



**Technische
Universität
Braunschweig**

INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK

Technische Universität Braunschweig
Geschäftsführung: Prof. Dr. Holger Hopp

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

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Stand 28.03.2025

Änderungen jederzeit möglich

Kurskommentar Sommersemester 2025

Studiengang BA English Studies

Gültig für Studierende English Studies Beginn WS 21/22 (neue Prüfungsordnung)

Beginn der Lehrveranstaltungen:	Montag,	07.04.25
Exkursionswoche:	Sonntag,	08.06.25 bis Sonntag, 15.06.25
Ende der Lehrveranstaltungen:	Samstag,	19.07.25
Feiertage in Niedersachsen:	Montag,	20.04.25 (Ostermontag)
	Donnerstag,	01.05.25 (Tag der Arbeit)
	Donnerstag,	29.05.25 (Christi Himmelfahrt)
	Montag,	09.06.25 (Pfingstmontag)

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 2025!

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Fakultatives Lehrangebot für alle Profile

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 111

Mi 19:15 – 22:00, BI 80.303/304 (MakerSpace) & Big Blue Button

Fr 16:45 – 18:15, BI 80.303/304 (MakerSpace) oder BBB (Online)

We are working in teams. Time investment ca. 2-3 hrs per week per participant.

**First Meetings: Wednesday, 09.04.2025 (via Big Blue Button)
Friday, 11.04.2025 (MakerSpace / BI 80.303/304)**

The theatre group of the Institut für Anglistik und Amerikanistik (EAS), called the TUBS-Players, has been producing plays for more than 30 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 focuses 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 and in-person at the MakerSpace. We shall use our online meetings to find new ways of digital theatre and the rehearsals at the MakerSpace to work on our theatrical and filmic performances.

Our projects of the upcoming terms include:

- 1) **NEW PROJECT: A *Midsummer Night's Online Stream* - Continued:**
Shakespeare's classic performed as a mix between digital, hybrid, participatory, and immersive theatre. Video conference meets green screen, and participatory theatre meets immersive performance...All this will enrich our live theatre version of Shakespeare's comedy...Come and help us bring this magical play to life on the screen and on campus. Furthermore, enjoy creating online games and other learning formats for our *MND(O)S*...
- 2) **"Shakespeare@School"**
As part our project *A Midsummer Night's (Online) Stream* we will create material specifically for classroom engagement and uni classes. Another highlight of the year is our school visit, where we help create a theatre centred project week for the EFL classroom. Both projects are a great and creative way of getting practical experience and enhancing your teaching skills in addition to your internships.

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 11th, 2025 (4p.m./16:00 Uhr).

Dr. M. Marcsek-Fuchs:

London Exkursion – 4412 420

EX, Fr 15:00 – 16:30 (1x monatlich), BI 85.8 oder online (Big Blue Button)

First Meeting, only for the already enrolled group of the past winter term: 18.04.2025

The excursion “Literary London” is on its way. From 08.06.-13.06.2025 a group of 21 students will be exploring Great Britain’s capital with the focus on its literary and cultural heritage. We will enjoy self-guided tours, visit exhibitions, experience a day at the Globe Theatre, venture on a daytrip to the University of Cambridge, and celebrate with an evening out at the theatre. For this, we have formed project groups that lead us through our literary/cultural quest. Further highlights of our trip are our Shakespeare day at the Globe Theatre and the visit to Girton College at Cambridge University.

The excursion is already fully booked, so unfortunately no new applicants are accepted in the summer term 2025. If you wish to join the next London excursion, please enrol in the winter term 2025/26.

Literature:

Dailey, Donna, and John Tomedi. *Bloom’s Literary Guide to London*. New York: Checkmark Books, 2007.

Fairman, Richard, ed. *London: A Literary Anthology*. London: The British Library, 2014.

Glinert, Ed. *Literary London: A Street by Street Exploration of the Capital’s Literary Heritage*. London: Penguin, 2007.

Kilian, Eveline. *London: eine literarische Entdeckungsreise*. Darmstadt: Wissenschaftliche Buchgesellschaft, 2008.

Talgholm, Roger. *Walking Literary London*. 3rd. Ed. London: New Holland, 2012.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Kurse für den Studiengang BA

Basismodul 1 “Introduction to Literary and Cultural Studies”

Modulinformation

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

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: PL: 2 englischsprachige Klausuren (im WS zu Intro I; im SoSe zu Intro II); SL: Essay	

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 330

EK, Mo 15:00 – 16:30, BI 97.9

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

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

Literature:

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

Useful introductions to cultural studies include:

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

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

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

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

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

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

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

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

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

Introduction to Literary and Cultural Studies II (Group B) – 4412 331

EK, Do 16:45 – 18:15, 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 signi-

fying processes derived from different media, such as films, TV, music, or fashion. The seminar will start by asking such (seemingly simple) questions like “What is culture? What are cultural studies?” We will then investigate notions such as textuality and mediality, before moving on to exemplary key concepts of Cultural Studies such as identity, class, race, gender, body or memory and then examining their cultural relevance with a wide range of examples. We will work with reading assignments from additional material, which will be made available at the beginning of the term and in class.

Note: Please purchase the primary text before the first session. Our central text, David Lodge's *Changing Places*, must be read prior to the beginning of the term.

Primary Literature:

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

Secondary Literature:

Useful introductions to cultural studies include:

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

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

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

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

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

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

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

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Prof. Dr. R. Heinze:

Introduction to Literary and Cultural Studies II (Group C) – 4412 332

EK, Fr 09:45 – 11:15, BI 97.9

This is the second part of the introduction course. It will continue where the first part adjourned after the winter semester (it does not matter which course you attended) and introduce you to the (historical and contemporary) basics of British and American Cultural Studies. We will look at the concepts, terms, and methods that you need for a systematic study of culture(s). Perhaps even more so than literature, “culture” is a volatile concept and term. We will begin with fundamental questions – such as “what is culture?” and “what are cultural studies?” – and the basic terms and tools for discussing cultural products in a variety of genres and media such as film, television, music, radio, and comics. We will also discuss how to historicize and contextualize cultural products and how different theoretical approaches yield different readings and results. Lastly, we will continue and elaborate on the practical techniques of scholarly research as well as methodology and theory in general.

For our discussions we will look at examples from different media and signifying systems such as fashion, music, TV, film, or everyday practices such as eating or ‘going out’. In addition to the key text (see below), additional material will be made available on StudIP.

Literature:

Butter, Michael. *From Panem to the Pandemic: An Introduction to Cultural Studies*. Tübingen: Narr, 2023.

Recommended literature for orientation in the field:

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

Butter, Michael. *From Panem to the Pandemic: An Introduction to Cultural Studies*. Tübingen: Narr, 2023.

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 11th, 2025 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

Introduction to Literary and Cultural Studies II (Group D) – 4412 333

EK, Fr 13:15 – 14:45, BI 85.1

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.

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,⁴ 2006.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

L. Tamas:

Academic Writing (Group A) – 4412 007

UE, Mo 16:45 – 18:15, BI 80.2

This seminar aims to familiarize you with the key elements of academic writing in English Studies. It will provide you with the necessary tools, both theoretical and practical, that will enable you to successfully write your academic assignments - such as finding and formulating research questions, applying the most adequate writing method(s), consulting bibliographies, or citing literature according to MLA and APA conventions. We will also devote a few sessions to reinforcing essential aspects of grammar, punctuation, and style, with an eye toward clarity, coherence, and register.

Finally, after a general theoretical framework, you will acquire the routine of academic writing through short writing assignments, which we will discuss in detail in the plenary.

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

Recommended Literature and Online Sources:

Booth, Wayne C. et al. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008. Print.

Eco, Umberto. *How to Write a Thesis*. Cambridge, Massachusetts / London: The MIT Press, 2015. Print.

Silvia, Paul J. *How to Write a Lot. A Practical Guide to Productive Academic Writing*. Washington: American Psychological Association, 2007. Print.

Skern, Tim. *Writing Scientific English. A Workbook*. Wien: UTB, 2011.

Strunk, William. *The Elements of Style*. Penguin, 2007. Print.

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

L. Tamas:

Academic Writing (Group B) – 4412 008

UE, Mo 18:30 – 20:00, BI 80.2

This seminar aims to familiarize you with the key elements of academic writing in English Studies. It will provide you with the necessary tools, both theoretical and practical, that will

enable you to successfully write your academic assignments - such as finding and formulating research questions, applying the most adequate writing method(s), consulting bibliographies, or citing literature according to MLA and APA conventions. We will also devote a few sessions to reinforcing essential aspects of grammar, punctuation, and style, with an eye toward clarity, coherence, and register.

