



**Technische
Universität
Braunschweig**

INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK

Technische Universität Braunschweig
Geschäftsführung: Prof. Dr. Rüdiger Heinze

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

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Stand 11.04.2022

Änderungen jederzeit möglich

Kurskommentar Sommersemester 2022

Studiengang BA English Studies

**Gültig für Studierende English Studies Beginn WS 13/14 (alte Prüfungsordnung) und
WS 21/22 (neue Prüfungsordnung)**

Beginn der Lehrveranstaltungen:	Dienstag,	19.04.22
Exkursionswoche:	Sonntag,	05.06.22 bis Sonntag, 12.06.22
Ende der Lehrveranstaltungen:	Samstag,	30.07.22
Feiertage in Niedersachsen:	Sonntag,	01.05.22 (Tag der Arbeit)
	Donnerstag,	26.05.22 (Christi Himmelfahrt)
	Montag,	06.06.22 (Pfingsten)

Das Institut für Anglistik und Amerikanistik ist in drei Abteilungen untergliedert:

- die **Abteilung für Literatur- und Kulturwissenschaft**
(Leiter: Prof. Dr. Rüdiger Heinze),
- 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 Sommersemester 2022!

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Fakultatives Lehrangebot für alle Profile **alte und neue PO**

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 324

Mi 19:00 – 21:00, BI 80.303/304 (MakerSpace) oder BBB (Online)

First Meeting: 27.04.2022 (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 PROJECT:

A Midsummer Night's Online Stream: Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience

2) "Shakespeare@School"

Part of our Transmedia Storytelling project: *A Midsummer Night's Online Stream* will be created specifically for classroom engagement.

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 March 23rd, 2022 (3p.m./15:00).

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Kurse für den Studiengang BA

Gültig für Studierende English Studies Beginn PO WS 2013/3014

Basismodul 1 “Introduction to Literary and Cultural Studies”

alte und neue PO

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

Modulaufbau

Wintersemester	Sommersemester
LV Introduction to Literary and Cultural Studies I (2 SWS)	LV Introduction to Literary and Cultural Studies II (2 SWS)
Folgende LV ist wahlweise im Winter oder im Sommer zu belegen: LV Academic Writing (2 SWS)	
Leistung: Neue PO: PL: 2 englischsprachige Klausuren (im WS zu Intro I; im SoSe zu Intro II); SL: Essay Alte PO: PL: Klausur zu Intro I und II	

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, BI 97.11

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 (²2008). *Einführung in die Kulturwissenschaft. Grundbegriffe, Themen, Fragestellungen*. Berlin: Schmidt.

Bassnett, Susan, ed. (²2003). *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. (⁴2006). *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 (³2003). *British Cultural Studies: An Introduction*. London: Routledge.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. M. Marcsek-Fuchs:

Introduction to Literary and Cultural Studies II (Group B) – 4412 330

EK, Di 11:30 – 13:00, BI 97.9

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, gen-

der, 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.**

Literature:

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, ²2003.

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, ⁴2006.

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

Turner, Graeme. *British Cultural Studies: An Introduction*. London: Routledge, ³2003.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. S. John:

Introduction to Literary and Cultural Studies II (Group C) – 4412 261

EK, Do 16:45 – 18:15, BI 97.9

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 March 23rd, 2022 (3p.m./15:00).

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Dr. M. Marcsek-Fuchs:

Introduction to Literary and Cultural Studies II (Group D) – 4412 147

EK, Fr 13:15 – 14:45, BI 84.1

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.**

Literature:

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 March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. E. Voigts:

Academic Writing (Group A) – 4412 397

UE, Mo 18:30 – 20:00, BI 85.2

This course introduces students to the essentials of academic writing in English. The aim of the class is to equip you with the skills necessary for structuring and writing an essay, a presentation, or a BA thesis. You will become familiar with techniques of researching and citing literature according to MLA conventions and learn how to develop and phrase critical arguments. We will practise formulating ideas clearly and study the principles of writing an introduction and an outline for an academic paper. Further topics will be register, syntax, paragraphing, and strategies for revising your own written work. Please familiarise yourself with the LiKu Guidelines in the stylesheets section of our homepage:

<https://www.tu-braunschweig.de/anglistik/studium/stylesheets>

Recommended Literature and Online Sources:

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

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

MLA Formatting and Style Guide, OWL Purdue University:

https://owl.purdue.edu/owl/purdue_owl.html

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. S. John:

Academic Writing (Group B) – 4412 093

UE, Do 09:45 – 11:15, BI 85.7

This course introduces students to the essentials of academic writing in English. The aim of the class is to equip you with the skills necessary for structuring and writing an essay, a presentation, or a BA thesis. You will become familiar with techniques of researching and citing literature according to MLA conventions and learn how to develop and phrase critical arguments. We will practise formulating ideas clearly and study the principles of writing an introduction and an outline for an academic paper. Further topics will be register, syntax, paragraphing, and strategies for revising your own written work.

Recommended Literature and Online Sources:

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

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

MLA Formatting and Style Guide, OWL Purdue University:
https://owl.purdue.edu/owl/purdue_owl.html

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. S. John:

Academic Writing (Group C) – 4412 076

UE, Do 11:30 – 13:00, BI 85.7

This course introduces students to the essentials of academic writing in English. The aim of the class is to equip you with the skills necessary for structuring and writing an essay, a presentation, or a BA thesis. You will become familiar with techniques of researching and citing literature according to MLA conventions and learn how to develop and phrase critical arguments. We will practise formulating ideas clearly and study the principles of writing an introduction and an outline for an academic paper. Further topics will be register, syntax, paragraphing, and strategies for revising your own written work.

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. *Academic Skills: An Introduction for English and American Studies*. Paderborn: Fink, 2020.

Purser, Emily. *Studienbegleiter Academic Writing: Anglistik – Amerikanistik*. Berlin: Cornelsen, 2004.

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 March 23rd, 2022 (3p.m./15:00).

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Basismodul 2 “Linguistic Foundations“

alte und neue PO

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

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
Leistung: Neue PO: PL: Zwei Klausuren, je nach WiSe (Intro I / Descriptive Grammar) und SoSe (Intro II / Spoken English) Alte PO: PL: Englischsprachige Klausur zu allen 4 LV	

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Dr. R. Carroll:

Introduction to Linguistics II (Group A) – 4412 285

EK, Di 08:00 – 09:30, BI 97.9

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 March 23rd, 2022 (3p.m./15:00).

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Dr. V. Heyer:

Introduction to Linguistics II (Group B) – 4412 322

EK, Di 11:30 – 13:00, BBB (online/asynchron)

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 March 23rd, 2022 (3p.m./15:00).

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David Öwerdieck, M. A.:

Introduction to Linguistics II (Group C) – 4412 335

EK, Do 11:30 – 13:00, BI 85.1

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 March 23rd, 2022 (3p.m./15:00).

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Dr. Katie von Holzen:

Introduction to Linguistics II (Group D) – 4412 376

EK, Do 16:45 – 18:15, BI 85.1

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 March 23rd, 2022 (3p.m./15:00).

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Dr. R. Carroll, Dr. V. Heyer, D. Öwerdieck, K. von Holzen:

Questions about Linguistics – 4412 109

UE, 1-2 individual sessions, dates will be announced, BBB (online)

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. H. Hopp:

Spoken English – 4412 152

SE, Fr 11:30 – 12:15, BI 84.1

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 March 23rd, 2022 (3p.m./15:00).

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Basismodul 3 “Mediating Languages and Cultures”

neue PO (ab WS 2021/22)

Modulinformation neue PO

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

Modulaufbau

Wintersemester	Sommersemester
2 LV Introduction to Foreign Language Pedagogy I Introduction to Foreign Language Pedagogy II (2 x 2 SWS)	LV Introduction to Foreign Language Pedagogy III (2 SWS)
Leistung: PL: Klausur (nur im WS)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Basismodul 3 “Mediating Languages and Cultures”

alte PO (ab WS 2013/14)

Modulinformation alte PO

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

Modulaufbau

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

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Themenbereich: Introduction to Didactics I+II

(Dieser Themenbereich wird nur im Wintersemester angeboten.)

Themenbereich: Introduction to Didactics III

Prof. Dr. C. Becker:

Introduction to Teaching Speaking – 4412 475

SE, Mo 11:30 – 13:00, BI 80.303/304 (MakerSpace)

Speaking is a skill which poses a great challenge for most language learners. As research suggests, speaking needs to be developed independently from the grammar curriculum. It is a skill that is highly interactive and requires the ability to cooperate as well as to take turns under time-pressure without careful planning. This course will first review the state of the art in developing speaking skills. We will discuss the most important research findings on the processes involved in oral language production in a foreign language in addition to different approaches to skill development. Materials for teaching speaking will be critically examined. The succeeding sessions will be used to examine approaches to the assessment of speaking critically, and you will be able to take part actively in the “Language Village Project” at a school.

Literature:

Thornbury, S. (2013): How to teach speaking. Harlow: Pearson Education.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. A. Kubanek:

International Art in Public Space as a Way to Promote Intercultural Understanding – 4412 564

SE, Mo 13:15 – 14:45, BI 97.1

This course will mainly take place outdoors. We will look at and talk about art work in the city of Braunschweig and meet at the respective location. There will also be visits to two museums. Depending on your interest, an excursion to the documenta fifteen in Kassel in June can be included. Some of your costs for that trip will be subsidised.

Literature:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. A. Kubanek:

Teachers in International English-language Novels: What can we learn from them about education systems and teacher personalities – 4412 087

SE, Mo 16:45 – 18:15, BI 85.9

In this class, we will read extracts from novels, taking up topics like representations of the role of female teachers, teaching "difficult" classes, educational settings very different from 2022 classrooms in Germany, discrimination against teachers, language policy via teacher voices and more. Even though the characters are fictional, nevertheless, it is possible to either approach them via imagination or by searching background information and drawing parallels to one's personal situation. Some examples are: extract from *The White Tiger*, *To Sir-with Love*, *The Woman Warrior*, *A Shepherd's Life*.

