow: Pearson Longman.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Prof. Dr. H. Hopp:

Spoken English – 4412 152

SE, Fr 11:30 – 12:15, BBB (Online)

In this course, we survey properties of contemporary spoken English from a phonetic and phonological perspective. In the first part of the course, we define and describe characteristics of connected speech such as stress, rhythm, and intonation. In the second part, this course gives an overview over variation and development in spoken English. We discuss different accents of English, i.e. American and British English as well as World Englishes. Finally, we address the development of spoken English (a) in history from Old English to Modern English, and (b) in learners by looking at how children and foreign-language learners acquire spoken English.

There are optional tutorials for this lecture. We recommend attending a tutorial as preparation for the exam. Details about tutorials and registration on Stud.IP will be provided in the first session of the lecture.

Literature:

Carr, P. (2013). *English phonetics and phonology: An introduction*. Chichester: Wiley-Blackwell. Collins, B. & Mees, I. M. (2013). *Practical phonetics and phonology: A resource book for students*. Abingdon: Routledge. Roach, P. (2009). *English phonetics & phonology: A practical course*. Cambridge: Cambridge University Press. Skandera, P. & Burleigh, P. (2016). *A manual of English phonetics and phonology*. Tübingen: Narr. O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction*. Harlow: Pearson. Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. V. Heyer, D. Öwerdieck, M.A., S. Langer, M.A.:
Questions in Linguistics – 4412 101
UE, Mo 18:30 – 20:00, BBB (Online)

This class is an opportunity for you to discuss open questions relating to the B2 courses (i.e., Introduction to Linguistics I + II, Descriptive Grammar, Spoken English). What is the difference between a phoneme and a morpheme again? Why does this constituent move in the syntactic tree? Why are garden-path sentences misinterpreted? What is finiteness? What is a rhotic accent?

As you are taking the B2 module, you might ask yourself the above or other questions. You can choose to come to individual sessions only (i.e., when you have a specific question) or to more sessions to discuss others' questions. This course is voluntary and complements the tutorials. You cannot get credit for this course.

Basismodul 3 “Mediating Languages and Cultures”

Modulinformation

Art und Bezeichnung des Moduls	Basismodul 3 Mediating Languages and Cultures
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 2. Studienjahr Nebenfach: 2. Studienjahr
Credits	9 LP

Kompetenzen:

- Erwerb einer Vermittlungskompetenz im fremdsprachlichen Kontext: Einführung in die Wissenschaft vom Lehren und Lernen der englischen Sprache; Kenntnis der Grundbegriffe und Prozesse des Lehrens und Lernens einer Fremdsprache (Introduction to FLP).
- Erwerb theoretischer Grundlagen des Faches mit dem Ziel, diese auf ausgewählte Praxisbeispiele anzuwenden (Introduction to FLP).
- Vertiefung der in der Einführung erworbenen Kenntnisse am Beispiel einer Teildisziplin der englischen Fachdidaktik (Landeskundendidaktik und interkulturelle Kommunikation, Sprachdidaktik) und Anwendung dieser Kenntnisse auf mögliche Umsetzungen in institutionellen Lern- und Lehrumgebungen.

Modulaufbau

Wintersemester	Sommersemester
LV Introduction to Foreign Language Pedagogy (2 SWS)	LV 2 weiterführende fachdidaktische LV (2 x 2 SWS) PL: Hausarbeit mit Präsentation

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Prof. Dr. A. Kubanek:

European Awareness and Intercultural Learning – 4412 522

SE, Mo 16:45 – 18:15, BBB (Online)

Many questions need to be discussed, new paths need to be prepared and taken. For example: What is more important: to teach about the *Mutterland* of the English Language (England) and the UK in the EFL lessons, or to help prepare children and teenagers to be citizens of Europe? Is it possible to obtain a deepened cultural and intercultural knowledge and insight and willingness to act via the EFL classroom? How prescriptive is a curriculum? What are the pedagogical strategies of the new European Commission? A lot of didactic material is being created by the European institutions and by bilateral and intercultural organisations across Europe. Depending on the knowledge and interest you have, we will partly work based on input, partly project oriented.

The course is open to Erasmus students and other international students.

Literature: To be announced in class.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

S. Sturm, M.Ed.:

Teaching English Grammar & Lexis – 4412 212

SE, Di 09:45 – 11:15, BBB (Online)

The learning and teaching of grammar and lexis has attracted considerable interest in recent years. This is due to new research findings, the recently improved accessibility of computerized corpora and also to new approaches to the teaching of foreign languages. However, the implementation of new ideas concerning the learning and teaching of vocabulary and grammar has not really reached foreign language classrooms. Many teachers still teach vocabulary and grammar as they were taught themselves.

The goal of this course is to bridge the gap between the theoretical background provided by research and the reality of the classroom. Given the challenge involved in acquiring, processing, storing and producing words and sentences in a foreign language, this course tries to answer the question: What has to happen in the classroom to make the successful learning of vocabulary and grammar possible?

Literature: To be announced in class.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

Prof. Dr. A. Kubanek:

Intercultural Learning via Art Appreciation and Individual Creative Work – 4412 477
SE, Di 15:00 – 16:30, BBB (Online)

A few seminar sessions will take place in the local museums, possibly also Wolfenbüttel and Wolfsburg. The sessions in Braunschweig museums will start 15 min later than the official seminar time so you have the chance to go by bike or bus to the city centre. For 2 sessions (Wolfsburg and Wolfenbüttel) you would need some time before and after to go there and return. Experience has shown that it doesn't work to do these excursions, even if one does not travel far, on a different day. We will study some classical and some contemporary works of art and work on ways of how they can be presented or come alive in the EFL classroom. Later in the course you will be given time to work on an art project which you will present/ resp. the sketch of the project to the participants towards the end of the course. The art project may evolve from various genres, like a sound-collage, a video essay, a series of photos, an installation.

Literature: To be announced in class.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. J. Jakisch:

Introduction to Inclusive English Teaching and Learning – 4412 001
SE, Do 11:30 – 13:00, BBB (Online)

Since the ratification of the UN-Convention on the Rights of Persons with Disabilities, special-needs schools are successively closing. Now, in regular schools (elementary, "Realschule", "Gymnasium", etc.) highly heterogeneous students learn inclusively side-by-side. In theory, this means that students benefit from learning together and that they receive additional support as needed. While learning English as a foreign language in an inclusive setting will be a benefit for students, teaching English in an inclusive setting can be a challenge for the teachers. This seminar will not only provide an introduction into the theoretical concept of inclusion, it will also concentrate on its practical implementation in the English language classroom. The participants of this course will learn about the challenges of inclusive teaching, and about strategies and measures teachers can apply in order to make inclusive language learning possible.

Literature:

- Haß, Frank / Kieweg, Werner (2012). *I Can Make It! Englischunterricht für Schülerinnen und Schüler mit Lernschwierigkeiten*. Seelze: Klett/Kallmeyer.
- Delaney, Marie / Farley, Sally (2016). *Special Education Needs – Into the Classroom*. Oxford: Oxford University Press.

Further literature will be announced in class.

Hinweis: Dieses Seminar wird sowohl als B3-Vertiefungsseminar anerkannt als auch gleichzeitig als Einführungsseminar im Rahmen des Inklusions-Zertifizierungsprogrammes ZiEI TUBS (Zertifikat inklusiv Englisch lehren und lernen). Für nähere Informationen besuchen Sie bitte die Internetseite der Didaktik.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. C. Meyer:

Introduction to Foreign Language Pedagogy – 4412 314

SE, Do 16:45 – 18:15, BBB (Online)

The course is designed both for students who study to become teachers and for students who plan a career outside of school. Foreign language pedagogy is an interdisciplinary subject that draws from applied linguistics, literature, education, psychology, politics and other disciplines that have a possible impact on language teaching and learning. This course has the following goals:

- to sketch briefly the history of foreign language teaching functions and to demonstrate its political dimension
- to work out the aims of foreign language teaching and learning and to analyse the role of English in the context of plurilingualism
- to provide a survey of methods and approaches as well as media used in second and foreign language teaching
- to give an overview of some of the issues involved in the teaching of the linguistic system and the structures of English (pronunciation, lexis, grammar) and the use of the language in constructing and mediating culture(s)
- to outline the development of the linguistic skills such as listening and reading comprehension, speaking and writing to show the role of learners in the learning process and how they can best achieve their aims in learning a foreign language

Topics will be presented with a view to school and adult education; theoretical aspects of language learning will be discussed as well.

Literature:

Müller-Hartmann, Andreas and Marita Schocker von Ditfurth (2011): Introduction to English Language Teaching. Stuttgart: Klett.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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S. Sturm, M.Ed.:

Multilingualism in the EFL classroom – 4412 485

SE, Do 16:45 – 18:15, BBB (Online)

Multilingualism is omnipresent in EFL classrooms of all levels. This entails teaching students with diverse language backgrounds as well as teaching students to become multilingual through institutional foreign language learning. EFL teachers play a special role in offering learning opportunities for the development of multilingual competencies as well as language

(learning) awareness. Therefore, this course will equip you with the theoretical background and practical tools to engage with (emerging) multilingual students. In addition to analysing existing methods and materials, we will develop teaching techniques that include multilingualism in regular English lessons.

Literature: To be announced in class.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. C. Meyer:

Introduction to Teaching Screen Media, Group A – 4412 121

SE, Fr 11:30 – 13:00, BBB (Online)

This course addresses the pedagogical value and didactic potential of screen media (i.e. feature film, documentary film, television, and filmic adaptations of literary texts and comics) in the foreign language classroom. Teaching foreign language film and television shows can not only introduce interesting and relevant material (about culture and language, for example) into the classroom, but also enable learners to increase their perspectivity on ways of being and acting in a complex, diverse world. This means watching (and teaching) cinema and TV is by no means a trivial pursuit. This seminar provides an introduction to the study and teaching of screen media, methods of analysis (and how to guide learners in film and television analysis), and key concepts of cinema and television studies (e.g. storytelling and narrative style, mise-en-scène, cinematography, editing, sound, lighting, color scheme, or special effects). Learning how to read and teach screen media with regard to various formal aspects will acquaint students with the aesthetic and narrative features, as well as the meaning of films (or film scenes) and traditions of film (and television). Students will acquire the competency and analytic skills to critically read and interpret audiovisual media, and will learn how to work with screen media in class (incl. such questions as how to assess the students' media literacy, for interest and ability may vary greatly within a class, so that they can teach a broad range to diverse students (age, abilities, interests)). The course will:

- introduce students to critical terms for the study and analysis of screen media, with a special focus on film and television
- acquaint students with different theoretical justification of audiovisual media and media study
- encourage the development of analytical (and language) skills and learning strategies
- enhance the understanding of screen media as cultural and educational assets
- support a critical handling of audio-visual media and foster media literacy within the context of teaching English as a foreign language
- pair theoretical approaches with practical examples to illustrate how film and television shows can be introduced into classroom tasks.