Finally, after a general theoretical framework, you will acquire the routine of academic writing through short writing assignments, which we will discuss in detail in the plenary.

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

Recommended Literature and Online Sources:

Booth, Wayne C. et al. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008. Print.

Eco, Umberto. *How to Write a Thesis*. Cambridge, Massachusetts / London: The MIT Press, 2015. Print.

Silvia, Paul J. *How to Write a Lot. A Practical Guide to Productive Academic Writing*.

Washington: American Psychological Association, 2007. Print.

Skern, Tim. *Writing Scientific English. A Workbook*. Wien: UTB, 2011.

Strunk, William. *The Elements of Style*. Penguin, 2007. Print.

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Dr. M. Marcsek-Fuchs:

Academic Writing (Group C) – 4412 009

UE, Di 11:30 – 13:00, BI 80.2

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

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 11th, 2025 (4p.m./16:00 Uhr).

Basismodul 2 “Linguistic Foundations“

Modulinformation

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

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: PO: PL: Zwei Klausuren, je nach WiSe (Intro I / Descriptive Grammar) und SoSe (Intro II / Spoken English) 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 290

EK, Di 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 11th, 2025 (4p.m./16:00 Uhr).

Dr. K. Von Holzen:

Introduction to Linguistics II (Group B) – 4412 291

EK, Do 11:30 – 13:00, BI 84.2

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 11th, 2025 (4p.m./16:00 Uhr).

Dr. D. Safak:

Introduction to Linguistics II (Group C) – 4412 292

EK, Do 16:45 – 18:15, BI 84.2

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 11th, 2025 (4p.m./16:00 Uhr).

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Dr. K. Katsika:

Introduction to Linguistics II (Group D) – 4412 293

EK, Fr 13:15 – 14:45, BI 84.2

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 11th, 2025 (4p.m./16:00 Uhr).

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Dr. R. Carroll:

Introduction to Linguistics II (Course Repeaters) – 4412 294

Online-EK, nach Vereinbarung

This second part of the two-semester introductory course is an **online-course for repeaters only** and it 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 11th, 2025 (4p.m./16:00 Uhr).

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Prof. Dr. H. Hopp:

Spoken English – 4412 300

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 11th, 2025 (4p.m./16:00 Uhr).

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Basismodul 3 “Mediating Languages and Cultures”

Modulinformation

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

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

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 English Grammar and Lexis – 4412 614

SE, Mo 11:30 – 13:00, 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 11th, 2025 (4p.m./16:00 Uhr).

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Dr. S. John:

Intercultural Learning – 4412 665

SE, Mo 16:45 – 18:15, BI 85.7

This course will introduce the theoretical foundations, aims, and challenges of intercultural learning in the EFL classroom, paying particular attention to the role of literature and media

in fostering intercultural communicative competence. The basic premise of this course is that teaching a foreign language is teaching culture(s). Students will develop a critical understanding of concepts of 'culture' and transculturality; they will practise the analysis of different texts, media, and cultural phenomena; and they will develop an understanding of how discourses of, for example, gender, class, race, and nation inform cultural representations and inter-/transcultural communication in a globalised world. Further objectives are to evaluate and problematise such representations, to reflect on how to choose appropriate case studies and materials, and to design tasks for educational scenarios.

Course requirements will be announced in the first session of the semester. Reading materials will be made available in StudIP. Please check StudIP for updates.

Literature:

Suggested secondary literature for orientation in the field:

Byram, Michael. *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters, 1997.

Delanoy, Werner, and Laurenz Volkman, eds. *Cultural Studies in the EFL Classroom*. Winter, 2006.

Eisenmann, Maria; Nancy Grimm & Laurenz Volkman, eds. *Teaching the New English Cultures and Literatures*. Winter, 2010.

Freitag-Hild, Britta. "Teaching Culture—Intercultural Competence, Transcultural Learning, Global Education." *Teaching English as a Foreign Language: An Introduction*, edited by Carola Surkamp and Britta Viebrock, Metzler, 2018, pp. 159–175.

Kramsch, Claire. *Language and Culture*. Oxford University Press, 1998.

Linke, Gabriele, ed. *Teaching Cultural Studies: Methods – Matters – Models*. Winter, 2011.

Matz, Frauke, Michael Rogge, and Philipp Siepmann, eds. *Transkulturelles Lernen im Fremdsprachenunterricht: Theorie und Praxis*. Lang, 2014.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. S. John:

Teaching Poetry – 4412 173

SE, Di 13:15 – 14:45, BI 85.7

This introductory course will acquaint students with the didactic potential of poetry. It will introduce the critical terms for the study and analysis of different forms and contexts of Anglophone poetry, including intermedial phenomena such as "instapoetry", "performance poetry" and pop lyrics. We will discuss the didactic and creative potential of poetry in the EFL classroom and explore how engaging with poetic language – including creative writing tasks – may contribute to the development of vocabulary and pronunciation, intercultural communicative competence, critical literacy, and media literacy. Students will be invited to actively contribute to the syllabus by researching poetry databases and anthologies.

Course requirements will be announced in the first session of the semester. Reading materials will be made available in StudIP. Please check StudIP for updates.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. T. Gruenbaum:

Picturing the Unimaginable – Empowering critical thinking through visual Holocaust children’s literature to inspire unity, resilience and hope – 4412 687

SE, Di 16:45 – 18:15 vom 14.05. – 27.05.2025, BI 97.1

und als Blockseminar in der Exkursionswoche 10.-11.06.2025

This innovative, hybrid course with an online-only option for international students has been designed for a mixed-discipline cohort to explore the contribution visual Holocaust children’s literature (picturebooks and graphic novels) can make to supporting global citizenship education and promoting the United Nations Convention on the Rights of the Child (UNCRC). The selected children’s literature, combined with story-based pedagogy, human rights pedagogy, and a global citizenship education framework, offers an entry point to take action against not only antisemitism but any kind of discrimination, intolerance, and prejudice. The course has been designed to inform and encourage both text-based (spoken and written) and arts-based interaction.

The course consists of asynchronous and asynchronous online-sessions (April - May 2025) as well as two on-site workshop days in June 2025

Literature:

Ribbens et al. (2024). *Picturing the Unimaginable. Ten comic authors. Ten stories about the holocaust and other Nazi crimes.* Scratch.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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L. Plackties:

Introduction to Teaching Receptive Skills – 4412 636

SE, Do 13:15 – 14:45, BI 80.1

Receptive skills are essential for language learners and often present unique challenges that require targeted instructional strategies. As research indicates, they must be developed alongside active language use, as they form the foundation for effective communication and comprehension in a foreign language. This course will begin by exploring current theories and practices related to teaching receptive skills. We will examine key research findings on the cognitive processes involved in comprehension and decoding, as well as various pedagogical approaches to skill enhancement. We will also focus on the design of materials and tasks, the use of media, and address issues of differentiation, assessment and feedback. Participants will design short sequences of lessons and materials for the EFL classroom.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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L. Plackties:

Introduction to Teaching Speaking – 4412 610

SE, Do 15:00 – 16:30, BI 80.1

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. We will focus on the design of materials and tasks, the use of media, and address issues of differentiation, assessment and feedback. Participants will design short sequences of lessons and materials for the EFL classroom.

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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A. Beck, M. Ed.:

Introduction to Foreign Language Pedagogy III: Inclusive English Teaching and Learning – 4412 607

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



Since the ratification of the UN-Convention on the Rights of Persons with Disabilities (2006), inclusive education has become increasingly important across contexts. It aims to ensure full and equal participation of all students in schools according to their individual needs. In theory, this means that students benefit from learning together and that they receive individual learning support as needed. However, while learning English as a foreign language in an inclusive setting is an enrichment for all students, inclusive language teaching can also be challenging for teachers.

As a starting point, this seminar will provide a theoretical introduction into key terminologies, concepts and discourses related to inclusion and diversity. Adopting (power-)critical perspectives on the tensions between inclusion and exclusion, we will discuss the relevance and constructedness of intersecting dimensions of diversity (e.g. *dis/ability*, *gender*, *sexual orientation*, *race*, *class*, etc.) in relation to dominant understandings of the 'normal' and the 'other'. Based on a profound theoretical foundation, we will focus on possible approaches, methods, and techniques to enhance inclusive language teaching in general. Participants of this course will learn about the central objectives, potentials, and challenges of inclusive teaching as well as concrete strategies for enhancing an inclusive learning environment in the English language classroom.