We will also try out some didactic strategies of making the characters and situations come alive if such texts were presented in a classroom.

The sources will be handed out during the course.

Teilnahmeleistung: will be discussed at the beginning of the course.

Literature:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. C. Becker:

Teaching English Grammar and Lexis – 4412 212

SE, Di 09:45 – 11:15, BI 80.303/304 (MakerSpace)

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.

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 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 possible?

In the first part of the seminar, I will give you a general overview of the learning and teaching of vocabulary and grammar. Some of the issues I will introduce and would like to discuss are: What is a word and how do words relate to one another, how many words do learners need to know, how is the knowledge of words acquired, organised and retrieved, how can you teach and test grammar and vocabulary?

In the second part of the course, you will have the opportunity to focus on an individual aspect of the learning and teaching of vocabulary and grammar that interests you. After a critical look at the literature and the formulation of a research question in groups of three, you will watch and analyze a lesson. Your reflections and findings will be part of a presentation which you are going to give at the end of the course.

Literature:

Thornbury, Scott (2002): *How to Teach Vocabulary*. Edinburgh Gate: Pearson Education Limited.

Thornbury, Scott (2002): *How to Teach Grammar*. Edinburgh Gate: Pearson Education Limited.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. R. D. Jones:

Introduction to Teaching Digital Media – 4412 121

SE, Do 15:00 – 16:30, BI 80.1

Digital interactive media is a major part of life and learning in today's world, and holds great potentials for both the learning and teaching of English as a foreign language. Such media can serve as channels of communication or of representation, but they can also serve as powerful tools that enhance work or even as trainers and tutors. In the not so far future, AI and natural language processing will likely serve as both language partners and language teachers, providing one-on-one service, analysis and feedback to learners. In this introductory seminar, participants will look at different models of media competency and literacy and explore their role in school curricula for modern foreign languages in Lower Saxony. Participants will also learn how to recognize different categories of interactive media and their differing potentials for language learning and teaching. Furthermore, they will also become familiar with different examples of existing digital foreign language learning media, their potentials and weaknesses for language learning, and different ways of integrating them into the EFL classroom.

Literature:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. R. D. Jones:

Introduction to Teaching Literature – 4412 034

SE, Fr 13:15 – 14:45, BI 85.9

Teaching literature in the EFL classroom serves multiple goals. Not only does it offer authentic language and develop reading skills, but it can also foster complex cognitive abilities and support intercultural communicative competence. This seminar addresses multiple goals for teaching EFL literature by looking at underlying cognitive and literary theory, and it provides multiple approaches and methods for teaching literature, culture, communicative competence and language skills.

The foundations for literary teaching are provided by the required reading, Thaler (2016). Further theoretical and pedagogical recommended texts will be provided via Stud.IP and discussed in class. Teaching methods, approaches and ideas from these texts will be applied to several works of literature required for the Abiturprüfung 2022 of Lower Saxony: Mary Shelly's classic novel, Frankenstein or The Modern Prometheus and two short stories, Andrea Levy's "Loose Change" and Shereen Pandit's "She shall not be moved." In the seminar we will examine existing and develop new teaching materials around this literature. You will not only have these materials to use when you become teachers, but you will also understand the underlying teaching principles to teach other literary works in other teaching contexts.

Literature:

Thaler, Engelbert (2016): *Teaching English Literature* (2nd Ed.). Paderborn: Schöningh Verlag.

Shelly, Mary. *Frankenstein or The Modern Prometheus*. (any edition with original text)

Levy, Andrea. "Loose Change." (will be provided via Stud.IP)

Pandit, Shereen. "The Child." (will be provided via Stud.IP)

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. R. D. Jones:

Introduction to Teaching Film – 4412 123

Blockseminar, 01.08.-04.08.2022, 10:00 – 16:00, BI 80.303/304 (MakerSpace)

English language films are not just a part of popular culture, they are also sources of English for young German learners of English and they are carriers of 'foreign' cultural information, world views and values. In this seminar, participants will receive a theoretical introduction to narrative film theory and will learn and practice various approaches of teaching film in the EFL classroom – to develop language, language skills, narrative competence, film literacy and intercultural communicative competence. Participants will also be able to relate learning with film to the core curricula for modern foreign languages (Lower Saxony) and will become familiar with, and be able to analyze, various sources of teaching and learning materials that already exist for films in the EFL classroom.

The core of this seminar will focus on the film, *Gran Torino*, which is listed for preparation for Lower Saxony's 2022 Abitur. Other film forms and examples, however, may also be addressed.

Literature:

Henseler, Roswitha; Möller, Stefan & Carola Surkamp (2011). *Filme im Englischunterricht. Grundlagen, Methoden, Genres*. Seelze: Klett.

Other texts will be provided in seminar.

Film:

Clint Eastwood's *Gran Torino*

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. C. Becker:

Introduction to CLIL – 4412 400

SE, Di 11:30 – 13:00, Präsenz, BI 80.303/304 (MakerSpace)

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 semester 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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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S. Sturm, M. Ed.:

Multilingualism in the EFL Classroom – 4412 485

SE, Do 09:45 – 11:15, BI 80.303/304 (MakerSpace)

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:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (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, BI 80.303/304 (MakerSpace)

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.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Basismodul 4 “Basic Language Skills: Reading and Writing”

neue PO

Modulinformation neue PO

Art und Bezeichnung des Moduls	Basismodul 4 Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. Studienjahr Nebenfach: 1. Studienjahr
Credits	7 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: Grammar I (2 SWS) Regional Studies I (2 SWS) Writing I (1 SWS) Leistung: PL: Klausur	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Reading and Writing (neue PO)

T. Palmer:

Regional Studies I (Group A) – Great Britain & Ireland: The Mystery Isles – Sorting Truth from Myth in the History and Culture of Great Britain and Ireland – 4412 489
UE, Mo 13:15 – 14:45, BBB (online, synchron)

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? Why does the Church of England continue to maintain its opposition to gay marriage, when this institution, and indeed the 'English Reformation', owe their very existence to a radical redefinition of 'traditional' marriage? Most puzzlingly of all, how did a pitiful, rain-sodden outcrop 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 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.

With the loss of global pre-eminence, Britain – or more accurately, England as the dominant nation in the United Kingdom - has struggled to find its proper place and purpose in a world now shaped by the forces of globalization and supranational unions. Nowhere has this been more evident than in Britain's fraught relationship with Europe over the past half-century. The Republic of Ireland (independent from Britain for nearly a century) and Scotland (a constituent nation of the United Kingdom) have largely embraced their status as family members within a greater European home. By contrast, one could be forgiven for thinking that England has entertained delusions of post-imperial grandeur in its long-standing hostility towards European integration, a stance that has culminated in Brexit, arguably Britain's greatest political and identity crisis since the Second World War.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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J. Tavares:

Regional Studies I (Group B) – America: Asian American Conspiracies: Narratives, Rumor and Theories – 4412 550

UE, Di 18:30 – 20:00, BI 80.2

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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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S. Kingsbury:

Regional Studies I (Group C) – New Zealand: The events that have helped shape modern New Zealand and New Zealanders – 4412 490

UE, Do 11:30 – 13:00, BI 80.2

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 has 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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

N. Ahlborn:

Grammar I (Group A) – 4412 551

UE, Mo 18:30 – 20:00, BI 80.2

This course is intended for all BA students in their first year. Grammar 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 I Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

L. Tamas:

Grammar I (Group B) – 4412 486

UE, Fr 08:00 – 09:30, BBB (Online)

This course is intended for all BA students in their first year. Grammar 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 I Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

S. Kingsbury:

Grammar I (Group C) – 4412 488

UE, Do 08:00 – 09:30, BI 80.2

This course is intended for all BA students in their first year. Grammar 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 I Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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N. Ahlborn:

Grammar I (Group D) – 4412 487

UE, Fr 15:00 – 16:30, BI 85.3

This course is intended for all BA students in their first year. Grammar 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 I Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

C. Fletcher:

Writing I (Group A) – 4412 493

UE, Di 08:00 – 09:30, BBB (Online)

The ability to communicate effectively in writing is one of the most important skills for educational and career success. This course is designed to help you improve your understanding and application of techniques and skills in writing.

We will cover information about writing from the prewriting stages of planning and organization through actual writing, and revision and editing. The course is organized around the actual steps and components of the writing process. The order in which the material is covered in this course will model the sequence of steps one would follow in actual practice when faced with a writing task. Thus, we will begin with prewriting techniques that will help you sharpen and refine your writing objectives. Next, we will cover principles of organization that will help you arrange and structure information effectively to meet your specific writing objectives. We will then move to the basics of actual composition, including sentence and paragraph construction that will help you write in coherent and grammatically correct form. Finally, we will cover revising, editing and proofreading techniques that will help you improve the overall quality of the documents you prepare.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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S. Kingsbury:

Writing I (Group B) – 4412 494

UE, Do 13:15 – 14:45, BI 80.2

The ability to communicate effectively in writing is one of the most important skills for educational and career success. This course is designed to help you improve your understanding and application of techniques and skills in writing.

We will cover information about writing from the prewriting stages of planning and organization through actual writing, and revision and editing. The course is organized around the ac-

tual steps and components of the writing process. The order in which the material is covered in this course will model the sequence of steps one would follow in actual practice when faced with a writing task. Thus, we will begin with prewriting techniques that will help you sharpen and refine your writing objectives. Next, we will cover principles of organization that will help you arrange and structure information effectively to meet your specific writing objectives. We will then move to the basics of actual composition, including sentence and paragraph construction that will help you write in coherent and grammatically correct form. Finally, we will cover revising, editing and proofreading techniques that will help you improve the overall quality of the documents you prepare.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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N. Ahlborn:

Writing I (Group C) – 4412 495

UE, Do 18:30 – 20:00, BI 80.2

The ability to communicate effectively in writing is one of the most important skills for educational and career success. This course is designed to help you improve your understanding and application of techniques and skills in writing.