Literature: to be announced. A reader will be made available at the beginning of the semester. Course requirements will be announced in the first session of the semester.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. C. Meyer.:

Introduction to Teaching Screen Media, Group B – 4412 542

SE, Di 09:45 – 11:15, BBB (Online)

This course addresses the pedagogical value and didactic potential of screen media (i.e. feature film, documentary film, television, and filmic adaptations of literary texts and comics) in the foreign language classroom. Teaching foreign language film and television shows can not only introduce interesting and relevant material (about culture and language, for example) into the classroom, but also enable learners to increase their perspectivity on ways of being and acting in a complex, diverse world. This means watching (and teaching) cinema and TV is by no means a trivial pursuit. This seminar provides an introduction to the study and teaching of screen media, methods of analysis (and how to guide learners in film and television analysis), and key concepts of cinema and television studies (e.g. storytelling and narrative style, mise-en-scène, cinematography, editing, sound, lighting, color scheme, or special effects). Learning how to read and teach screen media with regard to various formal aspects will acquaint students with the aesthetic and narrative features, as well as the meaning of films (or film scenes) and traditions of film (and television). Students will acquire the competency and analytic skills to critically read and interpret audiovisual media, and will learn how to work with screen media in class (incl. such questions as how to assess the students' media literacy, for interest and ability may vary greatly within a class, so that they can teach a broad range to diverse students (age, abilities, interests)). The course will:

- introduce students to critical terms for the study and analysis of screen media, with a special focus on film and television
- acquaint students with different theoretical justification of audiovisual media and media study
- encourage the development of analytical (and language) skills and learning strategies
- enhance the understanding of screen media as cultural and educational assets
- support a critical handling of audio-visual media and foster media literacy within the context of teaching English as a foreign language
- pair theoretical approaches with practical examples to illustrate how film and television shows can be introduced into classroom tasks.

Literature: t.b.a.

A reader will be made available at the beginning of the semester. Course requirements will be announced in the first session of the semester.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

W. Harms, M.Ed.:

Introduction to CLIL – 4412 400

SE, Fr 15:00 – 16:30, BBB (Online)

CLIL (Content and Language Integrated Learning; bilingualer Unterricht) describes a teaching approach which combines (“integrates”) foreign language learning as well as the study of the subject matter itself. In this seminar, we will cover basic knowledge of the theoretical background, which will be discussed on selected examples. In the second half of the semes-

ter we will take a practical approach to CLIL by designing mock lessons in the seminar context. Overall, we will focus on aspects of material development, teaching and learning strategies, and lesson planning for the CLIL classroom.

Hinweis:

Dieses Seminar wird sowohl als B3-Vertiefungsseminar anerkannt als auch gleichzeitig als Einführungsseminar im Rahmen des Zertifizierungsprogramms CLIL TUBS (Content and Language Integrated Learning an der TU Braunschweig). Für nähere Informationen besuchen Sie bitte die Internetseite der Didaktik.

Literature: To be announced in class.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Basismodul 4 “Language Skills”

Modulinformation

Art und Bezeichnung des Moduls	Basismodul 4 Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. Studienjahr Nebenfach: 1. Studienjahr
Credits	6 LP

Kompetenzen:

- Beherrschung der englischen Sprache gemäß Niveaustufe C1 des europäischen Referenzrahmens.
- Formal korrekte, adressatenbezogene, situativ angemessene und registergerechte Verwendung des Standard-Englischen.
- Fähigkeit, Sprachregister der zukünftigen Berufsfelder zu beherrschen.
- Kenntnis der fachspezifischen sprachlichen Besonderheiten des zukünftigen Berufsfeldes und sichere kontext-bezogene Verwendung.
- Kenntnis und Verständnis der Standardvarietäten des Englischen.

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen:	
Grammar Exercises I (2 SWS) Communication Practice I (2 SWS) Practical Phonetics (1 SWS)	
PL: Sprachpraktische Klausur	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

J. Peters:

Communication Practice I, Group A – 4412 157

UE, Mo 08:00 – 09:30, BBB (Online)

The course is designed to promote both listening and speaking skills to help enable the students to perform competently in all possible language situations. The emphasis of the course is principally on how to communicate effectively in English. Therefore, it is not a grammar-based course but, instead, makes use of all kinds of controlled language activities where communication is important – ranging from pair-work and role-play games to more serious discussion work.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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J. Tavares:

Communication Practice I, Group B – 4412 028

UE, Di 15:00 – 16:30, BBB (Online)

The course is designed to promote both listening and speaking skills to help enable the students to perform competently in all possible language situations. The emphasis of the course is principally on how to communicate effectively in English. Therefore, it is not a grammar-based course but, instead, makes use of all kinds of controlled language activities where communication is important – ranging from pair-work and role-play games to more serious discussion work.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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N. Ahlborn:

Communication Practice I, Group C – 4412 499

UE, Do 18:30 – 20:00, BBB (Online)

The course is designed to promote both listening and speaking skills to help enable the students to perform competently in all possible language situations. The emphasis of the course is principally on how to communicate effectively in English. Therefore, it is not a grammar-based course but, instead, makes use of all kinds of controlled language activities where communication is important – ranging from pair-work and role-play games to more serious discussion work.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. K. E. Barnes:

Grammar Exercises I, Group A – 4412 326

UE, Mi 16:45 – 18:15, BBB (Online)

This course is intended for all BA students in their first year. Grammar Exercises I is designed to fill in the missing gaps many students have in their general English skills. Although the course is in English, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature: Grammar Exercises I Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

S. Kingsbury:

Grammar Exercises I, Group B – 4412 299

UE, Do 08:00 – 09:30, BBB (Online)

This course is intended for all BA students in their first year. Grammar Exercises I is designed to fill in the missing gaps many students have in their general English skills. Although the course is in English, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature: Grammar Exercises I Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

Dr. S. McGury:

Grammar Exercises I, Group C – 4412 349

UE, Fr 13:15 – 14:45, BBB (Online)

This course is intended for all BA students in their first year. Grammar Exercises I is designed to fill in the missing gaps many students have in their general English skills. Although the course is in English, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English grammar more efficiently.

Literature: Grammar Exercises I Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

J. Peters:

Practical Phonetics, Group A (1 SWS) – 4412 401

UE, Mo 09:45 – 10:30, BBB (Online)

This course provides you with the opportunity to acquaint yourself with and - more importantly - to practice the sounds, rhythms and intonation patterns of **British English** through oral and transcription practice. In addition, you will also learn to use the IPA (International Phonetic Alphabet) and address pronunciation difficulties encountered by German students.

- Introduction to British (and, to a lesser extent, Irish) English pronunciation
- IPA broad transcription of British English
- Discussion and examples of accent and dialect awareness in British and Irish English; factors: region, class/social group, age etc.
- Discuss and practise problem phonemes
- Discuss and practise word stress
- Discuss and practise spelling and pronunciation issues, especially as they relate to German students
- Discuss and practise connected speech (brief introduction): weak forms vs strong forms etc.

Literature:

Roach, Peter. English Phonetics and Phonology. 4th rev. ed. Cambridge: 2009. ISBN: 9780521717403

Cambridge English Pronouncing Dictionary, 18th Edition by Daniel Jones. 2012. ISBN: 978-0521152556

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. K. E. Barnes:

Practical Phonetics, Group B (1 SWS) – 4412 235

UE, Di 10:30 – 11:15, BBB (Online)

This course provides you with the opportunity to acquaint yourself with and - more importantly - to practice the sounds, rhythms and intonation patterns of **American English** through oral and transcription practice. In addition, you will also learn to use the IPA (International Phonetic Alphabet) and address pronunciation difficulties encountered by German students.

- Introduction to American English pronunciation
- IPA transcription of American English
- Discussion and examples of accent and dialect awareness in American English; factors: region, class/social group, age etc.
- Discuss and practise problem phonemes
- Discuss and practise word stress
- Discuss and practise spelling and pronunciation issues, especially as they relate to German students
- Discuss and practise connected speech (brief introduction): weak forms vs strong forms etc.

Literature:

The American Accent Guide, 3rd Edition by Beverly Lujan. ISBN: 978-0963413918
English Phonetics and Phonology by Hartwig Eckert and William Barry. ISBN: 388476740
Cambridge English Pronouncing Dictionary, 18th Edition by Daniel Jones. ISBN: 978-0521152556

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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J. Peters:

Practical Phonetics, Group C (1 SWS) – 4412 205

UE, Mi 14:00 – 14:45, BBB (Online)

This course provides you with the opportunity to acquaint yourself with and - more importantly - to practice the sounds, rhythms and intonation patterns of **British English** through oral and transcription practice. In addition, you will also learn to use the IPA (International Phonetic Alphabet) and address pronunciation difficulties encountered by German students.

- Introduction to British (and, to a lesser extent, Irish) English pronunciation
- IPA broad transcription of British English
- Discussion and examples of accent and dialect awareness in British and Irish English; factors: region, class/social group, age etc.
- Discuss and practise problem phonemes
- Discuss and practise word stress
- Discuss and practise spelling and pronunciation issues, especially as they relate to German students
- Discuss and practise connected speech (brief introduction): weak forms vs strong forms etc.

Literature:

Roach, Peter. English Phonetics and Phonology. 4th rev. ed. Cambridge: 2009. ISBN: 9780521717403
Cambridge English Pronouncing Dictionary, 18th Edition by Daniel Jones. 2012. ISBN: 978-0521152556

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. K. E. Barnes:

Practical Phonetics, Group D (1 SWS) – 4412 215

UE, Do 16:45 – 17:30, BBB (Online)

This course provides you with the opportunity to acquaint yourself with and - more importantly - to practice the sounds, rhythms and intonation patterns of **American English** through oral and transcription practice. In addition, you will also learn to use the IPA (International Phonetic Alphabet) and address pronunciation difficulties encountered by German students.

- Introduction to American English pronunciation
- IPA transcription of American English
- Discussion and examples of accent and dialect awareness in American English; factors: region, class/social group, age etc.
- Discuss and practise problem phonemes
- Discuss and practise word stress
- Discuss and practise spelling and pronunciation issues, especially as they relate to German students
- Discuss and practise connected speech (brief introduction): weak forms vs strong forms etc.