Hinweis:

This course is open for the ZiEl-certificate TUBS (Zertifikat inklusiv Englisch lehren und lernen). Für nähere Informationen besuchen Sie bitte die Internetseite der Didaktik. All texts and materials will be provided in class.

Literature:

Blell, Gabriele and Jana Oldendörp. *Diversität im Fokus fachdidaktischer und sonderpädagogischer Perspektiven: Inklusiven Englischunterricht planen (lernen)*. Peter Lang, 2021.

Bongartz, Christiane M. and Andreas Rohde. *Inklusion im Englischunterricht*. Peter Lang, 2015.

Burwitz-Melzer, Eva, et al. *Inklusion, Diversität und das Lehren und Lernen fremder Sprachen. Arbeitspapiere der 37. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts*. Narr, 2017.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

A. Smith:

Introduction to CLIL – 4412 400

Blockseminar, Mo – Mi, 01.-03.04.2025, 09:00 – 17:00, BI 85.6



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 11th, 2025 (4p.m./16:00 Uhr).

K. Träger:

Differentiation in the Inclusive EFL Classroom – 4412 654

Blockseminar, Mi – Fr, 11.-13.06.2025, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

This 3-day seminar aims to analyse and discuss approaches to differentiation at various schooling levels (from primary school up through gymnasium). We will evaluate personal goals for implementing, understanding and evaluating practices of participants while exploring potential teaching pathways to support differentiated learning in the EFL classroom.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Basismodul 4 “Basic Language Skills: Reading and Writing”

Modulinformation

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

J. Barner:

Grammar I (Group A) – 4412 160

UE, Mo 09:45 – 11:15, BI 85.7

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 11th, 2025 (4p.m./16:00 Uhr).

A. Rose:

Grammar I (Group B) – 4412 161

UE, Mi 15:00 – 16:30, 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 11th, 2025 (4p.m./16:00 Uhr).

S. Kingsbury:

Grammar I (Group C) – 4412 162

UE, Do 08:00 – 09:30, BI 85.2

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 11th, 2025 (4p.m./16:00 Uhr).

A. Böker:

Grammar I (Group D) – 4412 163

UE, Fr 16:45 – 18:15, 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 11th, 2025 (4p.m./16:00 Uhr).

J. Tavares:

Regional Studies I (Group A) – America: American Conspiracies: Narratives, Rumor and Theories – 4412 410

UE, Di 15:00 – 16:30, BI 85.9

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 11th, 2025 (4p.m./16:00 Uhr).

S. Kingsbury:

Regional Studies I (Group B) – New Zealand: The Events that have helped shape Modern New Zealand and New Zealanders – 4412 411

UE, Do 11:30 – 13:00, BI 85.2

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 mod-

ern 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 11th, 2025 (4p.m./16:00 Uhr).

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D. Cattell:

Regional Studies I (Group C) – Great Britain: Great Britons and their Influence on British Society and Culture – 4412 412

UE, Fr 08:00 – 09:30, BI 80.1

Modern Britain and Ireland, one a so-called “United Kingdom” and the other really two countries divided by a common island, are ancient cultures and societies steeped in myth and mystery; they are also the European bastions of a hyper-modernity whose cultural exports continue to define the contemporary world. Few cultures have been as globally influential.

But what makes the quirk British peoples tick? What gives the Irish their “craic”? How are we to understand the at-times conflict-riven relationship betwixt the peoples that populate the two islands that make up the archipelago of Great Britain and Ireland? Why is the Anglo-Irish world view so influential – and, in the period after Brexit, just what exactly are we to make of these two extraordinarily contradictory yet surprisingly complimentary cultures, their relationship to each other, towards Europe, and the wider world?

This course seeks to equip students with the critical skills and cultural knowledge needed to speak with insight about the complex histories and cultural trajectories of the nations that comprise contemporary Great Britain and Ireland. Through a thematic approach focused upon each nation, students will explore cultural, social, and political dynamics that have infused each in order to gain a deeper appreciation of the whole. Given the focus upon their cultural production, we shall endeavor to engage critically with examples from film, literature, and music as we explore the issues of class, race, sex, empire, and the problems of historical memory that continue to afflict and shape the (sometimes changing) sense of identity and belonging exhibited and experienced by the British and Irish people alike.

Due to the nature of the content with which we shall work, this is a demanding course with high expectations in terms of preparation and active student engagement.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. K. E. Barnes:

Writing I (Group A) – 4412 490

UE, Mo 08:00 – 09:30, BI 80.1

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 11th, 2025 (4p.m./16:00 Uhr).

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J. Tavares:

Writing I (Group B) – 4412 491

UE, Di 16:45 – 18:15, BI 85.9

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.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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S. Kingsbury:

Writing I (Group C) – 4412 492

UE, Do 13:15 – 14:45, BI 85.2

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 11th, 2025 (4p.m./16:00 Uhr).

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H. Elstad:

Writing I (Group D) – 4412 493

UE, Fr 15:00 – 16:30, 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 11th, 2025 (4p.m./16:00 Uhr).

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Basismodul 5 “Basic Language Skills: Listening and Speaking”

Modulinformation

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

Dr. K. E. Barnes:

Aural Oral (Group A) (1 SWS) – 4412 430

UE, Mo 18:30 – 20:00, (2-wöchentlich), BI 85.3

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 11th, 2025 (4p.m./16:00 Uhr).

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J. Tavares:

Aural Oral (Group B) (1 SWS) – 4412 431

UE, Di 18:30 – 20:00, (2-wöchentlich), BI 85.9

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 11th, 2025 (4p.m./16:00).

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J. Tavares:

Aural Oral (Group C) (1 SWS) – 4412 432

UE, Mi 16:45 – 18:15, (2-wöchentlich), 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 11th, 2025 (4p.m./16:00 Uhr).

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Z. Khan-Owald:

Aural Oral (Group D) (1 SWS) – 4412 433

UE, Do 15:00 – 16:30, (2-wöchentlich), 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 11th, 2025 (4p.m./16:00 Uhr).

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Z. Khan-Owald:

Communication Practice (Group A) – 4412 155

UE, Mo 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 11th, 2025 (4p.m./16:00 Uhr).

J. Barner:

Communication Practice (Group B) – 4412 156

UE, Di 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, 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 11th, 2025 (4p.m./16:00 Uhr).

J. Tavares:

Communication Practice (Group C) – 4412 157

UE, Mi 18:30 – 20:00, 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 11th, 2025 (4p.m./16:00 Uhr).

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S. Kingsbury:

Communication Practice (Group D) – 4412 158

UE, Do 09:45 – 11:15, BI 85.2

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 11th, 2025 (4p.m./16:00 Uhr).

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Dr. K. E. Barnes:

American Phonetics and Pronunciation (Group A) – 4412 501

UE, Mo 11:30 – 13:00, 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 11th, 2025 (4p.m./16:00 Uhr).

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J. Barner:

British Phonetics and Pronunciation (Group A) – 4412 500

UE, Mo 13:15 – 14:45, 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 **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 11th, 2025 (4p.m./16:00 Uhr).

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A. Rietze:

British Phonetics and Pronunciation (Group B) – 4412 503

UE, Do 16:45 – 18:15, BI 85.7

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 11th, 2025 (4p.m./16:00 Uhr).

H. Elstad:

American Phonetics and Pronunciation (Group B) – 4412 502

UE, Fr 13:15 – 14:45, 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 11th, 2025 (4p.m./16:00 Uhr).

Aufbaumodul 1 “Periods and Genres”

Modulinformation

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

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	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. E. Voigts:

Survey Course II: Irish Literature – 4412 095

SE, Di 09:45 – 11:15, BI 97.1

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

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

The syllabus will be available on Stud.IP in advance of the semester.

Caveat: the course has a heavy reading load, so start reading early.

Literature:

Please purchase our textbook:

Regan, Stephen, ed. *Irish Writing: An Anthology of Irish Literature in English 1789-1939*. Oxford World's Classics. Oxford: Oxford UP, 2008.

Additional reading material will be announced at the beginning of the semester. I suggest work by Samuel Beckett, Sally Rooney, Martin Mc Donagh, Roddy Doyle, John Banville, Enda Walsh, and Seamus Heaney, Anne Enright or Anna Burns.

Suggested secondary literature for orientation in the field:

Deane, Seamus. *A Short History of Irish Literature*. London: Hutchinson, 1986.

Welch, Robert, ed. *The Oxford Companion to Irish Literature*. New York: Clarendon, 1996.