We will cover information about writing from the prewriting stages of planning and organization through actual writing, and revision and editing. The course is organized around the actual steps and components of the writing process. The order in which the material is covered in this course will model the sequence of steps one would follow in actual practice when faced with a writing task. Thus, we will begin with prewriting techniques that will help you sharpen and refine your writing objectives. Next, we will cover principles of organization that will help you arrange and structure information effectively to meet your specific writing objectives. We will then move to the basics of actual composition, including sentence and paragraph construction that will help you write in coherent and grammatically correct form. Finally, we will cover revising, editing and proofreading techniques that will help you improve the overall quality of the documents you prepare.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. S. McGury:
Writing I (Group D) – 4412 552
UE, Fr 09:45 – 11:15, 80.2

The ability to communicate effectively in writing is one of the most important skills for educational and career success. This course is designed to help you improve your understanding and application of techniques and skills in writing.

We will cover information about writing from the prewriting stages of planning and organization through actual writing, and revision and editing. The course is organized around the actual steps and components of the writing process. The order in which the material is covered in this course will model the sequence of steps one would follow in actual practice when faced with a writing task. Thus, we will begin with prewriting techniques that will help you sharpen and refine your writing objectives. Next, we will cover principles of organization that will help you arrange and structure information effectively to meet your specific writing objectives. We will then move to the basics of actual composition, including sentence and paragraph construction that will help you write in coherent and grammatically correct form. Finally, we will cover revising, editing and proofreading techniques that will help you improve the overall quality of the documents you prepare.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Basismodul 4 “Language Skills”

alte PO

Bitte beachten: Die Kurse in diesem Modul werden letztmalig im Sommersemester 2022 angeboten!

Modulinformation alte PO

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

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) Leistung: PL: Sprachpraktische Klausur	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Language Skills (alte PO)

S. Kingsbury:

Communication Practice I – 4412 122

UE, Do 09:45 – 11:15, BI 80.2

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.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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N. Ahlborn:

Grammar Exercises I (Group A) – 4412 089

UE, Mo 18:30 – 20:00, BI 80.2

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 March 23rd, 2022 (3p.m./15:00).

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L. Tamas:

Grammar Exercises I (Group B) – 4412 090

UE, Fr 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 March 23rd, 2022 (3p.m./15:00).

- - -

S. Kingsbury:

Grammar Exercises I (Group C) – 4412 091

UE, Do 08:00 – 09:30, BI 80.2

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 March 23rd, 2022 (3p.m./15:00).

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N. Ahlborn:

Grammar Exercises I (Group D) – 4412 349

UE, Fr 15:00 – 16:30, BI 85.3

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 March 23rd, 2022 (3p.m./15:00).

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T. Palmer:

British Practical Phonetics (Group A) – 4412 032

UE, Mo 12:15 – 13:00, BBB (online, synchron)

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: 978-0521717403

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

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. K. E. Barnes:

American Practical Phonetics (Group B) – 4412 232

UE, Fr 15:45 – 16:30, BI 80.1

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
- IPA broad 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 March 23rd, 2022 (3p.m./15:00).

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Basismodul 5 “Basic Language Skills: Listening and Speaking”

neue PO (ab WS 2021/22)

Modulinformation neu PO

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	5 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: 1 LV Aural - Oral (1 SWS) 1 LV Communication Practice (2 SWS) 1 LV Phonetics and Pronunciation (2 SWS) Leistung: PL: mündliche Prüfung	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

T. Palmer:

Aural Oral (Group A) (1 SWS) – 4412 419

UE, Mo 11:30 – 12:15, BBB (Online)

One of the overarching aims of the Aural-Oral course is for students to practice their listening comprehension skills and build on the skills and knowledge that they have acquired in other classes, including Grammar I and Writing I. For this purpose, two sets of listening materials will be used outside of class, which offer the students authentic audio and audio-visual input. One is an audiobook version of selected stories from The Adventures of Sherlock Holmes, and the other is the American television series (Lost).

The goal of the class is to allow students to demonstrate that they have engaged with the listening materials used in this class to such a degree that they can:

- comprehend the English grammar and vocabulary contained in these materials,
- understand the pronunciation of the varieties of English that they are exposed to,
- identify cultural references and conduct research into these,
- identify the central characteristics of the media that they have engaged with (television series and detective stories).

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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J. Tavares:

Aural Oral (Group B) (1 SWS) – 4412 496

UE, Di 17:30 – 18:15, BI 80.2

One of the overarching aims of the Aural-Oral course is for students to practice their listening comprehension skills and build on the skills and knowledge that they have acquired in other classes, including Grammar I and Writing I. For this purpose, two sets of listening materials will be used outside of class, which offer the students authentic audio and audio-visual input. One is an audiobook version of selected stories from The Adventures of Sherlock Holmes, and the other is the American television series (Lost).

The goal of the class is to allow students to demonstrate that they have engaged with the listening materials used in this class to such a degree that they can:

- comprehend the English grammar and vocabulary contained in these materials,
- understand the pronunciation of the varieties of English that they are exposed to,
- identify cultural references and conduct research into these,
- identify the central characteristics of the media that they have engaged with (television series and detective stories).

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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J. Tavares:

Aural Oral (Group C) (1 SWS) – 4412 497

UE, Mi 18:30 – 19:15, BI 85.7

One of the overarching aims of the Aural-Oral course is for students to practice their listening comprehension skills and build on the skills and knowledge that they have acquired in other classes, including Grammar I and Writing I. For this purpose, two sets of listening materials will be used outside of class, which offer the students authentic audio and audio-visual input. One is an audiobook version of selected stories from The Adventures of Sherlock Holmes, and the other is the American television series (Lost).

The goal of the class is to allow students to demonstrate that they have engaged with the listening materials used in this class to such a degree that they can:

- comprehend the English grammar and vocabulary contained in these materials,
- understand the pronunciation of the varieties of English that they are exposed to,
- identify cultural references and conduct research into these,
- identify the central characteristics of the media that they have engaged with (television series and detective stories).

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. K. E. Barnes:

Aural Oral (Group D) (1 SWS) – 4412 558

UE, Fr 15:00 – 15:45, BI 80.1

One of the overarching aims of the Aural-Oral course is for students to practice their listening comprehension skills and build on the skills and knowledge that they have acquired in other classes, including Grammar I and Writing I. For this purpose, two sets of listening materials will be used outside of class, which offer the students authentic audio and audio-visual input. One is an audiobook version of selected stories from The Adventures of Sherlock Holmes, and the other is the American television series (Lost).

The goal of the class is to allow students to demonstrate that they have engaged with the listening materials used in this class to such a degree that they can:

- comprehend the English grammar and vocabulary contained in these materials,
- understand the pronunciation of the varieties of English that they are exposed to,
- identify cultural references and conduct research into these,
- identify the central characteristics of the media that they have engaged with (television series and detective stories).

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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L. Tamas:

Communication Practice (Group A) – 4412 447

UE, Mo 16:45 – 18:15, 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, role-play games to more serious work such as skills needed for presentation and public speaking. We will also look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

J. Tavares:

Communication Practice (Group B) – 4412 498

UE, Di 15:00 – 16:30, BI 80.2

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, role-play games to more serious work such as skills needed for presentation and public speaking. We will also look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. K. E. Barnes:

Communication Practice (Group C) – 4412 559

UE, Mi 15:00 – 16:30, BI 80.1

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, role-play games to more serious work such as skills needed for presentation and public speaking. We will also look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

C. Fletcher:

Communication Practice (Group D) – 4412 560

UE, Fr 13:15 – 14:45, 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, role-play games to more serious work such as skills needed for presentation and public speaking. We will also look at such things as audience analysis, body language, gesturing, as well as impromptu, informative, and persuasive speaking.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

Dr. K. E. Barnes:

American Phonetics and Pronunciation (Group A) – 4412 500

UE, Mi 16:45 – 18:00, BI 80.1

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 March 23rd, 2022 (3p.m./15:00).

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T. Palmer:

British Phonetics and Pronunciation (Group B) – 4412 501

UE, Mo 15:00 – 16:30, 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: 978-0521717403

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

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

T. Palmer:

British Phonetics and Pronunciation (Group C) – 4412 502

UE, Di 16:45 – 18:15, 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 **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: 978-0521717403

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

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

Dr. K. E. Barnes:

American Phonetics and Pronunciation (Group D) – 4412 561

UE, Do 16:45 – 18:15, BI 80.2

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 March 23rd, 2022 (3p.m./15:00).

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Basismodul 5 “Discussing Culture and Society”

alte PO

Bitte beachten: Die Kurse in diesem Modul werden letztmalig im Sommersemester 2022 angeboten!

Modulinformation alte PO

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

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) Leistung: PL: Englischsprachiges Essay	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

T. Palmer:

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

SE, Mo 13:15 – 14:45, 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 outcrop 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:

Davies, Norman. *The Isles: A History*. London: Macmillan, 2000

Ferguson, Niall. *Empire: How Britain Made the Modern World*. London: Penguin Books, 2007.

McLynn, Frank. *The Road Not Taken: How Britain Narrowly Missed a Revolution, 1381-1926*. London: Vintage Books, 2012.

Von Tunzelmann, Alex. *Indian Summer: The Secret History of the End of an Empire*. London: Simon & Schuster, 2007.

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

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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J. Tavares:

Landeskunde I (Group B): America: Asian American Conspiracies – Narratives, Rumor, and Theories – 4412 544

SE, Di 18:30 – 20:00, BI 80.2

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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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S. Kingsbury:

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

SE, Do 11:30 – 13:00, BI 80.2

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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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C. Fletcher:

Text Production (Group A) – 4412 080

UE, Di 08:00 – 09:30, 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 March 23rd, 2022 (3p.m./15:00).