Literature:

The American Accent Guide, 3rd Edition by Beverly Lujan. ISBN: 978-0963413918

English Phonetics and Phonology by Hartwig Eckert and William Barry. ISBN: 388476740

Cambridge English Pronouncing Dictionary, 18th Edition by Daniel Jones. ISBN: 978-0521152556

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Basismodul 5 “Discussing Culture and Society”

Modulinformation

Art und Bezeichnung des Moduls	Basismodul Discussing Culture and Society (Landeskunde)
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. Studienjahr Nebenfach: 2. Studienjahr
Credits	6 LP

Kompetenzen:

- Fähigkeit, komplexe inhaltliche Zusammenhänge strukturiert in englischer Sprache darzustellen.
- Fähigkeit, Strukturen der Gegenwartsgesellschaft von anglophonen Ländern in deren historischen und kulturellen Entstehungszusammenhängen zu erkennen.
- Fähigkeit zur sprachlichen Umsetzung länderspezifischen Orientierungswissens:
 - Fähigkeit, politische, soziale, wirtschaftliche und kulturelle Phänomene der Gegenwart in anglophonen Ländern unter Berücksichtigung der jeweiligen spezifischen Strukturen in englischer Sprache zu beschreiben.
 - Fähigkeit, grundlegende und aktuelle Themen der historischen und kulturellen Entwicklung von anglophonen Ländern mündlich und schriftlich in englischer Sprache zu erläutern und reflektieren.

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen:	
1 LV (Essay Writing zu) Landeskunde Anglistik – Amerikanistik (2 SWS)	
1 LV Text Production (2 SWS)	
1 LV Vocabulary Expansion (1 SWS)	
PL:	Englischsprachiges Essay

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

J. Tavares:

Landeskunde I: America – American Conspiracies: Narratives, Rumor, and Theories – 4412 454

SE, Di 18:30 – 20:00, BBB (Online)

Conspiracy narratives and speculative rumors of a conspiracist nature are intermittently popular in almost all segments of American culture. The general motivations of conspiracy beliefs relate to essential needs (for knowledge, to feel safe and secure, to feel good about oneself and one's group), but evidence shows these needs are not actually served by conspiracy beliefs. Conspiracy theories tend to be explanations that conflict with best academic knowledge and belief in them leads to less support for democratic processes and institutions. They play a role in political polarization, and they are used in identity-protective cognition. They may both express and arouse strong feelings and divide communities and society.

Conspiracy theories as a general topic thus satisfy general criteria for controversial issues. At the same time, they are particularly interesting because they hover between the superficially and the inherently controversial: although in practice often resistant to contradictory evidence, they generally appeal to reason and evidence. While they sometimes are rooted in deep religious and religion-like beliefs, this makes them good cases for practicing analytical skills that could better serve all the needs above.

This class will explore a number of conspiracy theories and how they have shaped the minds of American society in the past and the present beginning with the stock market crash in 1929 continuing up to the recent 2020 presidential election.

Literature Required: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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J. Peters:

Landeskunde I: Great Britain & Ireland – The Mystery Isles - Sorting Truth from Myth in the History and Culture of Great Britain and Ireland – 4412 233

SE, Mi 15:00 – 16:30, BBB (Online)

Spanning the Celtic settlement of the Isles to the British Empire and its legacy, this course invites you to confront and challenge some of the potent myths that have come to shape discourses on the history and culture of Britain and Ireland. The complex, intertwined history of these nations ('The Mystery Isles') presents a fascinating array of enigmas and conundrums that continue to exercise the minds of scholars and thinking laypersons alike: enigmas and conundrums of vital relevance to understanding the contemporary world.

Why, for example, was a 13th-century pope so exasperated with England that he excommunicated the king for five years? How did this unfortunate occurrence lead to the creation of a document often regarded as the blueprint for parliamentary democracy and the U.S. Constitution? Why were the Irish hailed as the saviours of western civilization in the aftermath of the fall of the Roman Empire? How did Scotland become one of the epicentres of the European Enlightenment in the 18th century? Most puzzlingly of all, how did a pitiful, rain-sodden out-

crop of rocks on the fringes of Europe come to dominate much of the world for three centuries and to lay the foundations, for better or worse, of our modern, globalized world?

Although the British Empire has bequeathed a toxic legacy of unresolved conflicts around the globe (not least in Ireland), its existence as a superpower over three centuries helped advance the English language to its current status as the globe's lingua franca. The Empire project also ultimately gave rise to Britain's multicultural identity. While Britain's position of economic and military dominance on the world stage has largely diminished over the past century, the country continues to punch above its current geopolitical weight as a cultural 'soft power' of considerable influence and prestige, in areas as diverse as literature, sport, rock music and fashion.

Literature Required: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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S. Kingsbury:

Landeskunde I: New Zealand – The Events that have helped shape Modern New Zealand and New Zealanders – 4412 364

SE, Do 11:30 – 13:00, BBB (Online)

New Zealand, a small island nation of roughly 4 million people and 40 million sheep has a very special culture, one that is unique and one that has had a significant impact on the modern world. Students will gain an insight into this culture and cultural phenomenon such as the Bungee jump, the Haka and the furry kiwi (though well known, will also be investigated). Furthermore, students will examine the major events in New Zealand's short history, which have had an effect on forming the modern New Zealand way of life. Events that range from the settlement of the Maori tribes and their clashes with European colonists, women's suffrage, and the impact of the First World War to modern sporting achievements, the Christchurch earthquake and developments in television, music and film will also be examined.

Literature: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. S. McGury:

Text Production, Group A – 4412 018

UE, Mo 18:30 – 20:00, BBB (Online)

One of the best ways to learn writing is by writing and for that reason you will be asked to do a lot of inventing, drafting, and revising – that's what writing is. Sharing work with others either in peer-response groups, writing groups, or collaborative efforts, promotes learning about writing by widening the response writers get to their work. Finally, your writing instructor, who constitutes another important component of learning to write, will answer questions

you may have or suggest ways of going about writing. In addition, we will also focus on some grammar and language.

Literature:

MLA Handbook. ISBN: 978-1603290241

They Say, I Say by Gerald Graff and Cathy Birkenstein, 3rd ed. ISBN: 978-0393935844

Essays by Alice Oshima and Ann Hogue. ISBN: 978-0132915694

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

N. Ahlborn:

Text Production, Group B – 4412 019

UE, Mi 18:30 – 20:00, BBB (Online)

One of the best ways to learn writing is by writing and for that reason you will be asked to do a lot of inventing, drafting, and revising – that’s what writing is. Sharing work with others either in peer-response groups, writing groups, or collaborative efforts, promotes learning about writing by widening the response writers get to their work. Finally, your writing instructor, who constitutes another important component of learning to write, will answer questions you may have or suggest ways of going about writing. In addition, we will also focus on some grammar and language.

Literature:

MLA Handbook. ISBN: 978-1603290241

They Say, I Say by Gerald Graff and Cathy Birkenstein, 3rd ed. ISBN: 978-0393935844

Essays by Alice Oshima and Ann Hogue. ISBN: 978-0132915694

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

S. Kingsbury:

Text Production, Group C – 4412 021

UE, Do 13:15 – 14:45, BBB (Online)

One of the best ways to learn writing is by writing and for that reason you will be asked to do a lot of inventing, drafting, and revising – that’s what writing is. Sharing work with others either in peer-response groups, writing groups, or collaborative efforts, promotes learning about writing by widening the response writers get to their work. Finally, your writing instructor, who constitutes another important component of learning to write, will answer questions you may have or suggest ways of going about writing. In addition, we will also focus on some grammar and language.

Literature:

MLA Handbook. ISBN: 978-1603290241

They Say, I Say by Gerald Graff and Cathy Birkenstein, 3rd ed. ISBN: 978-0393935844

Essays by Alice Oshima and Ann Hogue. ISBN: 978-0132915694

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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J. Tavares:

Vocabulary Expansion I, Group A (1 SWS) – 4412 113

UE, Di 17:30 – 18:15, BBB (Online)

This course concentrates on extending the student's range of general vocabulary by looking at such areas as roots, antonyms, synonyms, and word-formation. Some emphasis will be placed on collocations, idioms, and phrasal verbs as well.

Literature: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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J. Peters:

Vocabulary Expansion I, Group B (1 SWS) – 4412 124

UE, Mi 13:15 – 14:00, BBB (Online)

This course concentrates on extending the student's range of general vocabulary by looking at such areas as roots, antonyms, synonyms, and word-formation. Some emphasis will be placed on collocations, idioms, and phrasal verbs as well.

Literature: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. S. McGury:

Vocabulary Expansion I, Group C (1 SWS) – 4412 125

UE, Fr 08:45 – 09:30, BBB (Online)

This course concentrates on extending the student's range of general vocabulary by looking at such areas as roots, antonyms, synonyms, and word-formation. Some emphasis will be placed on collocations, idioms, and phrasal verbs as well.

Literature: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Aufbaumodul 1 “Periods and Genres”

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 1 Periods and Genres
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 2. Studienjahr Nebenfach: 3. Studienjahr
Credits	6 LP

Kompetenzen:

- Vertiefte Kenntnisse zentraler Entwicklungen und Strömungen der britischen, amerikanischen und anglophonen Literaturen.
- Vertiefte Kenntnisse zentraler Themenbereiche aus den britischen, amerikanischen und anglophonen Kulturen.
- Vertiefung und kontextuelle Verbreiterung (Orientierungswissen) der Fähigkeiten aus dem Basismodul im Bereich der verschiedenen literarischen Epochen, Genres und der Methodologie.
- Souveräner Umgang mit literatur- und kulturwissenschaftlichen Terminologien, Kategorien, Analyseverfahren und Interpretationsansätzen.
- Fähigkeit zur selbständigen und wissenschaftlichen Ansprüchen genügenden Erarbeitung von Themen und Projekten.
- Fähigkeit zur medialen Aufbereitung von Forschungsergebnissen: Umgang mit verschiedenen Präsentationstechniken (Schlüsselqualifikationen).

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind zu belegen (auf Winter und Sommer zu verteilen):	
2 LV Literary and Cultural Studies	
PL: 1 mündliche Prüfung / oder Klausur (allg./spez., auf Basis einer Leseliste)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. R. Heinze:

Survey Course I: American Literature 1 – 4412 523

SE, Mo 11:30 – 13:00, BBB (Online)

This course will introduce you to US-American literature and its cultural contexts from the beginnings to the end of the 19th century. Caveat: the course has a heavy reading load, so start reading early. The syllabus will be available on Stud.IP well in advance of the semester. All of the texts will be taken from **the first three volumes** of the 2017 (9th ed.) **five-volume edition** of the *Norton Anthology of American Literature*.

Primary Literature:

Baym, N. *The Norton Anthology of American Literature*. 9th Edition. New York: Norton, 2017.