Wright, Julia M., ed. *A Companion to Irish Literature*. 2 Vols. Chichester: Wiley-Blackwell, 2010.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Dr. M. Marcsek-Fuchs:

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

SE, Do 11:30 – 13:00, BI 85.1

“*We have been living, as it were, the life of three hundred years in thirty.*” These were the impressions Thomas Arnold had of the early stages of industrialism. Both the 19th and 20th centuries were times of accelerating technological, economic, and social change, much of which was mirrored in constantly shifting artistic aesthetics.

This course is designed as a rough overview of British literary and cultural history from the late 18th century to the present day. We shall discuss the impact of the French Revolution on the writers of the early 19th century, compare the first and second generations of Romantic poets, and witness different stages of development in gothic fiction. Furthermore, we will analyse literary debates on crucial issues of the Victorian era, discuss textual reactions to both World Wars, and witness the change of discourses from Modernism to Post-modernism. Au-

thors will range from William Blake to Lord Byron, from Matthew Arnold to Dante Gabriel Rossetti, from Oscar Wilde to Tom Stoppard, and from Virginia Woolf to Salman Rushdie. Such concepts as metafictionality and postcolonialism(s) will close our out-look into present day fiction. By reading and analysing a wide selection of works, students will also deepen their analytical skills of both literary and cultural texts. With a wide notion of 'text' in mind, we shall compare literary works to filmic adaptations as well as intermedial encounters between texts and visual arts, like in the works of the Pre-Raphaelites.

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:

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*).

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Prof. Dr. R. Heinze:

Survey Course II: American Literature II – 4412 091

SE, Do 15:00 – 16:30, BI 97.9

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 11th, 2025 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

Survey Course II: British Literature – Romanticism to New English Literature (Group B) – 4412 093

SE, Fr 11:30 – 13:00, BI 85.1

“We have been living, as it were, the life of three hundred years in thirty.” These were the impressions Thomas Arnold had of the early stages of industrialism. Both the 19th and 20th centuries were times of accelerating technological, economic, and social change, much of which was mirrored in constantly shifting artistic aesthetics.

This course is designed as a rough overview of British literary and cultural history from the late 18th century to the present day. We shall discuss the impact of the French Revolution on the writers of the early 19th century, compare the first and second generations of Romantic poets, and witness different stages of development in gothic fiction. Furthermore, we will analyse literary debates on crucial issues of the Victorian era, discuss textual reactions to both World Wars, and witness the change of discourses from Modernism to Post-modernism. Authors will range from William Blake to Lord Byron, from Matthew Arnold to Dante Gabriel Rossetti, from Oscar Wilde to Tom Stoppard, and from Virginia Woolf to Salman Rushdie. Such concepts as metafictionality and postcolonialism(s) will close our out-look into present day fiction. By reading and analysing a wide selection of works, students will also deepen their analytical skills of both literary and cultural texts. With a wide notion of ‘text’ in mind, we shall compare literary works to filmic adaptations as well as intermedial encounters between texts and visual arts, like in the works of the Pre-Raphaelites.

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:

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*).

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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

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: PL: Projekt mit Praxisanteil oder Klausur; SL: Präsentation oder Hausaufgabe</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Systems of Language and Communication

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 037

SE, Do 11:30 – 13:00, BI 85.9

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

Literature:

König, E. & Gast, V. (2018). *Understanding English-German contrasts* (4th ed.). Erich Schmidt Verlag.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 uhr).

Themenbereich: Developmental and Linguistic Variation

Dr. H. Comes-Koch:

Second Language Acquisition – 4412 023

SE, Mo 09:45 – 11:15, BI 85.8



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.

Hinweis:

Dieses Seminar ist für das CLIL-Zertifikat TUBS (*Content and Language Integrated Learning an der TU Braunschweig*) geöffnet. Für nähere Informationen besuchen Sie bitte die Internetseite der Didaktik.

Literature:

Hawkins, R. (2019). *How Second Languages Are Learned. An introduction.* (4th ed.). Cambridge University Press.
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. H. Comes-Koch:
Contrastive Grammar – 4412 037
SE, Do 11:30 – 13:00, BI 85.3

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

Literature:

König, E. & Gast, V. (2018). *Understanding English-German contrasts* (4th ed.). Erich Schmidt Verlag.
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. K. Von Holzen:
First Language Acquisition – 4412 020
SE, Do 16:45 – 18:15, BI 85.3

Learning a language is easy – any child can do it! Notwithstanding its apparent ease, acquiring a language is one of the major feats in child development, and it sets humans apart from other species. At the same time, language acquisition does not happen overnight, and children make errors along the way (e.g., **singed*; **No Peter like chocolate*).

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

Literature:

Becker, M. & Ud Deen, K. (2020). *Language acquisition and development*. MIT Press.
Clark, E. V. (2016). *First language acquisition* (3rd ed.). Cambridge University Press.
Saxton, M. (2017). *Child language: Acquisition and development* (2nd ed.). Sage.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Aufbaumodul 4 “Intermediate Language Skills: Reading and Writing“

Modulinformation

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

LP: Leistungspunkte
 PL: Prüfungsleistung
 SL: Studienleistung

LV: Lehrveranstaltung
 SE: Seminar
 SWS: Semesterwochenstunden

A. Rietze:

German-English Translation (Group A) – 4412 442

UE, Mo 18:30 – 20:00, BI 80.1

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 11th, 2025 (4p.m./16:00 Uhr).

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J. Barner:

German-English Translation (Group B) – 4412 443

UE, Mi 15:00 – 16:30, BI 85.6

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 11th, 2025 (4p.m./16:00 Uhr).

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H. Elstad:

Grammar II (Group A) – 4412 166

UE, Mo 16:45 – 18:15, BI 85.6

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 11th, 2025 (4p.m./16:00 Uhr).

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Dr. K. E. Barnes:

Grammar II (Group B) – 4412 167

UE, Fr 15:00 – 16:30, BI 80.1

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 11th, 2025 (4p.m./16:00 Uhr).

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H. Elstad:

Writing II – 4412 495

UE, Di 15:00 – 16:30, BI 80.2

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 11th, 2025 (4p.m./16:00 Uhr).

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Projektmodul P “Theories, Methods, Models”

Modulinformation

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

Modulaufbau

	Sommersemester
1 Seminar (2 SWS) ist zu belegen:	
Leistung: SL: Portfolio über Projekt oder multimediales Projekt	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Literary and Cultural Studies

Prof. Dr. E. Voigts:

Trees, Plants and Literature – 4412 543

SE, Mo 18:30 – 20:00, BI 85.1

This course explores the interconnections between plants and humans via representation in literature. It therefore connects to the growing body of texts and subgenres in 'nature writing' about landscapes and the natural world since and before Robert Macfarlane and what has been termed 'critical plant studies'. As a recent publication (Duckworth/Herb 2023) argues: "While plants tend to be backgrounded as sessile, expendable, and of less narrative interest than animals and humans, the field of critical plant studies approaches them as living beings worthy of attention."

A key text in the growing literature of trees is Richard Powers's *The Overstory* (2018), which we will take as one starting point. The course will investigate the ways in which plants, trees and forests have been transformed in human imagination, in mythological and religious systems, from the cedar trees in the Mesopotamian Gilgamesh epos and the Old Testament, the tree of knowledge in the biblical Garden of Eden, the ash tree Yggdrasil in Norse mythology, to more contemporary revisions of arboreal world-building in J.R.R. Tolkien's *The Lord of the Rings*. The course will then juxtapose the long tradition of literary engagements with plants and trees with more recent writing that addresses environmental issues emerging from human influence on the natural world, engaging with the growing number of explorations of plants in literature and may even touch on "plant horror" (Keetley 2016) and "plant science fiction" (Bishop et al. 2020).

Literature:

Powers, R. (2018). *The Overstory: A Novel*. New York: W.W. Norton & Company.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. T. Gruenbaum:

Picturing the Unimaginable – Empowering critical thinking through visual Holocaust children's literature to inspire unity, resilience and hope – 4412 687

SE, Di 16:45 – 18:15 vom 14.05. – 27.05.2025, BI 97.1

und als Blockseminar in der Exkursionswoche 10.-11.06.2025

This innovative, hybrid course with an online-only option for international students has been designed for a mixed-discipline cohort to explore the contribution visual Holocaust children's literature (picturebooks and graphic novels) can make to supporting global citizenship education and promoting the United Nations Convention on the Rights of the Child (UNCRC). The selected children's literature, combined with story-based pedagogy, human rights pedagogy, and a global citizenship education framework, offers an entry point to take action against not only antisemitism but any kind of discrimination, intolerance, and prejudice. The course has been designed to inform and encourage both text-based (spoken and written) and arts-based interaction.