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S. Kingsbury:

Text Production (Group B) – 4412 081

UE, Do 13:15 – 14:45, BI 80.2

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 March 23rd, 2022 (3p.m./15:00).

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N. Ahlborn:

Text Production (Group C) – 4412 127

UE, Do 18:30 – 20:00, BI 80.2

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,

tor, 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 March 23rd, 2022 (3p.m./15:00).

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Dr. S. McGury:

Text Production (Group D) – 4412 545

UE, Fr 09:45 – 11:15, BI 80.2

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 March 23rd, 2022 (3p.m./15:00).

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J. Tavares:

Vocabulary Expansion I – 4412 079

UE, Di 16:45 – 17:30, BI 80.2

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:

Check Your Vocabulary for Academic English by David Porter. ISBN: 978-0713682854

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Aufbaumodul 1 “Periods and Genres”

alte und neue PO

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

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind zu belegen (auf Winter und Sommer zu verteilen): Survey Course I (WiSe) Survey Course II (SoSe) (2 x 2 SWS) Leistung: PL: Mündliche Prüfung (beide POs)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. R. Heinze:

Survey Course II: American Literature I – 4412 223

SE, Mo 11:30 – 13:00, BI 85.7

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.

Marcus, G, and Sollors, W. *A New Literary History of America*. 2009.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. R. Heinze:

Survey Course II: American Literature II – 4412 525

SE, Fr 09:45 – 11:15, BI 85.1

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.

Marcus, G, and Sollors, W. *A New Literary History of America*. 2009.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. S. John:

Survey Course II: British Literature – Romanticism to New English Literature (Group A) – 4412 092

SE, Mo 15:00 – 16:30, BI 85.1

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 Romanti-

cism, 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:

Textbook: *The Norton Anthology of English Literature*. Eds. Stephen Greenblatt et al., 8th or 9th ed. New York: Norton.

Secondary literature:

For orientation in the field, please consult the standard literary histories

- 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*).

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.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. E. Voigts:

Survey Course II: British Literature – Romanticism to New English Literature (Group B) – 4412 234

SE, Di 09:45 – 11:15, BI 85.3

This course will introduce you to key texts and periods of British literature and its cultural contexts from the beginning of the 19th century (Romanticism). Our starting point will be the governing principles of literary histories. We will then focus on Romantic, Victorian, Edwardian, Modernist, Postmodernist and Postcolonial Literatures.

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.

Primary literature:

Our textbook will be:

The Norton Anthology of English Literature. Eds. Stephen Greenblatt et al., 8th or 9th ed. New York: Norton.

Secondary literature:

For orientation in the field, please consult the standard literary histories

- 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*).

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.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Aufbaumodul 2 “Analyzing English: System and Development/Variation”

alte und neue PO

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

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), einer Sprachgemeinschaft (Sprachgeschichte), sowie Entwicklung sprachlicher Diversität (Sprachkontraste).</p> <p>Leistung: Neue PO: PL: Projekt mit Praxisanteil oder Klausur; SL: Präsentation oder Hausaufgabe Alte PO: PL: Hausarbeit mit Präsentation</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Systems of Language and Communication

Dr. V. Heyer:

Morphology – 4412 359

SE, Mo 18:30 – 20:00, BI 85.7

This course will introduce the participants to the study of the structure of words and the formation of new complex words in contemporary English. After a review of relevant basic linguistic terms for morphological analysis (word, lexeme, morpheme, prefix, suffix, root, stem, base), we will consider inflection as well as productive types of English word formation:

- a) derivational suffixation (*unfriendly*, *yuppiedom*) incl. conversion/zero derivation (to tango, to email) and
- b) compounding (*teapot*, *couch potato*). The particular status of non-syntagmatic processes of abbreviation like blending (*brunch*), initialism (*BBC*), acronyms (*NATO*), or clipping (*flu*) will be discussed as a contrast to compounding and derivation. We will use current theoretical frameworks to describe:
 - (a) the regular word-internal structures,
 - (b) their rule-based semantic interpretation,
 - (c) general semantic changes as effects of word formation, and
 - (d) pragmatic and other extra-linguistic blockings of word creation. We will also address the following questions: a) How do children acquire knowledge of word-formation processes and the meaning of complex words?, b) How are (complex) words represented and stored in the monolingual mental lexicon?

Literature:

Lieber, R. (2022). *Introducing morphology* (3 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Themenbereich: Developmental and Linguistic Variation

Dr. H. Comes-Koch:

Second Language Acquisition (Group A) – 4412 003

SE, Do 11:30 – 13:00, BI 97.11

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:

Hawkins, R. (2019). *How Second Languages Are Learned. An introduction.*(4 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. S. McMonagle:

Second Language Acquisition (Group B) – 4412 526

SE, Mo 15:00 – 16:30, BI 80.1

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:

Hawkins, R. (2019). *How Second Languages Are Learned. An introduction.*(4 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Aufbaumodul 4 “Intermediate Language Skills: Reading and Writing“

neue PO (ab WS 2021/22)

Modulinformation neue PO

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

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: Grammar II (SWS) German-English Translation II (2 SWS) Writing II (2SWS) Leistung: PL: 12 englischsprachige Hausaufgaben – je 1 Seite Zulassungsvoraussetzung: erfolgreicher Abschluss der Module B4 und B5	

LP: Leistungspunkte
PL: Prüfungsleistung
SL: Studienleistung

LV: Lehrveranstaltung
SE: Seminar
SWS: Semesterwochenstunden

Z Khan-Owald:

German-English Translation – 4412 443

UE, Do 11:30 – 13:00, BI 80.301 (Konferenzraum)

Translation is a skill that demands the highest awareness of equivalence between languages. As a learning medium, it requires that the student give painstaking attention to detail and a careful interpretation of what is being said in the original language. Translation from German into English also allows students to develop their awareness for subtleties in the language such as collocations, style, tone and connotation. Furthermore, the course functions as an exercise in contrastive grammar: how are certain German constructions best rendered in English? In addition, through a combination of readings about translation, group work, and individual projects, students will learn to navigate some of the more detailed concerns of translation that go beyond grammatical features. Going beyond the contrastive features of grammar and syntax, we will also focus on not only understanding the subtleties of the German language, but also on how to reproduce those nuances in English. Finally, we will focus on specific areas of the source language that do not easily transfer to the target language.

At the end of this course, successful students will be able to:

- explain the characteristics of the German tradition of translation
- translate German texts into English while taking cultural and historical considerations into account
- improve their translations with techniques involving voice, wordplay, symbolism, and genre

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. K. E. Barnes:

Grammar II (Group A) – 4412 389

UE, Mo 09:45 – 11:15, BI 80.2

Grammar II picks up where Grammar I left off. In this course, the students will round out in the missing 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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. S. McGury:

Grammar II (Group B) – 4412 513

UE, Fr 13:15 – 14:45, BI 80.2

Grammar II picks up where Grammar I left off. In this course, the students will round out in the missing 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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Ahlborn, N.:

Writing II (Group A) – 4412 391

UE, Di 11:30 – 13:00, BBB (Online)

Students taking this course will already have acquired an advanced level in listening, speaking, reading and writing. This class will help students achieve an advanced level in writing by helping students develop advanced literacy skills and a critical understanding of the nature and function of discourse in the context of research reports. Students will learn to construct texts in a variety of genres.

Upon completion of this course, students will be able to:

- analyze the composition processes;
- understand different models and genres of writing;
- utilize techniques of drafting and revising;
- attend to textual organization, style, correctness, and visual layout according to the needs of different contexts;
- formulate research problems and questions;
- select, organize and present ideas and arguments in a logical and effective manner;
- write academic research papers with appropriate means of argumentation;
- produce texts with appropriate linguistic and discoursal sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. S. McGury:

Writing II (Group B) – 4412 547

UE, Do 16:45 – 18:15, BI 85.6

Students taking this course will already have acquired an advanced level in listening, speaking, reading and writing. This class will help students achieve an advanced level in writing by helping students develop advanced literacy skills and a critical understanding of the nature and function of discourse in the context of research reports. Students will learn to construct texts in a variety of genres.

Upon completion of this course, students will be able to:

- analyze the composition processes;
- understand different models and genres of writing;
- utilize techniques of drafting and revising;

- attend to textual organization, style, correctness, and visual layout according to the needs of different contexts;
- formulate research problems and questions;
- select, organize and present ideas and arguments in a logical and effective manner;
- write academic research papers with appropriate means of argumentation;
- produce texts with appropriate linguistic and discursal sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Aufbaumodul 4 “Intermediate Language Skills“

alte PO

Bitte beachten: Der Kurs “Communication Practice II” wird im Sommersemester 2022 angeboten und letztmalig im Sommersemester 2023 angeboten! Es erfolgt KEIN Kursangebot im Wintersemester 2022/23.

Modulinformation alte PO

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

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) Leistung: PL: Hausaufgaben (take home tasks)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

J. Tavares:

Communication Practice II (1 SWS) – 4412 115

UE, Mi 19:15 – 20:00, BI 85.7

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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. K. E. Barnes:

Grammar Exercises II (Group A) – 4412 096

UE, Mo 09:45 – 11:15, BI 80.2

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 March 23rd, 2022 (3p.m./15:00).

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Dr. S. McGury:

Grammar Exercises II (Group B) – 4412 242

UE, Fr 13:15 – 14:45, BI 80.2

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 March 23rd, 2022 (3p.m./15:00).