Secondary Literature:

Zapf, H. *Amerikanische Literaturgeschichte*. Stuttgart: Metzler, 2010.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Prof. Dr. E. Voigts:

Survey Course II: Anglo-Irish Literature – 4412 540

SE, Di 09:45 – 11:15, BBB (Online)

This survey course will introduce you to key texts and periods of Anglo-Irish literature and its cultural contexts. After a brief introduction to writing prior to the nineteenth century, we will turn to the literature of Irish Romanticism, the Irish Literary Revival, Modernism and Post-modernism, and, finally, to contemporary times. Our starting point will be the governing principles of literary histories.

We will not only discuss the aesthetic qualities of Irish poetry, drama, fiction, and other prose written in English but also take into account its political and cultural contexts. This involves, above all, Ireland's journey towards independence from Britain and its cultural and linguistic heritage as a Celtic nation.

The syllabus will be available on Stud.IP in advance of the semester. Caveat: the course has a heavy reading load, so start reading early.

Literature:

Please purchase our textbook: Regan, Stephen, ed. *Irish Writing: An Anthology of Irish Literature in English 1789-1939*. Oxford World's Classics. Oxford: Oxford UP, 2008. Additional reading material will be announced at the beginning of the semester. Suggested secondary literature for orientation in the field: Deane, Seamus. *A Short History of Irish Literature*. London: Hutchinson, 1986. Welch, Robert, ed. *The Oxford Companion to Irish Literature*. New York: Clarendon, 1996. Wright, Julia M., ed. *A Companion to Irish Literature*. 2 Vols. Chichester: Wiley-Blackwell, 2010.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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S. John, M.A.:

**Survey Course II: British Literature –
Romanticism to New English Literatures – 4412 102**

SE, Di 11:30 – 13:00, BBB (Online)

This course provides an overview of British literary history from the Romantic period to the twenty-first century. We will discuss themes and aesthetic practices informing Romantic, Victorian, Modernist and Postmodernist literature, while also developing a critical perspective onto the notion of periodisation itself. Our readings of poems, narrative and dramatic texts will enable you to advance your analytical skills. We will start out with the literature of Romanticism, which reacted to political upheavals such as the French Revolution and the social changes brought about by industrialisation and urbanisation. From the great novelists of the Victorian era, including Charles Dickens and the Brontë sisters, we will move to Modernist innovations by, for example, T.S. Eliot and Virginia Woolf, and the literature written in the aftermath of two world wars. The course will finish with an outlook onto postcolonial writings and on the plurality of ethnic, gender, and regional identities that shape Britain's contemporary literary scene.

Primary literature:

Our textbook will be: Greenblatt, Stephen, et al., eds. *The Norton Anthology of English Literature* (8th or more recent edition).

Secondary literature:

For orientation in the field, please consult the standard literary histories (Seeber, *Englische Literaturgeschichte*; Poplawski, *English Literature in Context*; Sampson, *Cambridge Guide to English Literature*; Bloomsbury *Guide to English Literature*; Peck/Coyle, *A Brief History of English Literature*; Sanders, *The Short Oxford History of English Literature*).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

Prof. Dr. R. Heinze:

Survey Course II: American Literature 2 – 4412 525

SE, Do 11:30 – 13:00, BBB (Online)

This course will introduce you to US-American literature and its cultural contexts from the beginning of the 20th century to the present. You need not have taken the first survey course of US-American literature to attend this one; however, it helps. Caveat: the course has a heavy reading load, so start reading early. The syllabus will be available on Stud.IP in advance of the semester. All of the texts will be taken from the **last two volumes** (D&E) of the 2017 (9th ed.) **five-volume edition** of the *Norton Anthology of American Literature*.

Primary Literature:

Baym, N. *The Norton Anthology of American Literature*. 9th Edition. New York: Norton, 2017.

Secondary Literature:

Zapf, H. *Amerikanische Literaturgeschichte*. Stuttgart: Metzler, 2010.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

Aufbaumodul 2 “Analyzing English: System and Variability”

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 2 Analyzing English: System and Variability
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 2. Studienjahr Nebenfach: 3. Studienjahr
Credits	6 LP

Kompetenzen:

- Fähigkeit zur Analyse von Sprachsystem und Sprachvariabilität und den entsprechenden sprachlichen Daten des gesprochenen und geschriebenen Englisch in den jeweiligen sprachwissenschaftlichen Teilgebieten.
- Grundlegende Kenntnisse der Variation des Englischen in sozialer, zeitlicher oder räumlicher Dimension in Wort und Schrift (= Kenntnisse der Varietäten sowie psycholinguistische Verarbeitungsmechanismen).
- Kenntnisse der Entwicklungsprozesse und –prinzipien in der allgemein-sozialen Dimension (Sprachgeschichte) und im individuellen Bereich (Spracherwerb).
- Vertiefung expliziten Sprachwissens und Fähigkeit zur Anwendung kontrastiver Analysen des Deutschen und Englischen.
- Anwendung der Techniken linguistischer Datenaufbereitung und Präsentation (in Nachschlag- und Schulgrammatiken, in Wörterbüchern; traditionell wie auch digitalisiert) (Schlüsselqualifikationen).
- Erhöhung der fremdsprachlichen Kompetenz mit dem Schwerpunkt auf Sprachbewusstsein in Grammatik,
- Pragmatik und Lexik.

Modulaufbau

Wintersemester	Sommersemester
<p>Zwei Seminare (2 x 2 SWS) sind zu belegen, die die folgenden Bereiche abdecken (werden im Sommer- und Wintersemester angeboten):</p> <p>Bereich: Systems of Language and Communication (empfohlen im WS) Synchrone Betrachtung des englischen Sprachsystems als System der Kommunikation</p> <p>Bereich: Developmental and Linguistic Variation (empfohlen im SoSe) Sprachvariation aus Sicht der (sprachlichen) Entwicklung eines Menschen (Spracherwerb), in Bezug auf die Sprachgeschichte (inkl. Sprachevolution und Sprachtypologie) bzw. Ausprägungen in Dialekten, Soziolekten und anderen Varietäten; auf allen sprachlichen Ebenen.</p> <p>PL: Englischsprachige Hausarbeit mit Präsentation</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Systems of Language and Communication

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 280

SE, Do 11:30 – 13:00, BBB (Online)

The purpose of this course is to give an insight into language comparison with a clear focus on English-German contrasts. Starting with an introduction to Contrastive Linguistics (i.e. its major goals, methodology, findings and fields of application) we will go on to compare German and English sentence structure (as well as related morphological aspects) from two perspectives, the descriptive as well as the generative syntactic perspective. Building up on students' knowledge of sentence structure gained in the introductory course, we will look at categories, sentence structure and syntactic movement in more detail, including underlying theoretical principles postulated in generative syntactic theory. Lectures will include practical work in the form of exercises.

Literature:

König, E. & Gast, V. (2012). *Understanding English-German contrasts* (3 ed.). Berlin: Erich Schmidt Verlag.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Themenbereich: Developmental and Linguistic Variation

Dr. V. Heyer:

First Language Acquisition – 4412 316

SE, Di 15:00 – 16:30, BBB (Online)

Learning a language is easy - any child can do it! Notwithstanding its apparent ease, acquiring a language is one of the major feats in child development, and it sets humans apart from other species. At the same time, language acquisition does not happen overnight, and children make errors along the way like the following.

(1) He singed a song.

(2) No Peter like chocolate.

(3) I want apple. (referring to banana)

What do these errors tell us about language and how children acquire it? We will look at lots of data from children to address this and the following questions: What is special about language in relation to other cognitive skills? How is language represented in the brain, and how does the brain develop in children? Is there an innate component to language acquisition? What types of input are necessary for children to acquire language? How do children learn language sounds, words and sentences? Why do children acquire languages much more easily than adults?

Literature:

Saxton, M. (2017). *Child language: Acquisition and development* (2 ed.). London: Sage.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. H. Comes-Koch:
Contrastive Grammar – 4412 280
SE, Do 11:30 – 13:00, BBB (Online)

The purpose of this course is to give an insight into language comparison with a clear focus on English-German contrasts. Starting with an introduction to Contrastive Linguistics (i.e. its major goals, methodology, findings and fields of application) we will go on to compare German and English sentence structure (as well as related morphological aspects) from two perspectives, the descriptive as well as the generative syntactic perspective. Building up on students' knowledge of sentence structure gained in the introductory course, we will look at categories, sentence structure and syntactic movement in more detail, including underlying theoretical principles postulated in generative syntactic theory. Lectures will include practical work in the form of exercises.

Literature:

König, E. & Gast, V. (2012). *Understanding English-German contrasts* (3 ed.). Berlin: Erich Schmidt Verlag.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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D. Şafak, M.A.:
Second Language Acquisition, Group A – 4412 527
SE, Mo 15:00 – 16:30, BBB (Online)

This course will provide an overview of the central issues discussed in second language acquisition, e.g.: What are the processes underlying language acquisition in general? Is there a difference between first and second language acquisition? What is the role of the first language? Are there individual differences between learners of the same second language? How do learners communicate in the second language? What is the role of instruction? Current models / theories of (second) language acquisition, as well as empirical studies will be introduced. Students will also be familiarised with the analysis of language data.

Literature:

Gass, S., Behney, J., & Plonsky, L. (2013). *Second language acquisition: An introductory course* (4 ed.). New York / London: Routledge.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. R. Carroll:

Second Language Acquisition, Group B – 4412 526

SE, Do 09:45 – 11:15, BBB (Online)

This course will provide an overview of the central issues discussed in second language acquisition, e.g.: What are the processes underlying language acquisition in general? Is there a difference between first and second language acquisition? What is the role of the first language? Are there individual differences between learners of the same second language? How do learners communicate in the second language? What is the role of instruction? Current models / theories of (second) language acquisition, as well as empirical studies will be introduced. Students will also be familiarised with the analysis of language data.

Literature:

Gass, S., Behney, J., & Plonsky, L. (2013). *Second language acquisition: An introductory course* (4 ed.). New York / London: Routledge.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Aufbaumodul 4 “Intermediate Language Skills“

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 4 Intermediate Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach nur für Master LGym oder Fachwissenschaft: 2. Studienjahr
Credits	8 LP

Kompetenzen:

- Förderung und Verbesserung der englischen Sprachkompetenz.
- Fähigkeit zum sicheren sprachlichen Ausdruck im Englischen
 - Beherrschung des grammatischen Regelwerks
 - Sicherheit im Gebrauch des Fachvokabulars.
- Fähigkeit, theoretisch und methodisch angemessen sowie begrifflich korrekt Phänomene der Zeitgeschichte (Gesellschaft, Politik, Wirtschaft) in englischer Sprache zu reflektieren und zu beschreiben.
- Fähigkeit, grundlegende Themen der Geschichte und Kultur von anglophonen Ländern schriftlich und mündlich zu erläutern und zu reflektieren.
- Differenzierte Kenntnis und entsprechendes Verständnis der Standardvarietäten und weiter wesentlicher sozialer, nationaler und regionaler Varietäten des Englischen und Fähigkeit, diese einordnen zu können.