The course consists of asynchronous and asynchronous online-sessions (April - May 2025) as well as two on-site workshop days in June 2025

Literature:

Ribbens et al. (2024). *Picturing the Unimaginable. Ten comic authors. Ten stories about the holocaust and other Nazi crimes.* Scratch.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 111

Mi 19:15 – 22:00, BI 80.303/304 (MakerSpace) & Big Blue Button

Fr 16:45 – 18:15, BI 80.303/304 (MakerSpace) oder BBB (Online)

We are working in teams. Time investment ca. 2-3 hrs per week per participant.

**First Meetings: Wednesday, 09.04.2025 (via Big Blue Button)
Friday, 11.04.2025 (MakerSpace / BI 80.303/304)**

The theatre group of the Institut für Anglistik und Amerikanistik (EAS), called the TUBS-Players, has been producing plays for more than 30 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 focuses 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 and in-person at the MakerSpace. We shall use our online meetings to find new ways of digital theatre and the rehearsals at the MakerSpace to work on our theatrical and filmic performances.

Our projects of the upcoming terms include:

1) NEW PROJECT: A *Midsummer Night's Online Stream* - Continued:

Shakespeare's classic performed as a mix between digital, hybrid, participatory, and immersive theatre. Video conference meets green screen, and participatory theatre meets immersive performance...All this will enrich our live theatre version of Shakespeare's comedy...Come and help us bring this magical play to life on the screen and on campus. Furthermore, enjoy creating online games and other learning formats for our *MND(O)S*...

2) "Shakespeare@School"

As part of our project *A Midsummer Night's (Online) Stream* we will create material specifically for classroom engagement and uni classes. Another highlight of the year is our school visit, where we help create a theatre centred project week for the EFL classroom. Both projects are a great and creative way of getting practical experience and enhancing your teaching skills in addition to your internships.

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 11th, 2025 (4p.m./16:00 Uhr).

Prof. Dr. R. Heinze / Prof. Dr. T. Scharff:

King Arthur – 4412 122

SE, Do 11:30 – 13:00, BI 97.9

Kooperationskurs mit dem Institut für Geschichtswissenschaft

King Arthur remains one of the most widely received medieval figures to this day. Our image of Arthur goes back to the 12th century, in which Arthur saw the light of day both as a historical personality and as a literary figure. On the basis of older traditions, he was placed in the “History of the Kings of Britain” in the work of the historian Geoffrey of Monmouth, while the poet Chrétien de Troyes became the founder of the Arthurian novels, in which Arthur became the ideal ruler. Both narrative strands were extremely successful, and the king himself as well as the knights of his round table, the “wizard” Merlin and the “fairy” Morgane became part of cultural knowledge in the Middle Ages, partly as historical characters and partly as fictional characters. With the beginning of the modern era, however, the preoccupation with King Arthur did not end. Rather, it was continually adapted to temporal circumstances and needs, with media change processes playing a major role, from the invention of printing to film to computer games. The seminar is intended to trace the medieval roots of Arthurian stories and receptions through the interaction of medieval history and English philology and to explore the further transmission and changes of Arthurian material up to the present day. The participants can decide in which subject they would like to perform.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Dr. M. Marcsek-Fuchs:

London Exkursion – 4412 420

EX, Fr 15:00 – 16:30 (1x monatlich), BI 85.8 oder online (Big Blue Button)

First Meeting, only for the already enrolled group of the past winter term: 18.04.2025

The excursion “Literary London” is on its way. From 08.06.-13.06.2025 a group of 21 students will be exploring Great Britain’s capital with the focus on its literary and cultural heritage. We will enjoy self-guided tours, visit exhibitions, experience a day at the Globe Theatre, venture on a daytrip to the University of Cambridge, and celebrate with an evening out at the theatre. For this, we have formed project groups that lead us through our literary/cultural

quest. Further highlights of our trip are our Shakespeare day at the Globe Theatre and the visit to Girton College at Cambridge University.

The excursion is already fully booked, so unfortunately no new applicants are accepted in the summer term 2025. If you wish to join the next London excursion, please enrol in the winter term 2025/26.

Literature:

Dailey, Donna, and John Tomedi. *Bloom's Literary Guide to London*. New York: Checkmark Books, 2007.

Fairman, Richard, ed. *London: A Literary Anthology*. London: The British Library, 2014.

Glinert, Ed. *Literary London: A Street by Street Exploration of the Capital's Literary Heritage*. London: Penguin, 2007.

Kilian, Eveline. *London: eine literarische Entdeckungsreise*. Darmstadt: Wissenschaftliche Buchgesellschaft, 2008.

Talgholm, Roger. *Walking Literary London*. 3rd. Ed. London: New Holland, 2012.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Themenbereich: Linguistics

Prof. Dr. H. Hopp:

Research Methods II: BA Colloquium – 4412 322

SE, Do 16:45 – 18:15, BI 80.1

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.

This seminar is also suitable for students who want to earn credits for module P (Projektmodul).

Literature:

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

Loerts, H., Lowie, W., & Seton, B. (2020). *Essential statistics for applied linguistics: Using R or JASP*. Bloomsbury Publishing.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Erweiterungsmodul 1 “Advanced Literary and Cultural Studies”

Modulinformation

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

A. Walder:

Monstrosities? Stories of Monstrous Humans and Humane Monsters – 4412 078

SE, Mo 15:00 – 16:30, BI 85.3

What makes a monster? What stories do monsters have to tell, and what can we learn from them? In this course, we will seek out the monster in its various forms to explore its cultural significance and to gain an understanding of the social anxieties, social critiques and hopes that lurk in its shadows. Students will be introduced to general monster theory, learn about the specific histories of more conventional monsters such as vampires, werewolves and zombies, and be introduced to trauma studies, ecocriticism and queer studies, among others. Departing from the vampire and werewolf, students will then explore the monstrosity of cannibalism and critically engage with forms of monstrous nature. Moving on from humane monsters, we will then look at monstrous humans in both their written and screened form – engaging with trauma theory, African identities and white horror.

The aim of the course is not only to introduce students to the multiple forms of monstrosity, but also to highlight the vast possibilities of engaging with the monster through different theoretical lenses. Including monstrous productions from both the Global North and the Global South, students will learn about the malleability of monstrous imagery in addressing a range of social issues, revealing the monster's potential to reflect both human conditions and culturally specific fears.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Prof. Dr. E. Voigts:

Trees, Plants and Literature – 4412 543

SE, Mo 18:30 – 20:00, BI 85.1

This course explores the interconnections between plants and humans via representation in literature. It therefore connects to the growing body of texts and subgenres in 'nature writing' about landscapes and the natural world since and before Robert Macfarlane and what has been termed 'critical plant studies'. As a recent publication (Duckworth/Herb 2023) argues: "While plants tend to be backgrounded as sessile, expendable, and of less narrative interest than animals and humans, the field of critical plant studies approaches them as living beings worthy of attention."

A key text in the growing literature of trees is Richard Powers's *The Overstory* (2018), which we will take as one starting point. The course will investigate the ways in which plants, trees and forests have been transformed in human imagination, in mythological and religious systems, from the cedar trees in the Mesopotamian Gilgamesh epos and the Old Testament, the tree of knowledge in the biblical Garden of Eden, the ash tree Yggdrasil in Norse mythology, to more contemporary revisions of arboreal world-building in J.R.R. Tolkien's *The Lord of the Rings*. The course will then juxtapose the long tradition of literary engagements with plants and trees with more recent writing that addresses environmental issues emerging from human influence on the natural world, engaging with the growing number of explorations of plants in literature and may even touch on "plant horror" (Keetley 2016) and "plant science fiction" (Bishop et al. 2020).