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C. Fletcher:

Vocabulary Expansion II (Group A) – 4412 078

UE, Di 09:45 – 11:15, 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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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A. Böker:

Vocabulary Expansion II (Group B) – 4412 229

UE, Fr 16:45 – 18:15, BI 80.1

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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Projektmodul P “Theories, Methods, Models”

alte und neue PO

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Literary and Cultural Studies

Prof. Dr. R. Heinze/S. Schuray:

Migration, Nation und Identität – 4412 565

SE, Mo 09:45 – 11:15, BI 85.7

In der jüngsten Geschichte haben zwei Aussagen Symbolkraft gewonnen, die verschiedener nicht sein könnten: „[...] wir schafften das! [...]“ – ein Satzfragment, das nach der Bundespressekonferenz von Angela Merkel im August 2015 geäußert wurde, sowie „Wir sind das Volk!“ – der Slogan der vor allem in den Jahren 2014/2015 aktiven rechtsextremen PEGIDA-Bewegung, die in einigen Städten einen Zulauf von mehreren Tausend Menschen hatte. Anhand dieser beiden Sätze lässt sich die Verwobenheit von Migration, Nation und Identität diskutieren und reflektieren. Es stellen sich hierbei u.a. die Fragen, welche Vorstellungen sich hinter dem „Wir“ und den „Anderen“ verbergen, oder auch welche Bilder von Migration erzeugt werden sollen. Im Seminar wollen wir uns solchen Fragen anhand verschiedener Beispiele und Studien widmen.

Zu Beginn wird jedoch eine Begriffsarbeit stehen, bei der wir uns nicht nur mit Theorien zu „Migration“, „Nation“ und „Identität“ beschäftigen, sondern uns auch mit unserem eigenen Verständnis dieser Begriffe auseinandersetzen. Im weiteren Verlauf des Seminars sollen anhand konkreter Beispiele und Studien die Diskussionen mit unterschiedlichen Fokussen vertieft werden.

Die Kursliteratur wird über Stud.IP zur Verfügung gestellt. Die bereitgestellte Literatur sowie andere Medien werden sowohl deutsch- als auch englischsprachig sein. Studierende der English Studies müssen ihre Studien- und Prüfungsleistungen in Englisch verfassen.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. A. Weber:

Translating Metaverse: Übersetzung sprachlicher und virtueller Welten zwischen Gamin-SF und Cyberpunk – 4412 572

SE, Mo 11:30 – 13:00, BI 80.1

Die Lehrveranstaltung bietet einerseits eine kompakte Einführung in die Übersetzungstheorie, soll Studierenden aber vor allem konkrete Einblicke in die Übersetzungspraxis vermitteln – und zwar am Beispiel neuerer englischsprachiger Science-Fiction-Literatur. Im Vordergrund stehen dabei Werke des sogenannten Cyberpunk sowie aktuelle, von Computerspielen inspirierte Texte, die nicht nur dystopische Weltentwürfe formulieren, sondern Lesende wie Übersetzende durch die Verhandlung verschachtelter digitaler Realitäts- und Identitätsebenen vor besondere Herausforderungen stellen. In dem Seminar biete ich unter anderem Einblicke in meine Neuübersetzung des Genre-Klassikers *Snow Crash* von Neal Stephenson und berichte über meine Arbeit als Koübersetzer des Bestsellers *Ready Player Two*. Darüber hinaus werden wir Philip K. Dicks *Do Androids Dream of Electric Sheep?* behandeln und über einige gattungstypische Romanauszüge und Kurzgeschichten sprechen. Die Studierenden sol-

len dabei durch das Übertragen kürzerer Exzerpte ins Deutsche selbst praktische Erfahrungen sammeln.

Der Seminarplan und die genaue Liste der besprochenen Texte wird über Stud.IP zugänglich gemacht

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. S. John:

The New Woman in Victorian Literature and Culture – 4412 200

SE, Mo 16:45 – 18:15, BI 85.1

The New Woman was a controversial phenomenon in late-nineteenth-century Britain. The image of the independent, educated, sexually autonomous woman, who enjoyed smoking and rode bicycles, emerged in literature, journalism, art, and fashion in the 1880s and 1890s, and is now seen as inextricably linked to the first wave of feminism. At the same time, conservative Victorian critics regarded the New Woman as a threat to established moral codes. In this course we will investigate the New Woman – who fluctuates between cultural stereotype and historical reality – through the lens of literary and journalistic texts, visual media, and material culture. We will discuss fascinating works by writers such as Sarah Grand, Ouida, Amy Levy, Mona Caird, and Thomas Hardy, as well as women's innovative contributions to avant-garde magazines such as *The Yellow Book*. We will examine connections between the New Woman and cultural phenomena such as the rational dress movement and contextualise the rise of feminism by referring to developments in science, technology, and consumer culture around the turn of the century.

Students taking this course should not be averse to reading complex fictional and scholarly texts and enjoy engaging with historical material. A key aim of the course is to develop a nuanced and historically differentiated understanding of the concepts of feminism and gender. Please purchase a copy of Thomas Hardy's novel *Jude the Obscure* (Oxford World Classics or Penguin Classics editions preferred) and start reading it in advance of the semester.

Further material and the syllabus will be made available in StudIP.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. M. Marcsek-Fuchs:

Digital Shakespeare(s) – 4412 263

SE, Fr 11:30 – 13:00, BI 85.9

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. We will investigate digital Shakespeare projects that have been developed by the leading theatres, libraries, and museums before, during and after the pandemic. This includes online-performances, podcasts, lectures, Facebook, and Instagram accounts attributed to the Bard, theatre and library websites, 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* and Robert Myles's *The Show Must Go On-line*. 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.

Literatur:

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 March 23rd, 2022 (3p.m./15:00).

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Themenbereich: Linguistics

Prof. Dr. H. Hopp:

Research Methods – 4412 321

SE, Do 16:45 – 18:15, BI 85.8

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.

Literatur:

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 March 23rd, 2022 (3p.m./15:00).

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Erweiterungsmodul 1 “Advanced Literary and Cultural Studies”

neue PO (ab WS 2021/22)

Modulinformation neue PO

Art und Bezeichnung des Moduls	Erweiterungsmodul 1 Advanced Literary and Cultural Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: Profil Lehramt GYM Fachwissenschaften: 3. Studienjahr Nebenfach: –
Credits	7 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind zu belegen (wahlweise im Winter- oder im Sommersemester): 2 LV (4 SWS) Leistung: PL: Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Erweiterungsmodul 1 “Advanced Literary and Cultural Studies” (alte PO)

Modulinformation alte PO

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

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind zu belegen (auf Winter und Sommer zu verteilen): als Fachmodul oder BA-Modul 2 LV (4 SWS) u. 1 extracurriculare Veranstaltung (2 SWS) Leistung: als Fachmodul: PL: komplexe Hausarbeit mit Referat als BA-Modul: PL: BA-Arbeit mit Referat	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. A. Weber:

Translating Metaverse: Übersetzung sprachlicher und virtueller Welten zwischen Gaming-SF und Cyberpunk – 4412 572

SE, Mo 11:30 – 13:00, BI 80.1

Die Lehrveranstaltung bietet einerseits eine kompakte Einführung in die Übersetzungstheorie, soll Studierenden aber vor allem konkrete Einblicke in die Übersetzungspraxis vermitteln – und zwar am Beispiel neuerer englischsprachiger Science-Fiction-Literatur. Im Vordergrund stehen dabei Werke des sogenannten Cyberpunk sowie aktuelle, von Computerspielen inspirierte Texte, die nicht nur dystopische Weltentwürfe formulieren, sondern Lesende wie Übersetzende durch die Verhandlung verschachtelter digitaler Realitäts- und Identitätsebenen vor besondere Herausforderungen stellen. In dem Seminar biete ich unter anderem Einblicke in meine Neuübersetzung des Genre-Klassikers *Snow Crash* von Neal Stephenson und berichte über meine Arbeit als Koübersetzer des Bestsellers *Ready Player Two*. Darüber hinaus werden wir Philip K. Dicks *Do Androids Dream of Electric Sheep?* behandeln und über einige gattungstypische Romanauszüge und Kurzgeschichten sprechen. Die Studierenden sollen dabei durch das Übertragen kürzerer Exzerpte ins Deutsche selbst praktische Erfahrungen sammeln.

Der Seminarplan und die genaue Liste der besprochenen Texte wird über stud.ip zugänglich gemacht

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. R. Heinze:

US-American Immigration – 4412 037

SE, Mo 15:00 – 16:30, BI 85.3

In his eponymous book, John F. Kennedy has famously called the USA a “Nation of Immigrants”. Few would dispute this; however, as the debates in the last years over the Southern border, refugees, and migrants in general have shown, perspectives differ significantly regarding the legacy and future of immigration in the USA. In this course, we will look at the history of immigration in the USA from Plymouth Rock to the present and its (historical and contemporary) consequences for American society and culture. We will also discuss a variety of texts from different genres and media: from short stories and poetry to autobiographies, from cartoons and essays to films.

Literature:

Dinnerstein, L., and Reimers, D. *Ethnic Americans: A History of Immigration*. 5th Edition. New York: Columbia UP, 2009. **(You need to have continuous access to this book (in the latest edition!), so make sure to purchase, loan or borrow it.)**

Yang, G.L. *American Born Chinese*. 2006. Any edition.

A reader with additional material will be made available online.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. S. John:

The New Woman in Victorian Literature and Culture – 4412 200

SE, Mo 16:45 – 18:15, BI 85.1

The New Woman was a controversial phenomenon in late-nineteenth-century Britain. The image of the independent, educated, sexually autonomous woman, who enjoyed smoking and rode bicycles, emerged in literature, journalism, art, and fashion in the 1880s and 1890s, and is now seen as inextricably linked to the first wave of feminism. At the same time, conservative Victorian critics regarded the New Woman as a threat to established moral codes. In this course we will investigate the New Woman – who fluctuates between cultural stereotype and historical reality – through the lens of literary and journalistic texts, visual media, and material culture. We will discuss fascinating works by writers such as Sarah Grand, Ouida, Amy Levy, Mona Caird, and Thomas Hardy, as well as women's innovative contributions to avant-garde magazines such as *The Yellow Book*. We will examine connections between the New Woman and cultural phenomena such as the rational dress movement and contextualise the rise of feminism by referring to developments in science, technology, and consumer culture around the turn of the century.