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen:	
Grammar Exercises II (2 SWS)	
Vocabulary Expansion II (2 SWS)	
Communication Practice II (1 SWS)	
PL: Hausaufgaben (take home tasks)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

J. Tavares:

Communication Practice II, Group A (1 SWS) – 4412 172

UE, Di 16:45 – 17:30, BBB (Online)

The course is designed to promote communication skills in presentation and public speaking situations. We will look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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A. Böker:

Communication Practice II, Group B (1 SWS) – 4412 064

UE, Do 17:30 – 18:15, BBB (Online)

The course is designed to promote communication skills in presentation and public speaking situations. We will look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. S. McGury:

Communication Practice II, Group C (1 SWS) – 4412 067

UE, Fr 08:00 – 08:45, BBB (Online)

The course is designed to promote communication skills in presentation and public speaking situations. We will look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. K. E. Barnes:

Grammar Exercises II, Group A – 4412 041

UE, Mo 18:30 – 20:00, BBB (Online)

Grammar Exercises II picks up where Grammar Exercises I left off. In this course, the students will continue to fill in the gaps in their general English skills. As in Grammar Exercises I, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Grammar II Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

S. Kingsbury:

Grammar Exercises II, Group B – 4412 042

UE, Do 09:45 – 11:15, BBB (Online)

Grammar Exercises II picks up where Grammar Exercises I left off. In this course, the students will continue to fill in the gaps in their general English skills. As in Grammar Exercises I, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Grammar II Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

R. Auer, M.A.:

Vocabulary Expansion II, Group A – 4412 035

UE, Mo 16:45 – 18:15, BBB (Online)

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analysing word parts, semantic mapping, and creating word consciousness. Students will also create word logs and writing assignments based on the target vocabulary.

Literature:

The Hobbit by J.R.R. Tolkien, ISBN: 978-0547928227

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. S. McGury:

Vocabulary Expansion II, Group B – 4412 120

UE, Fr 16:45 – 18:15, BBB (Online)

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analyzing word parts, semantic mapping, and creating word consciousness. Students will also create word logs and writing assignments based on the target vocabulary.

Literature:

Titel: *Where the Crawdads Sing*

Autorin: Delia Owens

Verlag: G.P. Putnam's Sons (ISBN-10 : 0735219095, ISBN-13 : 978-0735219090)

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Projektmodul P “Theories, Methods, Models”

Modulinformation

Art und Bezeichnung des Moduls	Projektmodul P Theories, Methods, Models
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 3. Studienjahr (Ziel MA Fachwiss. / MA Gym) Nebenfach: -
Credits	7 LP

Kompetenzen:

- Allgemein: (Forschendes Lernen).
- Fähigkeit zur eigenständigen, vermittlungs- bzw. produktorientierten Forschung.
- Fähigkeit zur Formulierung, Strukturierung, Recherche.
- Fähigkeit zur Auswertung und Präsentationsgestaltung eines fachwissenschaftlichen Themas.
- Fähigkeit zur Teamarbeit.
- Fähigkeit zur wissenschaftlichen Selbstreflexion und zur Evaluation eigener Arbeitserfahrungen.

Modulaufbau

	Sommersemester
1 Seminar (2 SWS) ist zu belegen:	
SL: Englischsprachiges Portfolio über Projekt (inkl. Entwurf einer fachlichen komplexen englischsprachigen Hausarbeit)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. M. Marcsek-Fuchs:
Shakespeare Online – 4412 529
SE, Do 11:30 – 13:00, BBB (Online)

Like many other theatres during the pandemic, the Globe Theatre in London and the Royal Shakespeare Company in Stratford-upon-Avon needed to relocate their performances to the internet. The same is true for much of their educational programmes and materials. Yet, it is not only since the Corona pandemic that ‘all the world (wide web)’s been a stage’ and that Shakespeare has gone viral on the Net. There are numberless Facebook, Twitter, and Instagram posts connected with the Bard and web adaptations of his plays. Plus, there is a great abundance of educational materials available on the websites of both the theatres and renowned Shakespeare libraries.

This class will explore the representation(s) of Shakespeare on the internet and investigate how he and his plays have gone viral through adaptation and bottom-up fan activity. This includes Facebook accounts attributed to the Bard, theatre and library websites, Twitter versions, and web adaptations of his plays as well as educational materials of and around the ‘Shakespeare Universe’. Examples will include such adaptations as Geeky Blonde’s *Condensed Shakespeare* (a collection of one-woman Shakespeare adaptations), Kelly, Shekar, and Sullivan’s *Titus and Dronicus* (Hamlet’s case investigated by Sherlockian detectives), the mash-up *Blank Verse* as well as the very topical corona-versions called *Shakespeare in Isolation*. Our quest will include filmic adaptations that went into online screenings and lead to online and offline Shakespeare games.

As preparation, please get informed about Shakespeare’s world and works before the first session of this class and (re-)read the following three plays: *Romeo and Juliet*, *A Midsummer Night’s Dream* and *Hamlet*. In our first session, we will decide upon a selection of further plays.

Primary Sources:

Shakespeare, William. *A Midsummer Night’s Dream*, *Hamlet*, *Macbeth*, *Much Ado about Nothing*, *Romeo and Juliet* (The Arden editions of the plays are strongly recommended!)

Secondary Sources / Recommended Reading:

Carson, Christie, and Peter Kirwan, eds. *Shakespeare and the Digital World: Redefining Scholarship and Practice*. Cambridge: Cambridge UP, 2014.

O’Neill, Stephen, ed. *Broadcast Your Shakespeare: Continuity and Change across Media*. London: Bloomsbury, 2018. Arden Shakespeare.

----. *Shakespeare and YouTube: New Media Forms of the Bard*. London: Bloomsbury, 2015.

Schabert, Ina, ed. *Shakespeare Handbuch: Die Zeit -Der Mensch -Das Werk -Die Nachwelt*. 5th ed. Stuttgart: Körner, 2009.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

Prof. Dr. R. Heinze:

Pandemics in Fiction and Film – 4412 528

SE, Do 15:00 – 16:30, BBB (Online)

Diseases and pandemics have been a staple of the literary imagination for several centuries (and for much longer in the history of humanity, of course). Their representation is never just an "innocuous" depiction of a natural biological process/occurrence but always comes with significant ideological and cultural historical baggage. Given the current worldwide pandemic, it would seem timely to look more closely at the literary/cultural history of how pandemics have been represented, constructed, fictionally negotiated, and discursively "quarantined". In this course, we will look at hallmark texts and films from a variety of (cultural & historical) contexts.

Texts:

Mary Shelley (1826). *The Last Man*.

Jack London (1912). *The Scarlet Plague*.

Richard Matheson (1954). *I Am Legend*.

Michel Crichton (1969). *The Andromeda Strain*.

Wolfgang Petersen (1995). *Outbreak*.

Steven Soderbergh (2011). *Contagion*.

Marc Forster (2013). *World War Z*.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

Prof. Dr. H. Hopp:

Research Methods – 4412 321

SE, Do 16:45 – 18:15, BBB (Online)

This seminar provides students with essential knowledge and skills they need to write a BA thesis in linguistics. The course focusses on how to understand and produce (quantitative) research in linguistics. It consists of three major parts. First, you learn about how to find and prepare a suitable topic for a BA thesis. We will describe the basics of the finding and reading relevant literature, finding a research question, developing hypotheses, choosing an appropriate research design, writing a research proposal. Second, we turn to data collection and coding as well as analyzing empirical data by means of descriptive statistics and statistical hypothesis testing. You will apply your newly acquired statistical knowledge in hands-on exercises in the software packages Excel® and JASP®. Third, we consider essentials of writing a BA thesis. We address key issues such as organizing your thesis, reporting results and working with references. All topics will be illustrated with authentic research (data) from BA theses in psycholinguistics, sociolinguistics and applied linguistics.

Literature:

Rasinger, S. (2013). *Quantitative research in Linguistics: An introduction* (2 ed.). London: Continuum.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

Erweiterungsmodul 1 “Advanced Literary and Cultural Studies”

Modulinformation

Art und Bezeichnung des Moduls	Erweiterungsmodul Advanced Literary and Cultural Studies 1
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 3. Studienjahr Nebenfach: –
Credits	15 LP

Kompetenzen:

- Praktische Anwendung der in Basis- und Aufbaumodul erworbenen Analyse- und Bearbeitungsfähigkeiten sowie Vertrautheit, Vertiefung und Reflexion wichtiger Methoden und Theorien der Literatur- und Kulturwissenschaft.
- Wissenschaftstheoretische, ideengeschichtliche und interdisziplinäre Reflexion dieser Methoden und Theorien.
- Fähigkeit zu eigenständiger Forschungsarbeit und zur Präsentation unter Anleitung, allein und in Gruppen.

Modulaufbau

Wintersemester	Sommersemester
<p>Folgende LV sind zu belegen (auf Winter und Sommer zu verteilen):</p> <p>Als Fachmodul oder BA-Modul 2 LV (4 SWS) u. 1 extracurriculare Veranstaltung (2 SWS)</p> <p>Als Fachmodul PL: komplexe Hausarbeit (6 Wochen) mit Referat</p> <p>Als BA-Modul PL: BA-Arbeit (9 Wochen) mit Referat</p>	

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

C. Sternberg

Late Victorian Slum Fiction – 4412 539

SE, Mo 15:00 – 16:30, BBB (Online)

In late Victorian England, there was an upsurge of interest in the literary depiction of the working class and urban poverty. The genre of slum fiction emerged and gained popularity during the last two decades of the 19th century. Many writers chose the notorious East End of London as the local setting of their fiction, which was frequently referred to as “the abyss”, “the nether world”, or London’s “heart of darkness”. Focussing on the East End, this course examines how the numerous fictional and non-fictional accounts of urban poverty have shaped the image of the late Victorian slum. We will analyse and discuss selected slum narratives ranging from idealised and romanticised representations of urban poverty to more neutral descriptions and rather pessimistic portrayals of filth, crime, and degradation. Readings will include novels and short stories written by Walter Besant, George Gissing, Margaret Harkness, Rudyard Kipling, and Arthur Morrison.

Literature: To be announced.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 15:00).

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L. Tamas:

Modernism: Down and Out in London and Paris – 4412 531

SE, Mo 18:30 – 20:00, BBB (Online)

Often, for simplicity's sake, we tend to assume that the foundations of literature lie on the *individual* efforts of writers who constructed vocabularies—as it were, out of thin air—that were able to make their way into the “canon.” Such individual efforts, however, are often only half the equation.