Literature:

Powers, R. 2018. *The Overstory: A Novel*. New York: W.W. Norton & Company.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Prof. Dr. R. Heinze / Prof. Dr. T. Scharff:

King Arthur – 4412 122

SE, Do 11:30 – 13:00, BI 97.9

Kooperationskurs mit dem Institut für Geschichtswissenschaft

King Arthur remains one of the most widely received medieval figures to this day. Our image of Arthur goes back to the 12th century, in which Arthur saw the light of day both as a historical personality and as a literary figure. On the basis of older traditions, he was placed in the “History of the Kings of Britain” in the work of the historian Geoffrey of Monmouth, while the poet Chrétien de Troyes became the founder of the Arthurian novels, in which Arthur became the ideal ruler. Both narrative strands were extremely successful, and the king himself as well as the knights of his round table, the “wizard” Merlin and the “fairy” Morgane became part of cultural knowledge in the Middle Ages, partly as historical characters and partly as fictional characters. With the beginning of the modern era, however, the preoccupation with King Arthur did not end. Rather, it was continually adapted to temporal circumstances and needs, with media change processes playing a major role, from the invention of printing to film to computer games. The seminar is intended to trace the medieval roots of Arthurian stories and receptions through the interaction of medieval history and English philology and to explore the further transmission and changes of Arthurian material up to the present day. The participants can decide in which subject they would like to perform.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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S. Kriegel:

Petromasculinity: Eco-critique meets Gender Studies – 4412 467

SE, Blockseminar, Fr 21.03.2025, 16:00 – 19:00, online

Fr 11.04.2025, 16:00 – 19:00, online

Fr 16.05.2025, 10:00 – 18:00, BI 85.9

Sa 17.05.2025, 10:00 – 18:00, BI 85.9

We live in an age of multiple crisis where basic gender equality is as much under threat as the earth’s climate. Why not combine different approaches to think through the looming Armageddon in search for alternatives to humanity’s demise – or at least a better understanding of it?

The course offers the opportunity to engage with postcolonial African petrofiction from a gender and eco-critical perspective. The genre of petrofiction (Ghosh 1992) has recently gained more attention in the context of literary ecocriticism and the emerging Energy Humanities (Balkan 2021) because petrofiction explores the consequences of humanity’s dependency on oil. Especially in African petrofiction, questions of exploitation are central thus these narratives allow students to analyse how colonialism, environmental exploitation, and gender op-

pression intersect. Furthermore, African petrofiction offers the opportunity to familiarize students with anglophone literature outside the standard teaching canons of European universities while the genre facilitates discussions around imperialism, culture, and nature uncovering the importance of gender in the perception of these organising concepts.

Literature:

Cara Daggett conceptualisation of Petromasculinity (2018) will serve as a starting point to the course's discussions and will be supplemented by scholarship from the Energy Humanities (Wenzel 2016, Nixon 2011) and Ecofeminism (Turcotte 2011, Wilson 2014) to understand how the extraction of non-renewable energies relates to discourses of the possible End of Man (Joanna Zylinska 2018) and see where that path will lead us. The primary texts for the course will predominantly come from Western African, such as *Oil on Water* (Habila 2011) and *How Beautiful We Were* (Mbe 2021).

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Erweiterungsmodul 2 “Advanced English Linguistics: Contexts and Variation”

Modulinformation

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

Dr. K. Katsika:

Heritage Language Acquisition – 4412 306

SE, Mo 09:45 – 11:15, BI 85.9

This seminar explores heritage language acquisition, focusing on the linguistic, cognitive, and sociocultural factors that shape the development of a heritage speaker's bilingual competence. Heritage speakers are early bilinguals whose first language (L1) is a language that is spoken in their family, which is, however, different from the dominant language of the community. Through the analysis of specific examples of heritage languages around the globe, we will examine key theories of bilingual acquisition, compare heritage language development with second and first language acquisition, and analyze the impact of input, literacy, and societal attitudes on language maintenance in heritage speakers.

Literature:

Montrul, S. (2016). *The acquisition of heritage languages*. Cambridge University Press.

Polinsky, M. (2018). *Heritage languages and their speakers (Vol. 159)*. Cambridge University Press.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Prof Dr. H. Hopp:

Varieties of English – 4412 027

SE, Do 11:30 – 13:00, BI 85.7

This course will survey different varieties of current World Englishes. The purpose of this course is to investigate the spread of English as an international language with a focus on linguistic variation. Using many examples, audio and videoclips, we will describe different varieties, sketch their historical developments and define their phonological, lexical, morphological and syntactic characteristics. We discuss the multitudes of World Englishes and interactions of native and non-native Englishes with reference to models and approaches from language contact and sociolinguistics.

Literature:

Schneider, E. W. (2020). *English around the world: An introduction (2nd ed.)*. Cambridge University Press.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. R. Carroll:

The Mental Lexicon – 4412 047

SE, Fr 11:30 – 13:00, BI 85.3

Linguistic theories typically assume two major components of language: a lexicon that captures information about words, their components, and their meanings, and a grammar providing principles of combining the words into phrases and sentences. But how exactly do we get from a physical speech signal or a concatenation of letters to a proper interpretation of meaning in real life? How are words stored in our mental lexicon? How is language processed if we have to toggle two or more languages? And how do we acquire (a new) language to begin with? This seminar focuses on the mental lexicon, its organization, and how the stored information can be accessed and processed in real time as people try to understand sentences and utterances. Relevant aspects include:

- Theories on the organizational structure of the lexicon
- Aspects of lexical access and models of word recognition
- Mental representations and computational processes in the brain
- Word acquisition
- The multilingual lexicon
- Experimental methods for investigating word processing.

A focus will be on spoken language processing, but comparisons of spoken and written input may be enlightening. Similarly, cross-linguistic comparisons may help to better grasp the important representational and processing aspects during word recognition and integration.

Literature:

Aitchison, J. (2012). *Words in the mind: An introduction to the mental lexicon (4th ed)*. Oxford: Wiley-Blackwell.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Erweiterungsmodul 4 “Advanced Language Skills”

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

Dr. K. E. Barnes:

Regional Studies II (Group A): African American Cinema – 4412 453

SE, Di 08:00 – 09:30, BI 80.1

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

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

We will end with the 21st century when Black actors finally found themselves among the major box office stars of the day, and when actors such as Chadwick Boseman, Viola Davis, Colman Domingo and Quvenzhané Wallis win Oscars for serious, high-profile and varied roles, showing that all aspects of the African American film industry were finally earning the respect that was long overdue.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

A. Rose:

Regional Studies II (Group B): Great Britain: Britain’s Place in Europe – 4412 457

SE, Fr 13:15 – 14:45, BI 97.1

This course examines the sometimes-vexed subject of Britain’s relationship with Europe. How similar has Britain been to other European countries, and in what respects? Do Brits feel European, and have they taken an interest in events on the continent, or has the distance from Europe led to insularity and xenophobia? Finally, how involved in European affairs has Britain been over the last several hundred years? Starting with the Iron Age (c.1200 – c. 550 BC), the Reformation (16th Century) and the Glorious Revolution (1688), the course will examine Britain’s relationship with Europe in the 18th 19th and 20th Centuries, culminating in more recent events, such as the Brexit referendum (2016) and the United Kingdom and Europe’s ongoing support for Ukraine.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. K. E. Barnes:

Grammar III (Group A) – 4412 168

UE, Do 18:30 – 20:00, 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 11th, 2025 (4p.m./16:00 Uhr).

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A. Rose:

Grammar III (Group B) – 4412 169

UE, Fr 11:30 – 13:00, BI 97.1

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 11th, 2025 (4p.m./16:00 Uhr).

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A. Rose:

Reading – 4412 445

UE, Mi 13:15 – 14:45, 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 11th, 2025 (4p.m./16:00 Uhr).

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Extracurriculare Veranstaltungen zu E4

Prof. Dr. H. Hopp:

Research Colloquium in Linguistics – 4412 003

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.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 111

Mi 19:15 – 22:00, BI 80.303/304 (MakerSpace) & Big Blue Button

Fr 16:45 – 18:15, BI 80.303/304 (MakerSpace) oder BBB (Online)

We are working in teams. Time investment ca. 2-3 hrs per week per participant.

**First Meetings: Wednesday, 09.04.2025 (via Big Blue Button)
Friday, 11.04.2025 (MakerSpace / BI 80.303/304)**

The theatre group of the Institut für Anglistik und Amerikanistik (EAS), called the TUBS-Players, has been producing plays for more than 30 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 focuses 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 and in-person at the MakerSpace. We shall use our online meetings to find new ways of digital theatre and the rehearsals at the

MakerSpace to work on our theatrical and filmic performances.

Our projects of the upcoming terms include:

1) NEW PROJECT: A *Midsummer Night's Online Stream* - Continued:

Shakespeare's classic performed as a mix between digital, hybrid, participatory, and immersive theatre. Video conference meets green screen, and participatory theatre meets immersive performance...All this will enrich our live theatre version of Shakespeare's comedy...Come and help us bring this magical play to life on the screen and on campus. Furthermore, enjoy creating online games and other learning formats for our *MND(O)S*...

2) "Shakespeare@School"

As part our project *A Midsummer Night's (Online) Stream* we will create material specifically for classroom engagement and uni classes. Another highlight of the year is our school visit, where we help create a theatre centred project week for the EFL classroom. Both projects are a great and creative way of getting practical experience and enhancing your teaching skills in addition to your internships.