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Further material and the syllabus will be made available in StudIP.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. R. Heinze:

Fantasy – 4412 566

SE, Di 11:30 – 13:00, BI 80.1

Modern fantasy is one of the most popular (in the sense of pervasive reception, quantitative consumption, and economic success) contemporary genres. It is also often accused of being formulaic, fundamentally conservative, and addressed mostly to children and young adults (and thus need not be taken seriously). At a closer look, (modern) fantasy, despite its relatively young age, is actually quite diverse, has a long history of varied influences and precursors, and can be, at times at least, challenging and subversive. In this course, we will look at the origins and beginnings of modern high fantasy, the most influential and canonical works, as well as recent examples.

Caveat: This course has, owed to the particulars of the genre and thus unavoidably, an extremely high (!) reading load. You should factor this in when you plan your course schedule and weekly reading times; starting early is not the worst idea.

PS: No, I did not overlook *A Song of Ice and Fire*, the *Shannara* series, *The Dark Tower*, *The Belgariad*, and so on.

Primary Literature:

Novels:

Tolkien, John Ronald Reuel. *The Hobbit, or There and Back Again*. 1937. (any edition, but make sure it's the last one)

Lewis, Clive Staples. *The Lion, the Witch and the Wardrobe*. 1950. (any edition)

Le Guin, Ursula Kroeber. *A Wizard of Earthsea*. 1968. (any edition)

Geiman, Neal. *The Sandman, Volume 1: Preludes & Nocturnes*. New York: DC Comics, 1989.

Rowling, Joanne Kathleen. *Harry Potter and the Philosopher's Stone*. 1997. (any edition)

Adeyemi, Tomi. *Children of Blood and Bone*. 2018. (any edition)

Films/Series:

Burton, Tim. *Big Fish*. 2003.

Schmidt Hissrich, Lauren. *The Witcher*. 2019.

Secondary Material will be made available online.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. M. Marcsek-Fuchs:

Digital Shakespeare(s) – 4412 263

SE, Fr 11:30 – 13:00, BI 85.9

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. We will investigate digital Shakespeare projects that have been developed by the leading theatres, libraries, and museums before, during and after the pandemic. This includes online-performances, podcasts, lectures, Facebook, and Instagram accounts attributed to the Bard, theatre and library websites, 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* and Robert Myles's *The Show Must Go On-line*. 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.

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 March 23rd, 2022 (3p.m./15:00).

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Erweiterungsmodul 2 “Advanced English Linguistics: Contexts and Variation”

neue PO (ab WS 2021/22)

Modulinformation neue PO

Art und Bezeichnung des Moduls	Erweiterungsmodul 1 Advanced Literary and Cultural Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach Profil Lehramt GYM / Fachwissenschaften: 3. Studienjahr Nebenfach: –
Credits	7 LP

Modulaufbau

Wintersemester	Sommersemester
2 LV (4 SWS) sind zu belegen (wahlweise im Winter oder im Sommer) Leistung: PL: Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Erweiterungsmodul 2 “Linguistic Interaction in Context”

alte PO

Modulinformation alte PO

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

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind zu belegen (auf Winter und Sommer zu verteilen): Als Fachmodul oder BA-Modul 2 LV (4 SWS) u. 1 extracurriculare Veranstaltung (2 SWS) Leistung: 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

Dr. S. McMonagle:

Language Policies in the Anglosphere – 4412 568

SE, Di 09:45 – 11:15, BI 80.2

All groups, institutions and societies practice language policy (LP) as they attempt to manage language practices in line with their own aims and ideologies. Decisions about language and its use are made by legislators (e.g. by conferring official status (or not) on a language), educational leaders (e.g. by forbidding or permitting certain languages in schools), and families (e.g. in contexts of migration and multilingualism). There is no single definition of LP. It can refer to a body of laws and regulations intended to effect particular language practices (cf. Kaplan and Baldauf 1997). It can also refer to *linguistic culture*, encompassing a group's beliefs and attitudes towards language and through which implicit assumptions about language regulate its use (cf. Schiffman 1996). LP can therefore either be explicit or implicit in its intentions, and with consequences for participation and identity formation.

This seminar examines language policies in the Anglosphere – that group of countries sharing *inter alia* English as majority language. Yet these countries are also, historically as well as today, sites of language diversity. Language-contact situations require decisions to be made about language – after all, language is the means through which human communities are constructed (cf. Wright, 2004). Language-contact situations are also infused with ideologies that position groups on social hierarchies. Power relations are therefore always implicated in decisions about language, and LP often reflects existing power relations.

Students will be introduced to the central theories of and approaches to LP, a research discipline that has expanded to investigate different language regimes, regions and societal domains. This interdisciplinary field is situated in applied and sociolinguistics and utilises approaches from sociology, political theory, anthropology, history and education science. Students will be guided in critically examining the political and social aspects of language policies in various Anglosphere countries: for example, official bilingualism (e.g. in Canada and Ireland), autochthonous and indigenous language recognition, grassroots campaigns for language status (e.g. 'English-only' in the USA; the movement for an Irish Language Act in the UK), support for allochthonous (i.e. migrant) languages in public spaces and institutions, and the role of foreign languages in educational curricula. As students acquire a broad understanding of LP in the Anglosphere, they are also free to focus on a region and language issue of their choice. As such, they will be expected to undertake independent research.

Literature:

- Kaplan, R.B. and Baldauf, R.B. (1997). *Language Planning From Practice to Theory*. Clevedon: Multilingual Matters.
- Schiffman, H.F. (1996). *Linguistic Culture and Language Policy*. London: Routledge.
- Wright, S. (2004). *Language Policy and Language Planning. From Nationalism to Globalisation*. Houndsmills, Basingstoke; Palgrave Macmillan.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof Dr. H. Hopp:

The Grammar of Englishes – 4412 281

SE, Do 11:30 – 13:00, BI 85.8

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 University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. H. Comes-Koch:

Instructed Second Language Acquisition – 4412 014

SE, Fr 11:30 – 13:00, BI 85.3

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 March 23rd, 2022 (3p.m./15:00).

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Erweiterungsmodul 4 “Advanced Language Skills”

neue PO (ab WS 2021/22)

Modulinformation neue PO

Art und Bezeichnung des Moduls	Erweiterungsmodul 4 Advanced Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach Profil Master Lehramt Gym oder Fachwissenschaft: 3. Studienjahr
Credits	10 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: Grammar III (2 SWS) Reading (2 SWS) Regional Studies II (2 SWS) Extracurriculare LV (2 SWS) Leistung: PL: Essay	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Z. Khan-Owald:

Regional Studies II (Group A) – Great Britain: Following in Lawrence's Footsteps: British Values and Global Ambitions – 4412 505

UE, Do 15:00 – 16:30, BI 85.3

Both T. E. Lawrence, known as Lawrence of Arabia, and Rory Stewart are Oxford graduates. Both had/have aspirations to 'to do good things' morally speaking in the Arabian Peninsula. Both had/have an adventurous spirit and loved/love the region. Both are intrinsically British and had/have a romantic idea of what it means to be British and make a difference in the world. Both had/have had successes and failures in Arab regions (both had/have received recognition and acclaim for their work). In this class, we shall be tracing parallels and differences, as well as discussing how 19th-century 'romantic' views of Britain's role in the world - culminating in the colonies and the Commonwealth - aided by some "Brexiteers" to once again "take back control" and become a global power. Stewart, a "Remainer" and pragmatist, wanted to smoothe the transition to a Brexit Britain. We will examine these two not wholly dissimilar men from different centuries, and how their lives impacted a foreign region and vice-versa.

Literature:

As background, we will be referring to parts of the following:

- The Seven Pillars of Wisdom by T. E. Lawrence
- The Places in Between by Rory Stewart
- Lawrence of Arabia (1962) by David Lean

The texts can be found online, while the film is available on Netflix.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

Dr. S. McGury:

Regional Studies II (Group B): Asian Americans in Contemporary America – 4412 557

UE, Fr 11:30 – 13:00, BI 80.2

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 current developments in Asian countries affect Asian Americans across the nation.

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>

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

Dr. K. E. Barnes:

Grammar III (Group A) – 4412 448

UE, Mo 18:30 – 20:00, BI 80.1

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 March 23rd, 2022 (3p.m./15:00).

- - -

Dr. S. McGury:

Grammar III (Group B) – 4412 555

UE, Fr 08:00 – 09:30, BI 80.2

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 March 23rd, 2022 (3p.m./15:00).

- - -

C. Fletcher:

Reading (Group A) – 4412 449

UE, Di 09:45 – 11:15, 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 are will also create word logs and writing assignments based on the target vocabulary.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

A. Böker:

Reading (Group B) – 4412 506

UE, Fr 16:45 – 18:15, BI 80.1

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 are will also create word logs and writing assignments based on the target vocabulary.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Erweiterungsmodul 4 “Advanced Language Skills”

alte PO

Modulinformation alte PO

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

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) Leistung: PL: Englischsprachige Klausur	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Z. Khan-Owald:

German-English Translation – 4412 175

UE, Mo 15:00 – 16:30, BI 85.7

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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. K. E. Barnes:

Advanced Language Practice (Group A) – 4412 534

UE, Mo 18:30 – 20:00, 80.1

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 March 23rd, 2022 (3p.m./15:00).

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Dr. S. McGury:

Advanced Language Practice (Group B) – 4412 350

UE, Fr 08:00 – 09:30, BI 80.2

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 March 23rd, 2022 (3p.m./15:00).