The other half—equally accountable for the articulation of literary vocabularies—are the *collective* efforts of writers, their relationships with their peers, and their connections with those outside the literary field. It was such liaisons which, through mutual influences, enabled the crystallization of new, complex means of expression. Hugo Friedrich, among other like-minded scholars, believed in the structural unity of modern poetry—and of modern literature as a whole—, which extended well beyond the borders of the strictly literary. Such unity, he argued, may explain the profound affinities between, say, Baudelaire and Delacroix, Apollinaire, Max Jacob, Picasso, and Braque, or Garcia Lorca and Dalí.

In this seminar, we will feel our way through this complex universe and search for the deep intersections between some of the great English-speaking Modernist authors who lived—if only for a short period of time—, in London and Paris at the first half of the 20th century. We will discuss their life as *émigrés*, their (self-induced) exile, the *bohème* of Paris and London, the deep connections between these authors—their romances, their treasons, their complicities—, and, finally, the deep marks that these two avant-garde centers have left on Modernist literature and art.

Literature:

t.b.a.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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S. John, M.A.:

Contemporary British Nature Writing – 4412 532

SE, Di 09:45 – 11:15, BBB (Online)

Literary writing about landscapes and the natural world has proliferated in Britain since the start of the twenty-first century. Writers have turned local to address the environmental changes caused by human influence, whilst challenging traditional literary representations of nature and place. Scientifically informed descriptions of ecological and topographical phenomena sit alongside poetic meditations on the beauty of our surroundings in such ‘new nature writing’. Investigating this recent trend, we will read nonfictional prose works and poems by, for example, Kathleen Jamie, Robert Macfarlane, Paul Farley and Michael Symmons Roberts, Alice Oswald, and Amy Liptrot. In order to approach these texts, we will refer to current debates about environmental change and address theoretical questions of defining nature and culture. We will also consider literary visions of nature from earlier periods, such as the Romantic era, which the contemporary writers react to and seek to revise.

Students taking this course should not be averse to reading detailed descriptions of plants and bird species.

Literature

Jamie, Kathleen. *Findings*. London: Sort of Books, 2005. [ISBN 978-0954221744]

Liptrot, Amy. *The Outrun*. Edinburgh: Canongate Books, 2018. [978-1786894229]

Please purchase both books and read *Findings* before the course starts. Additional material will be made available in StudIP.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. M. Marcsek-Fuchs:
Shakespeare Online – 4412 529
SE, Do 11:30 – 13:00, BBB (Online)

Like many other theatres during the pandemic, the Globe Theatre in London and the Royal Shakespeare Company in Stratford-upon-Avon needed to relocate their performances to the internet. The same is true for much of their educational programmes and materials. Yet, it is not only since the Corona pandemic that ‘all the world (wide web)’s been a stage’ and that Shakespeare has gone viral on the Net. There are numberless Facebook, Twitter, and Instagram posts connected with the Bard and web adaptations of his plays. Plus, there is a great abundance of educational materials available on the websites of both the theatres and renowned Shakespeare libraries.

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As preparation, please get informed about Shakespeare’s world and works before the first session of this class and (re-)read the following three plays: *Romeo and Juliet*, *A Midsummer Night’s Dream* and *Hamlet*. In our first session, we will decide upon a selection of further plays.

Literature:

Primary Sources:

Shakespeare, William. *A Midsummer Night’s Dream*, *Hamlet*, *Macbeth*, *Much Ado about Nothing*, *Romeo and Juliet* (The Arden editions of the plays are strongly recommended!)

Secondary Sources / Recommended Reading:

Carson, Christie, and Peter Kirwan, eds. *Shakespeare and the Digital World: Redefining Scholarship and Practice*. Cambridge: Cambridge UP, 2014.

O’Neill, Stephen, ed. *Broadcast Your Shakespeare: Continuity and Change across Media*. London: Bloomsbury, 2018. Arden Shakespeare.

----. *Shakespeare and YouTube: New Media Forms of the Bard*. London: Bloomsbury, 2015.

Schabert, Ina, ed. *Shakespeare Handbuch: Die Zeit -Der Mensch -Das Werk -Die Nachwelt*. 5th ed. Stuttgart: Körner, 2009.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Prof. Dr. R. Heinze:

Pandemics in Fiction and Film – 4412 528

SE, Do 15:00 – 16:30, BBB (Online)

Diseases and pandemics have been a staple of the literary imagination for several centuries (and for much longer in the history of humanity, of course). Their representation is never just an "innocuous" depiction of a natural biological process/occurrence but always comes with significant ideological and cultural historical baggage. Given the current worldwide pandemic, it would seem timely to look more closely at the literary/cultural history of how pandemics have been represented, constructed, fictionally negotiated, and discursively "quarantined". In this course, we will look at hallmark texts and films from a variety of (cultural & historical) contexts.

Texts:

Mary Shelley (1826). *The Last Man*.

Jack London (1912). *The Scarlet Plague*.

Richard Matheson (1954). *I Am Legend*.

Michel Crichton (1969). *The Andromeda Strain*.

Wolfgang Petersen (1995). *Outbreak*.

Steven Soderbergh (2011). *Contagion*.

Marc Forster (2013). *World War Z*.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

Erweiterungsmodul 2 “Linguistic Interaction in Context”

Modulinformation

Art und Bezeichnung des Moduls	Erweiterungsmodul 2 Linguistic Interaction in Context
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 3. Studienjahr Nebenfach: -
Credits	15 LP

Kompetenzen:

- Fähigkeit zur detaillierten Beschreibung des englischen Sprachsystems in seiner zeitlichen, räumlichen und sozialen Variation sowie in seinen zentralen linguistischen Teilgebieten.
- Fähigkeit zur Beschreibung verschiedener sprachlicher Situationstypen und Fähigkeit, den Sprachgebrauch innerhalb dieser Situationen zu erläutern.
- Vertiefte Kenntnisse der linguistischen Arbeitsmethoden.
- Erhöhung der fremdsprachlichen Kompetenz mit dem Schwerpunkt auf Sprachbewusstsein in der kontextbestimmten Variation in gesprochenem Englisch (Situation und Kultur bzw. Nation).
- Verständnis für soziale und politische Probleme des Englischen als internationaler Sprache.
- Fähigkeit, den jeweiligen wissenschaftlich anerkannten Standard der Gegenwartszielsprache sowie die Varietäten der Gegenwartszielsprache angemessen aufzunehmen, sinnvoll wiederzugeben und unter Zuhilfenahme wissenschaftlicher Methoden zu verdeutlichen.
- Fortgeschrittene Fähigkeit zur Anwendung der Techniken linguistischer Datenaufbereitung und Präsentation (in Nachschlag- und Schulgrammatiken, in Wörterbüchern; traditionell wie auch digitalisiert).
- Reflektion der Techniken der linguistischen Datenaufbereitung und Datenpräsentation. (Schlüsselqualifikationen).
- Linguistische Analysefähigkeit medialer Erzeugnisse in englischer Sprache, ggf. unter kontrastiven sowie medienwissenschaftlichen Gesichtspunkten.
- Reflektorische Medienkompetenz bzgl. englischsprachiger Massenmedien.

Modulaufbau

Wintersemester	Sommersemester
3 LV (3 x 2 SWS) sind zu belegen: 2 LV Linguistic Interaction in Context; 1 extracurric. LV	
L: Als Fachmodul: Englischsprachige komplexe Hausarbeit mit Referat	
Als BA-Modul: Englischsprachige BA-Arbeit mit Referat	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

D. Şafak, M.A.:

Grammatical Processing in Second Language Learners – 4412 533

SE, Di 09:45 - 11:15, BBB (Online)

This course will provide insights into the real-time processes involved in language comprehension and production. We will compare native and second language speakers' performance in various areas of language (e.g., syntax, semantics, and discourse) to investigate whether and how grammatical processing in second language learners differs from that in native speakers. In this course, we will also read original research papers, learn about experimental psycholinguistic techniques employed in language processing research, and discuss the processing similarities/differences between native and second language speakers in the context of current approaches to second language processing.

Literature: TBA

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Prof Dr. H. Hopp:

The Grammar of Englishes – 4412 281

SE, Do 11:30 – 13:00, BBB (Online)

This course will survey core grammatical properties across different varieties of current Englishes. The purpose of this course is to investigate the variation in English grammars in typological perspective. After a general introduction to variationist linguistics, we will look at variation in the noun phrase, in the verb phrase and at the clause and sentence levels. Taking a functional approach, we systematically describe differences in the grammars of Englishes around the world, and we chart commonalities across varieties. We will compare English to other languages in typological perspective. On top of introducing you to variation among Englishes, this course also serves as a refresher of core grammatical concepts and terms, and it will sharpen your skills in grammatical description and analysis.

Literature:

Siemund, P. (2013). *Varieties of English: A typological approach*. Cambridge: Cambridge University Press.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. H. Comes-Koch:

Instructed Second Language Acquisition – 4412 014

SE, Fr 11:30 – 13:00, BBB (Online)

Research in Instructed Second Language Acquisition (ISLA) is inspired by the idea that knowledge about the language learning process can be useful for teaching practice. Adopting this integrative view in this seminar, we will approach the topic from a linguistic perspective and then discuss implications for language teaching. We will consider the following core questions: (How) is instruction beneficial for second language learning? How can the effectiveness of instruction be optimised? (Loewen, 2014). We will discuss relevant theoretical approaches and empirical findings from second language acquisition research that might have direct applications to classroom teaching. We will also discuss theoretical approaches that are relevant to language teaching, such as types of instruction (e.g. meaning-focused versus form-focused instruction, implicit versus explicit instruction) and discuss empirical findings that relate to the effectiveness of these approaches for language development and learning. We will cover topics such as the difference between instructed and natural second language acquisition, the role of input and the effects of input manipulation, natural versus classroom interaction (and the role of feedback), processing accounts of language learning and their application to the language classroom, as well as different types of instruction and their effect on language development/learning. Participants are required to have solid knowledge of second language acquisition, e.g. by having taken the A2 course on SLA.

Literature:

Loewen, S. (2014). *Introduction to instructed second language acquisition*. New York: Routledge.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Extracurriculare Veranstaltungen zu E 1 und E 2

Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 432

KOL, Mo 11:30 – 13:00, BBB oder WEBEX (Online)

In the colloquium series, we will have talks by external invited speakers as well as presentations by advanced and graduate students and staff about their current research. We will discuss topical matters in (psycho-)linguistics and brainstorm about new ideas for research and collaborations. Advanced students from English and other departments are welcome to attend.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Prof. Dr. E. Voigts:

Colloquium for B.A., M.A. and Ph.D. Theses in Literary and Cultural Studies – 4412 298

KOL, Blockseminar Sa, 05.06.2021, 19.06.2021, 10:00 – 18:00, BBB (Online)

Vorbesprechung: Dienstag, 20.04.2021, 18:30 – 20:00, BBB (Online)

Our colloquium is tailor-made for students preparing a thesis (B.A., M.A., PhD) in Literary and Cultural Studies. Topics will be arranged with regard to participants' preferences, and as an overall theme we will survey new methodologies and research paradigms in Literary and Cultural Studies.