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 11th, 2025 (4p.m./16:00 Uhr).

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Prof. Dr. H. Hopp:

Research Methods II: BA Colloquium – 4412 322

SE, Do 16:45 – 18:15, BI 80.1

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

Literature:

Rasinger, S. (2013). *Quantitative research in Linguistics: An introduction* (2nd ed.). London: Continuum. Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

London Exkursion – 4412 420

EX, Fr 15:00 – 16:30 (1x monatlich), BI 85.8 oder online (Big Blue Button)

First Meeting, only for the already enrolled group of the past winter term: 18.04.2025

The excursion “Literary London” is on its way. From 08.06.-13.06.2025 a group of 21 students will be exploring Great Britain’s capital with the focus on its literary and cultural heritage. We will enjoy self-guided tours, visit exhibitions, experience a day at the Globe Theatre, venture on a daytrip to the University of Cambridge, and celebrate with an evening out at the theatre. For this, we have formed project groups that lead us through our literary/cultural quest. Further highlights of our trip are our Shakespeare day at the Globe Theatre and the visit to Girton College at Cambridge University.

The excursion is already fully booked, so unfortunately no new applicants are accepted in the summer term 2025. If you wish to join the next London excursion, please enrol in the winter term 2025/26.

Literature:

Dailey, Donna, and John Tomedi. *Bloom’s Literary Guide to London*. New York: Checkmark Books, 2007.

Fairman, Richard, ed. *London: A Literary Anthology*. London: The British Library, 2014.

Glinert, Ed. *Literary London: A Street by Street Exploration of the Capital’s Literary Heritage*. London: Penguin, 2007.

Kilian, Eveline. *London: eine literarische Entdeckungsreise*. Darmstadt: Wissenschaftliche Buchgesellschaft, 2008.

Talgholm, Roger. *Walking Literary London*. 3rd. Ed. London: New Holland, 2012.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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S. U. Kriegel:

Petromasculinity: Eco-critique meets Gender Studies – 4412 467

SE, Blockseminar, Fr 21.03.2025, 16:00 – 19:00, online

Fr 11.04.2025, 16:00 – 19:00, online

Fr 16.05.2025, 10:00 – 18:00, BI 85.9

Sa 17.05.2025, 10:00 – 18:00, BI 85.9

We live in an age of multiple crisis where basic gender equality is as much under threat as the earth’s climate. Why not combine different approaches to think through the looming Armageddon in search for alternatives to humanity’s demise – or at least a better understanding of it?

The course offers the opportunity to engage with postcolonial African petrofiction from a gender and eco-critical perspective. The genre of petrofiction (Ghosh 1992) has recently gained more attention in the context of literary ecocriticism and the emerging Energy Humanities (Balkan 2021) because petrofiction explores the consequences of humanity’s dependency on oil. Especially in African petrofiction, questions of exploitation are central thus these narratives allow students to analyse how colonialism, environmental exploitation, and gender oppression intersect. Furthermore, African petrofiction offers the opportunity to familiarize students with anglophone literature outside the standard teaching canons of European universi-

ties while the genre facilitates discussions around imperialism, culture, and nature uncovering the importance of gender in the perception of these organising concepts.

Literature:

Cara Daggett conceptualisation of Petromasculinity (2018) will serve as a starting point to the course's discussions and will be supplemented by scholarship from the Energy Humanities (Wenzel 2016, Nixon 2011) and Ecofeminism (Turcotte 2011, Wilson 2014) to understand how the extraction of non-renewable energies relates to discourses of the possible End of Man (Joanna Zylinska 2018) and see where that path will lead us. The primary texts for the course will predominantly come from Western African, such as *Oil on Water* (Habila 2011) and *How Beautiful We Were* (Mbe 2021).

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Prof. Dr. R. Heinze:

Colloquium for B.A., M.A. and Ph.D.-Theses in Literacy and Cultural Studies – 4412 002
KOL, Fr 15:00 – 18:00, BI 97.9

The colloquium is tailor-made for students preparing a thesis (B.A., M.A., PhD) in Literary and Cultural Studies. Times, class sessions, and topics will be arranged with regard to participants' preferences. As an overall theme, we will talk about hands-on and practical advice for writing a thesis and discuss suitable theories and methodologies. The class offers you a forum to test your hypotheses and present your ideas, but also to ask the "simple" questions the answers to which make writing a thesis manageable. All interested students and colleagues, also from other fields of study, are welcome to engage in our discussions.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

ABA “Bachelor-Abschlussmodul Anglistik”

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Advanced Literary and Cultural Studies

A. Walder:

Monstrosities? Stories of Monstrous Humans and Humane Monsters – 4412 078

SE, Mo 15:00 – 16:30, BI 85.3

What makes a monster? What stories do monsters have to tell, and what can we learn from them? In this course, we will seek out the monster in its various forms to explore its cultural significance and to gain an understanding of the social anxieties, social critiques and hopes that lurk in its shadows. Students will be introduced to general monster theory, learn about the specific histories of more conventional monsters such as vampires, werewolves and zombies, and be introduced to trauma studies, ecocriticism and queer studies, among others. Departing from the vampire and werewolf, students will then explore the monstrosity of cannibalism and critically engage with forms of monstrous nature. Moving on from humane monsters, we will then look at monstrous humans in both their written and screened form – engaging with trauma theory, African identities and white horror.

The aim of the course is not only to introduce students to the multiple forms of monstrosity, but also to highlight the vast possibilities of engaging with the monster through different theoretical lenses. Including monstrous productions from both the Global North and the Global South, students will learn about the malleability of monstrous imagery in addressing a range of social issues, revealing the monster's potential to reflect both human conditions and culturally specific fears.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Prof. Dr. E. Voigts:

Trees, Plants and Literature – 4412 543

SE, Mo 18:30 – 20:00, BI 85.1

This course explores the interconnections between plants and humans via representation in literature. It therefore connects to the growing body of texts and subgenres in 'nature writing' about landscapes and the natural world since and before Robert Macfarlane and what has been termed 'critical plant studies'. As a recent publication (Duckworth/Herb 2023) argues: "While plants tend to be backgrounded as sessile, expendable, and of less narrative interest than animals and humans, the field of critical plant studies approaches them as living beings worthy of attention."

A key text in the growing literature of trees is Richard Powers's *The Overstory* (2018), which we will take as one starting point. The course will investigate the ways in which plants, trees and forests have been transformed in human imagination, in mythological and religious systems, from the cedar trees in the Mesopotamian Gilgamesh epos and the Old Testament, the tree of knowledge in the biblical Garden of Eden, the ash tree Yggdrasil in Norse mythology, to more contemporary revisions of arboreal world-building in J.R.R. Tolkien's *The Lord of the Rings*. The course will then juxtapose the long tradition of literary engagements with plants and trees with more recent writing that addresses environmental issues emerging from hu-

man influence on the natural world, engaging with the growing number of explorations of plants in literature and may even touch on "plant horror" (Keetley 2016) and "plant science fiction" (Bishop et al. 2020).

Literature:

Powers, R. 2018. *The Overstory: A Novel*. New York: W.W. Norton & Company.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Prof. Dr. R. Heinze / Prof. Dr. T. Scharff:

King Arthur – 4412 122

SE, Do 11:30 – 13:00, BI 97.9

Kooperationskurs mit dem Institut für Geschichtswissenschaft

King Arthur remains one of the most widely received medieval figures to this day. Our image of Arthur goes back to the 12th century, in which Arthur saw the light of day both as a historical personality and as a literary figure. On the basis of older traditions, he was placed in the "History of the Kings of Britain" in the work of the historian Geoffrey of Monmouth, while the poet Chrétien de Troyes became the founder of the Arthurian novels, in which Arthur became the ideal ruler. Both narrative strands were extremely successful, and the king himself as well as the knights of his round table, the "wizard" Merlin and the "fairy" Morgane became part of cultural knowledge in the Middle Ages, partly as historical characters and partly as fictional characters. With the beginning of the modern era, however, the preoccupation with King Arthur did not end. Rather, it was continually adapted to temporal circumstances and needs, with media change processes playing a major role, from the invention of printing to film to computer games. The seminar is intended to trace the medieval roots of Arthurian stories and receptions through the interaction of medieval history and English philology and to explore the further transmission and changes of Arthurian material up to the present day. The participants can decide in which subject they would like to perform.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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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 002

KOL, Fr 15:00 – 18:00, BI 97.9

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 talk about hands-on and practical advice for writing a thesis and discuss suitable theories and methodologies.