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Z. Khan-Owald:

Landeskunde II (Group A) – Great Britain: Following in Lawrence's Footsteps: British Values and Global Ambitions – 4412 567

UE, Do 15:00 – 16:30, BI 85.3

Both T. E. Lawrence, known as Lawrence of Arabia, and Rory Stewart are Oxford graduates. Both had/have aspirations to 'to do good things' morally speaking in the Arabian Peninsula. Both had/have an adventurous spirit and loved/love the region. Both are intrinsically British and had/have a romantic idea of what it means to be British and make a difference in the world. Both had/have had successes and failures in Arab regions (both had/have received recognition and acclaim for their work). In this class, we shall be tracing parallels and differences, as well as discussing how 19th-century 'romantic' views of Britain's role in the world - culminating in the colonies and the Commonwealth - aided by some "Brexiteers" to once again "take back control" and become a global power. Stewart, a "Remainer" and pragmatist, wanted to smoothe the transition to a Brexit Britain. We will examine these two not wholly dissimilar men from different centuries, and how their lives impacted a foreign region and vice-versa.

Literature:

As background, we will be referring to parts of the following:

- The Seven Pillars of Wisdom by T. E. Lawrence
- The Places in Between by Rory Stewart
- Lawrence of Arabia (1962) by David Lean

The texts can be found online, while the film is available on Netflix.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

- - -

Dr. S. McGury:

Landeskunde II (Group B) – America: Asian Americans in Contemporary America – 4412 129

UE, Fr 11:30 – 13:00, BI 80.2

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 March 23rd, 2022 (3p.m./15:00).

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Extracurriculare Veranstaltungen zu E-Modulen

alte und neue PO

Hinweis:

Nach neuer PO benötigen Sie eine extracurriculare LV in E4.

Nach alter PO benötigen Sie je eine extracurriculare LV in E1 und E2.

Prof. Dr. H. Hopp:

Research Methods – 4412 321

SE, Do 16:45 – 18:15, BI 85.8

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.

Literatur:

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 March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. R. Heinze/S. Schuray:

Migration, Nation und Identität – 4412 565

SE, Mo 09:45 – 11:15, BI 85.7

In der jüngsten Geschichte haben zwei Aussagen Symbolkraft gewonnen, die verschiedener nicht sein könnten: „[...] wir schafften das! [...]“ – ein Satzfragment, das nach der Bundespressekonferenz von Angela Merkel im August 2015 geäußert wurde, sowie „Wir sind das Volk!“ – der Slogan der vor allem in den Jahren 2014/2015 aktiven rechtsextremen PEGIDA-Bewegung, die in einigen Städten einen Zulauf von mehreren Tausend Menschen hatte. Anhand dieser beiden Sätze lässt sich die Verwobenheit von Migration, Nation und Identität diskutieren und reflektieren. Es stellen sich hierbei u.a. die Fragen, welche Vorstellungen sich hinter dem „Wir“ und den „Anderen“ verbergen, oder auch welche Bilder von Migration erzeugt werden sollen. Im Seminar wollen wir uns solchen Fragen anhand verschiedener Beispiele und Studien widmen.

Zu Beginn wird jedoch eine Begriffsarbeit stehen, bei der wir uns nicht nur mit Theorien zu „Migration“, „Nation“ und „Identität“ beschäftigen, sondern uns auch mit unserem eigenen

Verständnis dieser Begriffe auseinandersetzen. Im weiteren Verlauf des Seminars sollen anhand konkreter Beispiele und Studien die Diskussionen mit unterschiedlichen Fokussen vertieft werden.

Die Kursliteratur wird über Stud.IP zur Verfügung gestellt. Die bereitgestellte Literatur sowie andere Medien werden sowohl deutsch- als auch englischsprachig sein. Studierende der English Studies müssen ihre Studien- und Prüfungsleistungen in Englisch verfassen.

Literatur:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. A. Weber:

Translating the Metaverse: Übersetzung dystopischer und virtueller Welten in Cyberpunk und Gaming-Literature – 4412 572

SE, Mo 11:30 – 13:00 Uhr, BI 80.1

Die Lehrveranstaltung bietet einerseits eine kompakte Einführung in die Übersetzungstheorie, soll Studierenden aber vor allem konkrete Einblicke in die Übersetzungspraxis vermitteln – und zwar am Beispiel neuerer englischsprachiger Science-Fiction-Literatur. Im Vordergrund stehen dabei Werke des sogenannten Cyberpunk sowie aktuelle, von Computerspielen inspirierte Texte, die nicht nur dystopische Weltentwürfe formulieren, sondern Lesende wie Übersetzende durch die Verhandlung verschachtelter digitaler Realitäts- und Identitätsebenen vor besondere Herausforderungen stellen. In dem Seminar biete ich unter anderem Einblicke in meine Neuübersetzung des Genre-Klassikers *Snow Crash* von Neal Stephenson und berichte über meine Arbeit als Koübersetzer des Bestsellers *Ready Player Two*. Darüber hinaus werden wir Philip K. Dicks *Do Androids Dream of Electric Sheep?* behandeln und über einige gattungstypische Romanauszüge und Kurzgeschichten sprechen. Die Studierenden sollen dabei durch das Übertragen kürzerer Exzerpte ins Deutsche selbst praktische Erfahrungen sammeln.

Der Seminarplan und die genaue Liste der besprochenen Texte wird über Stud.IP zugänglich gemacht.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (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) oder BI 80.303/304 (MakerSpace)

First Meeting: 27.04.2022 (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 back-

stage, 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 PROJECT:

A Midsummer Night's Online Stream: Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience

2) "Shakespeare@School"

Part of our Transmedia Storytelling project: *A Midsummer Night's Online Stream* will be created specifically for classroom engagement.

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 March 23rd, 2022 (3p.m./15:00).

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Kolloquien

Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 432

KOL, Mo 11:30 – 13:00, BI 80.301 (Konferenzraum)

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 March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. R. Heinze:

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

KOL, Blockseminar ab Mai 2022, Fr 15:00 – 18:00, RR 58.4

Erste Sitzung: 22.04.2022

This course is intended for students writing a longer thesis, such as their B.A. or Master thesis, or even a PhD thesis. We will talk about how to develop a thesis, an extended argument and a structure; how to deal with theory and secondary literature, and how to conjoin existing analytical concepts with your ideas to develop your own methodology. We will take your current topics as examples. **We will meet as often as you require.**

The colloquium will take place in two units as a “Blockseminar” beginning in May:
Fr. 15:00 – 18:00 hrs., first meeting: 22.04.2022.

There will be a mandatory introductory meeting which will be announced.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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ABA “Bachelor-Abschlussmodul Anglistik”

(neue PO)

Modulinformation

Art und Bezeichnung des Moduls	ABA Bachelor Abschlussmodul Anglistik
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 3. Studienjahr
Credits	15 LP

Modulaufbau

Wintersemester	Sommersemester
<p>2 begleitende LV sind zu belegen (Auswahl beider LV nach Themenschwerpunkt der BA Arbeit):</p> <p>Topics in Advanced Literary and Cultural Studies (2 SWS) Colloquium in Literary and Cultural Studies (2 SWS)</p> <p>ODER</p> <p>Topics in Advanced Linguistics (2 SWS) Colloquium in Linguistics (2 SWS)</p> <p>Leistung: PL: Bachelorarbeit SL: Kolloquium</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Advanced Literary and Cultural Studies

Prof. Dr. R. Heinze:

US-American Immigration – 4412 037

SE, Mo 15:00 – 16:30, BI 85.3

In his eponymous book, John F. Kennedy has famously called the USA a “Nation of Immigrants”. Few would dispute this; however, as the debates in the last years over the Southern border, refugees, and migrants in general have shown, perspectives differ significantly regarding the legacy and future of immigration in the USA. In this course, we will look at the history of immigration in the USA from Plymouth Rock to the present and its (historical and contemporary) consequences for American society and culture. We will also discuss a variety of texts from different genres and media: from short stories and poetry to autobiographies, from cartoons and essays to films.

Literature:

Dinnerstein, L., and Reimers, D. *Ethnic Americans: A History of Immigration*. 5th Edition. New York: Columbia UP, 2009. **(You need to have continuous access to this book (in the latest edition!), so make sure to purchase, loan or borrow it.)**

Yang, G.L. *American Born Chinese*. 2006. Any edition.

A reader with additional material will be made available online.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. S. John:

The New Woman in Victorian Literature and Culture – 4412 200

SE, Mo 16:45 – 18:15, BI 85.1

The New Woman was a controversial phenomenon in late-nineteenth-century Britain. The image of the independent, educated, sexually autonomous woman, who enjoyed smoking and rode bicycles, emerged in literature, journalism, art, and fashion in the 1880s and 1890s, and is now seen as inextricably linked to the first wave of feminism. At the same time, conservative Victorian critics regarded the New Woman as a threat to established moral codes. In this course we will investigate the New Woman – who fluctuates between cultural stereotype and historical reality – through the lens of literary and journalistic texts, visual media, and material culture. We will discuss fascinating works by writers such as Sarah Grand, Ouida, Amy Levy, Mona Caird, and Thomas Hardy, as well as women’s innovative contributions to avant-garde magazines such as *The Yellow Book*. We will examine connections between the New Woman and cultural phenomena such as the rational dress movement and contextualise the rise of feminism by referring to developments in science, technology, and consumer culture around the turn of the century.

Students taking this course should not be averse to reading complex fictional and scholarly texts and enjoy engaging with historical material. A key aim of the course is to develop a nuanced and historically differentiated understanding of the concepts of feminism and gender. Please purchase a copy of Thomas Hardy’s novel *Jude the Obscure* (Oxford World Classics

or Penguin Classics editions preferred) and start reading it in advance of the semester.

Further material and the syllabus will be made available in StudIP.

Literatur:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. R. Heinze:

Fantasy – 4412 566

SE, Di 11:30 – 13:00, BI 80.1

Modern fantasy is one of the most popular (in the sense of pervasive reception, quantitative consumption, and economic success) contemporary genres. It is also often accused of being formulaic, fundamentally conservative, and addressed mostly to children and young adults (and thus need not be taken seriously). At a closer look, (modern) fantasy, despite its relatively young age, is actually quite diverse, has a long history of varied influences and precursors, and can be, at times at least, challenging and subversive. In this course, we will look at the origins and beginnings of modern high fantasy, the most influential and canonical works, as well as recent examples.