The class offers you a forum to test your hypotheses and present your ideas. Fields of research are literary and cultural studies. A presentation or introduction of 15 to 30 minutes is usually followed by a discussion. All interested students and colleagues, also from other fields of study, are welcome to engage in critical discussions.

The colloquium will take place in two units as a "Blockseminar" on two Saturdays:

Sa, 05/06/2021 and 19/06/2021, 10:00 – 18:00 hrs., BBB (Online)

There will be a mandatory introductory meeting on Tuesday, **20/04/2021, 18:30 – 20:00 hrs., BBB (Online)**

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 342

Mi 19:00 – 21:00, BBB (Online)

First Meeting: 14.04.2021 (via Big Blue Button)

The theatre group of the *Institut für Anglistik und Amerikanistik*, the **TUBS-Players**, has been producing plays for more than 20 years. We aim to provide quality entertainment in English for students of the TU as well as secondary schools and the general public. Any students (also from other faculties) who are interested in joining the group, whether on stage or backstage, are welcome to join us.

Acting in English gives students an excellent opportunity to improve their language proficiencies and to deepen their interpretative skills in our discussion rounds. The projects help discuss, apply and creatively engage with knowledge acquired in all fields of English Studies: literary/cultural studies, linguistics, didactics, and language skills. Additionally, the students will be introduced to theoretical concepts of performance such as voice, body language, movement analysis (Laban), theatre space, composition/choreography as well as costume and set design. Furthermore, participants will get the opportunity to experience and participate in the making of larger scale cultural events by contributing to such project groups as public relations, programme, finances and backstage management. One of the project groups focusses specifically on creating workshops and preparatory material for schools.

Acting experience is not necessary. Rehearsals and workshops are usually held once or twice a week in the evenings **online via Big Blue Button**. We shall use our online meetings to find new ways of digital theatre.

Our projects of the upcoming terms include:

- 1) **New play for the season 2021/22: *Hamlet, Director's Cut*; based on Shakespeare, Stoppard, Swale and a new text by the TUBS-Players**
- 2) ***A Midsummer Night's Online Stream*: Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats**
- 3) **"Shakespeare@School"**

Newcomers are welcome!! For more information please contact Dr. Maria Marcsek-Fuchs (m.marcsek@tu-bs.de) or just come by our first meeting.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Prof. Dr. H. Hopp:

Research Methods – 4412 321

SE, Do 16:45 – 18:15, BBB (Online)

This seminar provides students with essential knowledge and skills they need to write a BA thesis in linguistics. The course focusses on how to understand and produce (quantitative) research in linguistics. It consists of three major parts. First, you learn about how to find and prepare a suitable topic for a BA thesis. We will describe the basics of the finding and reading relevant literature, finding a research question, developing hypotheses, choosing an appropriate research design, writing a research proposal. Second, we turn to data collection and coding as well as analyzing empirical data by means of descriptive statistics and statistical hypothesis testing. You will apply your newly acquired statistical knowledge in hands-on exercises in the software packages Excel® and JASP®. Third, we consider essentials of writing a BA thesis. We address key issues such as organizing your thesis, reporting results and working with references. All topics will be illustrated with authentic research (data) from BA theses in psycholinguistics, sociolinguistics and applied linguistics.

Literature:

Rasinger, S. (2013). *Quantitative research in Linguistics: An introduction* (2 ed.). London: Continuum.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Prof. Dr. Aleks Sierz:

Contemporary British Theatre 1990 to 2020 – 4412 541

SE, Do 16:45 – 18:15, BBB (Online)

New writing for the theatre is one of the most important and exciting aspects of cultural life in Britain. This course covers contemporary playwrights whose work has appeared on British stages from 1990 to 2020. It begins with an examination of the legacy of 1980s Thatcherism, and its impact on the arts, and then outlines the work of the young new playwrights of the 1990s, such as Sarah Kane, Mark Ravenhill and Philip Ridley, who created a new sensibility which is called In-Yer-Face Theatre. This work was often shocking and controversial, and both its cultural and artistic significance will be emphasized. We will also be looking at more recent new playwrights, who emerged in the new millennium, such as debbie tucker green, Dennis Kelly (who also wrote the book for Matilda the Musical) and Simon Stephens. The work of black and minority ethnic playwrights, such as Roy Williams and Tanika Gupta, will be studied, as well as the emergence of new women playwrights such as Phoebe Waller-Bridge (Fleabag) and Nina Raine. The influence of the #MeToo phenomenon and the Black Lives Matter movement will form part of the general context of study. Plays analysed include modern classics such as Sarah Kane's Blasted (1995), Mark Ravenhill's Shopping and F***ing (1996) and Ayub Khan Din's East Is East (1996), as well as more recent work such as Nina Raine's Consent (2017) and debbie tucker green's Ear for Eye (2018).

Requirements for Receiving Credit

1. Attendance of online meetings and participation in tasks and assignments.
2. Studienleistung. For this online course there is one Studienleistung (which will earn you 1 Credit):

- Reading Response Papers (done individually)

A reading response paper is a three-page paper (1,5-line spacing) on a selected aspect of the text to be discussed in the respective session. It formulates observations, provides analyses of a particular aspect of the text and advances a basic thesis/argument. This last point is extremely important: your response paper needs to invite discussion, argue for a particular reading of an aspect of the text, so we can discuss as a group whether we agree or whether other readings are possible. As the name indicates, this is your reading response, so you don't need to integrate additional research material/secondary literature; you will, however, need to be able to substantiate your reading with evidence from the play text.

You need to hand in your reading response paper on Tuesday (8pm) before the respective class (see "Studienleistungen"). I will then **upload it on stud.ip**, so that the rest of the class can download it and we can discuss it in class or offer comments online. Don't worry about putting yourself out there: I've been offering this option for some years, discussions of response papers have always been very productive and friendly!

3. Prüfungsleistung

- **KTW SQ** final paper of 6000-7000 words on a particular question and text selection, engaging with existing research and advancing a clearly formulated thesis. Deadline: August 30, 2021. (4 credits). Deadline: August 30, 2021.
- **B.A. / M.Ed. Darstellendes Spiel:** final paper of 6000-7000 words on a particular question and text selection, engaging with existing research and advancing a clearly formulated thesis. Deadline: August 30, 2021.
- **BA English Studies** (Erweiterungsmodul E1, extracurricular) you only need to do a Studienleistung. You cannot earn a Prüfungsleistung in this class.

- All others (exchange students, students from other departments): final paper of 6000-7000 words on a particular question and text selection, engaging with existing research and advancing a clearly formulated thesis. Deadline: August 30, 2021.

Literature:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Erweiterungsmodul 4 “Advanced Language Skills”

Modulinformation

Art und Bezeichnung des Moduls	Erweiterungsmodul 4 Advanced Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach nur für Master LGym oder Fachwissenschaft: 3. Studienjahr
Credits	9 LP

Kompetenzen:

- Fähigkeit, theoretisch und methodisch angemessen sowie begrifflich korrekt Phänomene der Zeitgeschichte (Gesellschaft, Politik, Wirtschaft) in englischer Sprache zu reflektieren und zu beschreiben.
- Fähigkeit, Strukturen der Gegenwartsgesellschaft von anglophonen Ländern in deren historischen und kulturellen Übersetzungsfähigkeit (Schlüsselqualifikationen).
- Fachspezifische Erweiterung des Vokabelwissens und des Grammatikverständnisses.
- Sicherheit im Gebrauch verschiedener sprachlicher Register.
- Erhöhung der interkulturellen Kompetenz (Schlüsselqualifikationen).

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen:	
German-English Translation (2 SWS)	
Advanced Language Practice (2 SWS)	
Landeskunde II (2 SWS)	
PL: Englischsprachige Klausur	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Z. Khan-Owald:

German-English Translation, Group A – 4412 236

UE, Mo 15:00 – 16:30, BBB (Online)

This course is designed for BA students in their third year. The course can be taken in the Winter or the Summer Semester. The goal is to acquaint the student with the techniques of German-English translation. The material used will be of two kinds: modern texts, mainly from journalistic and literary sources, and contrastive language exercises designed to illustrate significant sources of grammatical, lexical and stylistic errors. We shall also focus on the area of “false friends”. More information about course requirements in the first session.

Literature: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

Z. Khan-Owald:

German-English Translation, Group B – 4412 247

UE, Do 11:30 – 13:00, BBB (Online)

This course is designed for BA students in their third year. The course can be taken in the Winter or the Summer Semester. The goal is to acquaint the student with the techniques of German-English translation. The material used will be of two kinds: modern texts, mainly from journalistic and literary sources, and contrastive language exercises designed to illustrate significant sources of grammatical, lexical and stylistic errors. We shall also focus on the area of “false friends”. More information about course requirements in the first session.

Literature: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

Dr. K. E. Barnes:

Landeskunde II: America: African American Cinema – 4412 538

UE, Di 11:30 – 13:00, BBB (Online)

The history of the African-American Cinema is a harsh timeline of racism, repression and struggle contrasted with film scenes of boundless joy, hope and artistic spirit. Until recently, the study of the “separate cinema” (a phrase used by historians John Kisch and Edward Mapp to describe the segregation of the mainstream, Hollywood film community) was limited, if not totally ignored, by writers and researchers. The uphill battle by black filmmakers and performers, to achieve acceptance and respect, was an ugly blot on the pages of film history. Upon winning his Best Actor Oscar for Lilies of the Field (1963), Sidney Poitier accepted, on behalf of the countless unsung African-American artists, by acknowledging the “long journey to this moment.”

This class will take you on a journey of African American Cinema beginning with the blatant racism of D.W. Griffith's *The Birth of a Nation* (1915), a film respected as an epic milestone, but simultaneously reviled as the blueprint for black film stereotypes that would appear throughout the 20th century. We will also look at the much forgotten African American film industry of the early to mid-20th century before moving on to the period of "Blacksploitation" or "Blaxploitation" films of the late 1960s and 70s. We will venture into the "New Black Wave", beginning in the 1980s (led by directors such as Spike Lee and John Singleton), and we will end by looking at films made in the 20th century when directors such as Spike Lee and Ava DuVernay would receive recognition for their work in the African American film industry.