The class offers you a forum to test your hypotheses and present your ideas, but also to ask

the “simple” questions the answers to which make writing a thesis manageable. All interested students and colleagues, also from other fields of study, are welcome to engage in our discussions.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Themenbereich: Advanced English Linguistics

Dr. K. Katsika:

Heritage Language Acquisition – 4412 306

SE, Mo 09:45 – 11:15, BI 85.9

This seminar explores heritage language acquisition, focusing on the linguistic, cognitive, and sociocultural factors that shape the development of a heritage speaker’s bilingual competence. Heritage speakers are early bilinguals whose first language (L1) is a language that is spoken in their family, which is, however, different from the dominant language of the community. Through the analysis of specific examples of heritage languages around the globe, we will examine key theories of bilingual acquisition, compare heritage language development with second and first language acquisition, and analyze the impact of input, literacy, and societal attitudes on language maintenance in heritage speakers.

Literature:

Montrul, S. (2016). *The acquisition of heritage languages*. Cambridge University Press.

Polinsky, M. (2018). *Heritage languages and their speakers* (Vol. 159). Cambridge University Press.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Prof. Dr. H. Hopp:

Varieties of English – 4412 027

SE, Do 11:30 – 13:00, BI 85.7

This course will survey different varieties of current World Englishes. The purpose of this course is to investigate the spread of English as an international language with a focus on linguistic variation. Using many examples, audio and videoclips, we will describe different varieties, sketch their historical developments and define their phonological, lexical, morphological and syntactic characteristics. We discuss the multitudes of World Englishes and interactions of native and non-native Englishes with reference to models and approaches from language contact and sociolinguistics.

Literature:

Schneider, E. W. (2020). *English around the world: An introduction* (2nd ed.). Cambridge University Press.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Dr. R. Carroll:

The Mental Lexicon – 4412 047

SE, Fr 11:30 – 13:00, BI 85.3

Linguistic theories typically assume two major components of language: a lexicon that captures information about words, their components, and their meanings, and a grammar providing principles of combining the words into phrases and sentences. But how exactly do we get from a physical speech signal or a concatenation of letters to a proper interpretation of meaning in real life? How are words stored in our mental lexicon? How is language processed if we have to toggle two or more languages? And how do we acquire (a new) language to begin with? This seminar focuses on the mental lexicon, its organization, and how the stored information can be accessed and processed in real time as people try to understand sentences and utterances. Relevant aspects include:

- Theories on the organizational structure of the lexicon
- Aspects of lexical access and models of word recognition
- Mental representations and computational processes in the brain
- Word acquisition
- The multilingual lexicon
- Experimental methods for investigating word processing.

A focus will be on spoken language processing, but comparisons of spoken and written input may be enlightening. Similarly, cross-linguistic comparisons may help to better grasp the important representational and processing aspects during word recognition and integration.

Literature:

Aitchison, J. (2012). *Words in the mind: An introduction to the mental lexicon (4th ed)*.

Oxford: Wiley-Blackwell.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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Themenbereich: Colloquium in Linguistics

Prof. Dr. H. Hopp:

Research Methods II: BA Colloquium – 4412 322

SE, Do 16:45 – 18:15, BI 80.1

This seminar provides students with essential knowledge and skills they need to write a BA thesis in linguistics. This course follows up on the Research Methods class in the winter term, in which we learned how to understand original research in linguistics. This term, the course focusses on how to conduct (quantitative) research in linguistics. It consists of three major parts. First, you learn how to formulate a research question, develop hypotheses, and choose an appropriate research design. Second, we turn to data collection and coding as well as analyzing empirical data by means of descriptive statistics and statistical hypothesis testing. You will apply your newly acquired statistical knowledge in hands-on exercises in the software packages Excel® and JASP®. Third, we consider essentials of writing a BA thesis. We

address key issues such as organizing your thesis, reporting results and working with references. All topics will be illustrated with authentic research (data) from BA theses in psycholinguistics, sociolinguistics and applied linguistics.

Literature:

Loerts, H., Lowie, W., & Seton, B. (2020). *Essential statistics for applied linguistics: Using R or JASP*. Bloomsbury Publishing.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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

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. M. Marcsek-Fuchs:

Begleitveranstaltung Praktikum Fachwissenschaft – 4412 801

PR, Do 13:15 – 14:45, 4 Termine

Vorbesprechung: Do. 17.04.2025, 13:15 – 14:45 Uhr, BI 80.301 (Konferenzraum)

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 11th, 2025 (4p.m./16:00 Uhr).

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Kolloquien

Prof. Dr. H. Hopp:

Research Colloquim in Linguistics – 4412 003

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 11th, 2025 (4p.m./16:00 Uhr).

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Prof. Dr. R. Heinze:

Colloquium for B.A., M.A. and Ph.D. Theses in Literary and Cultural Studies – 4412 002

KOL, Fr 15:00 – 18:00, BI 97.9

The colloquium is tailor-made for students preparing a thesis (B.A., M.A., PhD) in Literary and Cultural Studies. Times, class sessions, and topics will be arranged with regard to participants' preferences. As an overall theme, we will talk about hands-on and practical advice for writing a thesis and discuss suitable theories and methodologies. The class offers you a forum to test your hypotheses and present your ideas, but also to ask the "simple" questions the answers to which make writing a thesis manageable. All interested students and colleagues, also from other fields of study, are welcome to engage in our discussions.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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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 10:00 – 12:00 Uhr

Abt. Englische Sprache und ihre Didaktik

A. Kaminsky s.o.

Sprechstunden in der vorlesungsfreien Zeit (WiSe 2024/25)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes siehe Ankündigung in Stud.IP
Prof. Dr. R. Heinze siehe Ankündigung in Stud.IP
Dr. S. John siehe Ankündigung in Stud.IP
Dr. M. Marcsek-Fuchs siehe Ankündigung in Stud.IP
Prof. Dr. E. Voigts siehe Ankündigung in Stud.IP

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker nach Vereinbarung: c.becker@tu-bs.de
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R. Freytag, M. Ed. siehe Ankündigung in Stud.IP
Prof. Dr. A. Kubanek nach Vereinbarung: a.kubanek@tu-bs.de
A. Smith, M.A. nach Vereinbarung: a.smith@tu-bs.de
K. Taeger nach Vereinbarung: k.taeger@tu-bs.de
Dr. B. Wege nach Vereinbarung: b.wege@tu-bs.de

Abt. Englische Sprachwissenschaft

Dr. R. Carroll	siehe Ankündigung in Stud.IP
Dr. H. Comes-Koch	siehe Ankündigung in Stud.IP
Prof. Dr. H. Hopp	siehe Ankündigung in Stud.IP
Dr. D. Safak	siehe Ankündigung in Stud.IP
M. Schnieders, M. A.	siehe Ankündigung in Stud.IP
Dr. K. von Holzen	siehe Ankündigung in Stud.IP
Dr. S. Wulfert	siehe Ankündigung in Stud.IP

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D. Cattell	nach Vereinbarung: dean.cattell@tu-bs.de
K. Fricke-Dietrich	nach Vereinbarung: katharina.fricke-dietrich-bs.de
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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

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

Sprechstunden in der Vorlesungszeit (SoSe 2025)

Abt. Literatur- und Kulturwissenschaft (Anmeldung über Stud.IP)

Dr. K. E. Barnes	Donnerstag,	14:00 – 16:00 Uhr
Prof. Dr. R. Heinze	Mittwoch,	10:00 – 11:00 Uhr
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr

Prof. Dr. E. Voigts
A. Walder

Dienstag, **11:30 – 13:30 Uhr**
siehe Ankündigung in Stud.IP

Abt. Englische Sprache und ihre Didaktik

A. Beck, M. Ed. Mittwoch, 15:00 – 16:00 Uhr
Anmeldung über Stud.IP

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

H. Elstad siehe Ankündigung in Stud.IP

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L. Plackties, M. Ed. siehe Ankündigung in Stud.IP

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

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Abt. Englische Sprachwissenschaft

Dr. R. Carroll siehe Ankündigung in Stud.IP

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

Prof. Dr. H. Hopp Dienstag, 15:00 – 16:30 Uhr

Dr. K. Katsika siehe Ankündigung in Stud.IP

Dr. D. Safak siehe Ankündigung in Stud.IP

Dr. K. von Holzen siehe Ankündigung in Stud.IP

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Prof. a. D. Dr. H. Janßen
Prof. em. Dr. H.-J. Possin

siehe Termine in Stud.IP
nach Vereinbarung