Caveat: This course has, owed to the particulars of the genre and thus unavoidably, an extremely high (!) reading load. You should factor this in when you plan your course schedule and weekly reading times; starting early is not the worst idea.

PS: No, I did not overlook *A Song of Ice and Fire*, the *Shannara* series, *The Dark Tower*, *The Belgariad*, and so on.

Primary Literature:

Novels:

Tolkien, John Ronald Reuel. *The Hobbit, or There and Back Again*. 1937. (any edition, but make sure it's the last one)

Lewis, Clive Staples. *The Lion, the Witch and the Wardrobe*. 1950. (any edition)

Le Guin, Ursula Kroeber. *A Wizard of Earthsea*. 1968. (any edition)

Geiman, Neal. *The Sandman, Volume 1: Preludes & Nocturnes*. New York: DC Comics, 1989.

Rowling, Joanne Kathleen. *Harry Potter and the Philosopher's Stone*. 1997. (any edition)

Adeyemi, Tomi. *Children of Blood and Bone*. 2018. (any edition)

Films/Series:

Burton, Tim. *Big Fish*. 2003.

Schmidt Hissrich, Lauren. *The Witcher*. 2019.

Secondary Material will be made available online.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. M. Marcsek-Fuchs:
Digital Shakespeare(s) – 4412 263
SE, Fr 11:30 – 13:00, BI 85.9

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. We will investigate digital Shakespeare projects that have been developed by the leading theatres, libraries, and museums before, during and after the pandemic. This includes online-performances, podcasts, lectures, Facebook, and Instagram accounts attributed to the Bard, theatre and library websites, 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* and Robert Myles's *The Show Must Go On-line*. 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.

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 March 23rd, 2022 (3p.m./15:00).

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Themenbereich: Colloquium in Literary and Cultural Studies

Prof. Dr. R. Heinze:

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

KOL, Blockseminar ab Mai 2022, Fr 15:00 – 18:00, RR 58.4

Erste Sitzung: 22.04.2022.

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" beginning in May:

Fr. 15:00 – 18:00 hrs., first meeting: 22.04.2022.

There will be a mandatory introductory meeting which will be announced.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Themenbereich: Advanced English Linguistics

Dr. S. McMonagle:

Language Policies in the Anglosphere – 4412 568

SE, Di 09:45 – 11:15, BI 80.2

All groups, institutions and societies practice language policy (LP) as they attempt to manage language practices in line with their own aims and ideologies. Decisions about language and its use are made by legislators (e.g. by conferring official status (or not) on a language), educational leaders (e.g. by forbidding or permitting certain languages in schools), and families (e.g. in contexts of migration and multilingualism). There is no single definition of LP. It can refer to a body of laws and regulations intended to effect particular language practices (cf. Kaplan and Baldauf 1997). It can also refer to linguistic culture, encompassing a group's beliefs and attitudes towards language and through which implicit assumptions about language regulate its use (cf. Schiffman 1996). LP can therefore either be explicit or implicit in its intentions, and with consequences for participation and identity formation.

This seminar examines language policies in the Anglosphere – that group of countries sharing inter alia English as majority language. Yet these countries are also, historically as well as today, sites of language diversity. Language-contact situations require decisions to be made about language – after all, language is the means through which human communities are constructed (cf. Wright, 2004). Language-contact situations are also infused with ideologies that position groups on social hierarchies. Power relations are therefore always implicated in decisions about language, and LP often reflects existing power relations.

Students will be introduced to the central theories of and approaches to LP, a research discipline that has expanded to investigate different language regimes, regions and societal domains. This interdisciplinary field is situated in applied and sociolinguistics and utilises approaches from sociology, political theory, anthropology, history and education science. Students will be guided in critically examining the political and social aspects of language policies in various Anglosphere countries: for example, official bilingualism (e.g. in Canada and Ireland), autochthonous and indigenous language recognition, grassroots campaigns for language status (e.g. 'English-only' in the USA; the movement for an Irish Language Act in the UK), support for allochthonous (i.e. migrant) languages in public spaces and institutions, and the role of foreign languages in educational curricula. As students acquire a broad understanding of LP in the Anglosphere, they are also free to focus on a region and language issue of their choice. As such, they will be expected to undertake independent research.

References:

- Kaplan, R.B. and Baldauf, R.B. (1997). *Language Planning From Practice to Theory*. Clevedon: Multilingual Matters.
- Schiffman, H.F. (1996). *Linguistic Culture and Language Policy*. London: Routledge.
- Wright, S. (2004). *Language Policy and Language Planning. From Nationalism to Globalisation*. Houndsmills, Basingstoke; Palgrave Macmillan.

Literature:

t. b. a.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Prof. Dr. H. Hopp:

The Grammar of Englishes – 4412 281

SE, Do 11:30 – 13:00, BI 85.8

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 University Press.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (3p.m./15:00).

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Dr. H. Comes-Koch:

Instructed Second Language Aquisition – 4412 014

SE, Fr 11:30 – 13:00, BI 85.3

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 March 23rd, 2022 (3p.m./15:00).

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Themenbereich: Colloquium in Linguistics

Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 432

KOL, Mo 11:30 – 13:00, BI 80.301 (Konferenzraum)

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 March 23rd, 2022 (3p.m./15:00).

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Praktikum:
Fachwissenschaftliches Modul (für 2-Fächer-BA-Studierende)
(neue PO)

Modulinformation

Art und Bezeichnung des Moduls	Praktikum Fachwissenschaftliches Modul (für 2-Fächer-BA-Studierende)
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	nach 2. oder 4. Semester
Credits	12 LP

Modulaufbau

Wintersemester	Sommersemester
1-2 Praktika (mind. 10 Wochen/pro Woche ca. 30 Stunden) in der vorlesungsfreien Zeit 1 begleitende LV (im Winter- oder Sommersemester)	
Leistung: SL: Reflexionsbericht (4-6 Seiten), bei der Absolvierung von 2 Praktika je ein Reflexionsbericht mit 3 Seiten	

LP: Leistungspunkte
LV: Lehrveranstaltung
SL: Studienleistung

SE: Seminar
PL: Prüfungsleistung
SWS: Semesterwochenstunden

Dr. H. Comes-Koch:

Begleitveranstaltung Praktikum Fachwissenschaft – 4412 563

PR, nach Vereinbarung (online, synchron)

In dieser Veranstaltung behandeln wir praktische und organisatorische Fragen im Zusammenhang mit dem Praktikum.

To enrol, please sign up in Stud.IP. Registration opens March 23rd, 2022 (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/Mi/Do 10:30 – 13:00 Uhr

Di 11:00 – 15:00 Uhr

Abt. Englische Sprache und ihre Didaktik

A. Kaminsky s.o.

Sprechstunden in der vorlesungsfreien Zeit (SoSe 2022)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes Freitag, 18.02.22 09:00 – 11:00 Uhr
Freitag, 25.02.22 09:00 – 11:00 Uhr

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

Prof. Dr. R. Heinze nach Vereinbarung (r.heinze@tu-bs.de)

Dr. S. John Donnerstag, 03.03.22 15:00 – 17:00 Uhr
Mittwoch, 23.03.22 16:00 – 18:00 Uhr
Mittwoch, 13.04.22 15:00 – 17:00 Uhr
und nach Vereinbarung: Anmeldung per StudIP

Dr. M. Marcsek-Fuchs Mittwoch, 02.03.22 10:30 – 12:30 Uhr
Mittwoch, 09.03.22 10:30 – 12:30 Uhr
Donnerstag, 17.03.22 10:30 – 12:30 Uhr
Donnerstag, 07.04.22 10:30 – 12:30 Uhr
und nach Vereinbarung: Anmeldung per StudIP

Prof. Dr. E. Voigts Mittwoch, 02.03.22 10:00 – 12:00 Uhr
Donnerstag, 10.03.22 10:00 – 12:00 Uhr
Donnerstag, 24.03.22 10:00 – 12:00 Uhr

Donnerstag, 07.04.22 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
Dr. J. Jakisch	nach Vereinbarung: j.jakisch@tu-bs.de
Dr. R. D. Jones	nach Vereinbarung: r.jones@tu-bs.de
Prof. Dr. A. Kubanek	Dienstag, 08.03.22 09:00-14:00 Uhr (online) Dienstag, 15.03.22 09:00-15:00 Uhr Dienstag, 29.03.22 09:00-15:00 Uhr und nach Vereinbarung: a.kubanek@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

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
Dr. S. McMonagle	siehe Ankündigung in Stud.IP
D. Öwerdieck	siehe Ankündigung in Stud.IP
Dr. K. von Holzen	siehe Ankündigung in Stud.IP

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S. Z. Khan-Owald	nach Vereinbarung: s.khan-owald@tu-bs.de
L. Tamas	nach Vereinbarung: l.tamas@tu-bs.de
J. Tavares	nach Vereinbarung: j.tavares@tu-braunschweig.de

M. Wildhage	nach Vereinbarung: m.wildhage@tu-bs.de
Dr. A. Weber	nach Vereinbarung: alex.weber@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 2022)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes	Dienstag,	09:00 – 11:00 Uhr
Prof. Dr. R. Heinze	Dienstag,	10:00 – 11:00 Uhr
Dr. S. John	Dienstag,	15:30 – 17:00 Uhr
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr
S. Schuray, M. A.	Freitag,	08:30 – 09:30 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
Dr. J. Jakisch	Donnerstag, 09:30 – 10:30 Uhr
Dr. R. D. Jones	nach Vereinbarung: r.jones@tu-bs.de
Prof. Dr. A. Kubanek	Dienstag, 09:00 – 10:30 Uhr
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

Abt. Englische Sprachwissenschaft

Dr. R. Carroll	Mittwoch, 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
Dr. Sarah McMonagle	siehe Ankündigung in Stud.IP
D. Öwerdieck	siehe Ankündigung in Stud.IP
K. von Holzen	siehe Ankündigung in Stud.IP

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

Emeriti

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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