Literature: TBA

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. S. McGury:

Landeskunde II: Asian America: Communities and Identities that Shape(d) the Nation – 4412 521

UE, Fr 11:30 – 13:00, BBB (Online)

Albeit the fastest growing ethnic group in the US, Asian Americans and their impact on contemporary America are often neglected in the US culture classroom. In this course, we will discover personal stories behind the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, Southeast Asian refugees after the Vietnam War, and other historic events. We will also discuss (their impact on) contemporary issues such as the "model minority myth", anti-Asian racism, and Asian American arts, and how recent developments such as the Myanmar military coup and the Atlanta spa shootings affect Asian Americans across the nation.

Literature:

Throughout this course, we will watch videos, listen to podcasts, music, and other audio materials, and read academic and newspaper articles as well as short stories, book excerpts, and poetry. All material and links will be made available through our course site. In preparation for the first class, you are welcome to listen to this 30-minute introduction to Asian American History: <https://asianamericanhistory101.libsyn.com/who-are-asian-americans>

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. K. E. Barnes:

Advanced Language Practice, Group A– 4412 534

UE, Mo 13:15 – 14:45, BBB (Online)

This course, which is designed for third-year students and can be taken in the Winter or the Summer Semester, builds upon the knowledge acquired in Grammar Exercises I and II. As in Grammar Exercises I and II, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Advanced Language Practice Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Dr. K. E. Barnes:

Advanced Language Practice, Group B – 4412 350

UE, Fr 15:00 – 16:30, BBB (Online)

This course, which is designed for third-year students and can be taken in the Winter or the Summer Semester, builds upon the knowledge acquired in Grammar Exercises I and II. As in Grammar Exercises I and II, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Advanced Language Practice Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Kolloquien

Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 432

KOL, Mo 11:30 – 13:00, BBB oder WEBEX (Online)

In the colloquium series, we will have talks by external invited speakers as well as presentations by advanced and graduate students and staff about their current research. We will discuss topical matters in (psycho-)linguistics and brainstorm about new ideas for research and collaborations. Advanced students from English and other departments are welcome to attend.

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Prof. Dr. E. Voigts:

Colloquium for B.A., M.A. and Ph.D. Theses in Literary and Cultural Studies – 4412 298

KOL, Blockseminar Sa, 05.06.2021, 19.06.2021, 10:00 – 18:00, BBB (Online)

Vorbesprechung: Dienstag, 20.04.2021, 18:30 – 20:00, BBB (Online)

Our colloquium is tailor-made for students preparing a thesis (B.A., M.A., PhD) in Literary and Cultural Studies. Topics will be arranged with regard to participants' preferences, and as an overall theme we will survey new methodologies and research paradigms in Literary and Cultural Studies.

The class offers you a forum to test your hypotheses and present your ideas. Fields of research are literary and cultural studies. A presentation or introduction of 15 to 30 minutes is usually followed by a discussion. All interested students and colleagues, also from other fields of study, are welcome to engage in critical discussions.

The colloquium will take place in two units as a "Blockseminar" on two Saturdays:

Sa, 05/06/2021 and 19/06/2021, 10:00 – 18:00 hrs., BBB (Online)

There will be a mandatory introductory meeting on Tuesday, **20/04/2021, 18:30 – 20:00 hrs., BBB (Online)**

To enrol, please sign up in Stud.IP. Registration opens Wednesday, March 24, 2021 (3p.m./15:00).

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Öffnungszeiten und Sprechstunden

Öffnungszeiten der Abteilungsgeschäftszimmer

Abt. Literatur- und Kulturwissenschaft

A. Kaminsky Mo – Fr 09:00 – 11:00 Uhr

Abt. Englische Sprachwissenschaft

D. Hauer Mo – Do 10:00 – 12:00 Uhr

Abt. Englische Sprache und ihre Didaktik

A. Kaminsky s.o.

Sprechstunden in der vorlesungsfreien Zeit (WiSe 20/21)

Abt. Literatur- und Kulturwissenschaft

R. Auer nach Vereinbarung: Anmeldung per StudIP

Dr. K. E. Barnes
Dienstag, 23.02.21 09:00 – 11:00 Uhr
Dienstag, 16.03.21 09:00 – 11:00 Uhr
Dienstag, 06.04.21 09:00 – 11:00 Uhr

Please register for an appointment via StudIP
und nach Vereinbarung (k.barnes@tu-bs.de)

Prof. Dr. R. Heinze
Dienstag, 02.03.21 10:00 – 12:00 Uhr
Dienstag, 16.03.21 10:00 – 12:00 Uhr
Dienstag, 30.03.21 10:00 – 12:00 Uhr
und nach Vereinbarung (r.heinze@tu-bs.de)

S. John
Dienstag, 23.02.21 15:30 – 17:00 Uhr
Dienstag, 16.03.21 15:30 – 17:00 Uhr
Dienstag, 23.03.21 15:30 – 17:00 Uhr
und nach Vereinbarung: Anmeldung per StudIP

Dr. M. Marcsek-Fuchs
Mittwoch, 24.02.21 10:30 – 12:30 Uhr
Mittwoch, 03.03.21 10:30 – 12:30 Uhr
Mittwoch, 17.03.21 10:30 – 12:30 Uhr

Mittwoch, 07.04.21 10:30 – 12:30 Uhr
und nach Vereinbarung: Anmeldung per StudIP

C. Sternberg nach Vereinbarung: Anmeldung per StudIP

L. Tamas nach Vereinbarung: Anmeldung per StudIP

Prof. Dr. E. Voigts
Mittwoch, 03.03.21 10:00 – 12:00 Uhr
Mittwoch, 10.03.21 10:00 – 12:00 Uhr
Mittwoch, 31.03.21 10:00 – 12:00 Uhr
Mittwoch, 07.04.21 10:00 – 12:00 Uhr
und nach Vereinbarung: Anmeldung per StudIP

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker nach Vereinbarung: c.becker@tu-bs.de

W. Harms nach Vereinbarung: w.harms@tu-bs.de

Dr. J. Jakisch nach Vereinbarung: j.jakisch@tu-bs.de

Dr. R. D. Jones beurlaubt

Prof. Dr. A. Kubanek
Montag, 02.03.21 09:00 – 12:00 Uhr
Montag, 16.03.21 09:00 – 12:00 Uhr
Montag, 30.03.21 09:00 – 12:00 Uhr
und nach Vereinbarung: a.kubanek@tu-bs.de

Dr. C. Meyer nach Vereinbarung: c.meyer2@tu-bs.de

Dr. S. McGury nach Vereinbarung: s.mcgury@tu-bs.de

A. Smith, M.A. nach Vereinbarung: a.smith@tu-bs.de

S. Sturm siehe Ankündigung in Stud.IP

K. A. Täger nach Vereinbarung: a.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

Dr. R. Carroll siehe Ankündigung in Stud.IP

Dr. H. Comes-Koch siehe Ankündigung in Stud.IP

Dr. V. Heyer siehe Ankündigung in Stud.IP

Prof. Dr. H. Hopp siehe Ankündigung in Stud.IP

D. Şafak, M.A. siehe Ankündigung in Stud.IP

Lehrbeauftragte

N. Ahlborn	nach Vereinbarung: nina.ahlborn@tu-braunschweig.de
R. Auer	nach Vereinbarung: robin.auer@tu-braunschweig.de
I. Baumgärtel	nach Vereinbarung
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St. Horn	nach Vereinbarung: stefanie.horn@tu-bs.de
S. Kingsbury	nach Vereinbarung: s.kingsbury@tu-bs.de
S. Z. Khan-Owald	nach Vereinbarung: s.khan-owald@tu-bs.de
J. Peters	nach Vereinbarung: jan.peters@tu-bs.de
A. Sierz	nach Vereinbarung: a.sierz@tu-bs.de
J. Tavares	nach Vereinbarung: j.tavares@tu-braunschweig.de
M. Wildhage	nach Vereinbarung: m.wildhage@tu-bs.de
A. Winter	nach Vereinbarung: a.winter@tu-bs.de

Emeriti / im Ruhestand

Prof. i. R. Dr. C. Gnutzmann	nach Vereinbarung: c.gnutzmann@tu-bs.de
Prof. i. R. Dr. H. Janßen	siehe Ankündigung in Stud.IP
Prof. em. Dr. H.-J. Possin	nach Vereinbarung
Prof. i. R. Dr. V. Link	nach Vereinbarung

Sprechstunden in der Vorlesungszeit (SoSe 2021)

Abt. Literatur- und Kulturwissenschaft

R. Auer	Dienstag,	11:00 – 12:00 Uhr
Dr. K. E. Barnes	Dienstag,	09:00 – 11:00 Uhr
Prof. Dr. R. Heinze	Dienstag,	09:00 – 11:00 Uhr
S. John, M.A.	Dienstag,	15:30 – 17:00 Uhr
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr
C. Sternberg	nach Vereinbarung:	Anmeldung per StudIP
L. Tamas	Montag,	10:00 – 12:00 Uhr
Prof. Dr. E. Voigts	Mittwoch,	10:00 – 12:00 Uhr

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker	nach Vereinbarung:	c.becker@tu-bs.de
W. Harms	nach Vereinbarung:	w.harms@tu-bs.de
Dr. J. Jakisch	Donnerstag,	09:30 – 10:30 Uhr
Dr. R. D. Jones	beurlaubt	
Prof. Dr. A. Kubanek	Dienstag,	09:00 – 10:30 Uhr
Dr. C. Meyer	nach Vereinbarung:	c.meyer2@tu-bs.de
Dr. S. McGury	nach Vereinbarung:	s.mcgury@tu-bs.de
A. Smith, M.A.	nach Vereinbarung:	a.smith@tu-bs.de
S. Sturm	Donnerstag,	15:00 – 16:00 Uhr
K. A. Täger	nach Vereinbarung:	a.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

Dr. R. Carroll	Dienstag,	09:45 – 11:00 Uhr
Dr. H. Comes-Koch	siehe Ankündigung in stud.ip	
Dr. V. Heyer	siehe Ankündigung in stud.ip	
Prof. Dr. H. Hopp	Dienstag,	15:00 – 16:30 Uhr
S. Langer	Donnerstag	15:00 – 16:00 Uhr
D. Öwerdieck	siehe Ankündigung in Stud.IP	
D. Şafak, M.A.	siehe Ankündigung in Stud.IP	

Lehrbeauftragte

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A. Winter	nach Vereinbarung:	a.winter@tu-bs.de

Emeriti

Prof. a. D. Dr. C. Gnutzmann

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Prof. a. D. Dr. H. Janßen

siehe Termine in Stud.IP

Prof. em. Dr. H.-J. Possin

nach Vereinbarung

Prof. a. D. Dr. V. Link

nach Vereinbarung