



**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 01.10.2024

Änderungen jederzeit möglich

Kurskommentar Wintersemester 2024/25

Studiengang BA English Studies

Beginn der Lehrveranstaltungen:	Montag,	14.10.24
Reformationstag (Feiertag):	Donnerstag,	31.10.24
Schließzeit Weihnachten (letzte LVA):	Samstag,	21.12.24
Wiederbeginn LVA:	Montag,	06.01.25
Ende der Lehrveranstaltungen:	Samstag,	01.02.25

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 (MakerSpace) sowie aktuelle Ankündigungen beachten Sie bitte die Aushänge an den Anschlagbrettern der Abteilungen und die Internetseiten des Instituts für Anglistik und Amerikanistik.

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

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

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

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

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

Die Lehrenden des Seminars wünschen ein erfolgreiches Wintersemester 2024/25!

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Fakultatives Lehrangebot für alle Profile

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 111

Mi 19:30 – 21:00, BI 80.303/304 (either via Big Blue Button or at the MakerSpace)

Fr 15:00 – 18:15, BI 80.303/304

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

First Meeting: 23.10.2024 (via Big Blue Button)

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

Acting in English gives students an excellent opportunity to improve their language proficiencies and to deepen their interpretative skills in our discussion rounds. The projects help discuss, apply and creatively engage with knowledge acquired in all fields of English Studies: literary/cultural studies, linguistics, didactics, and language skills. Additionally, the students will be introduced to theoretical concepts of performance such as voice, body language, movement analysis (Laban), theatre space, composition/choreography as well as costume and set design. Furthermore, participants will get the opportunity to experience and participate in the making of larger scale cultural events by contributing to such project groups as public relations, programme, finances and backstage management. One of the project groups 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/MakerSpace (as soon as that is possible). We shall use our online meetings to find new ways of digital theatre. Our projects of the upcoming terms include:

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

Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience...come and help us bring this magical comedy to life on the screen and on campus. Furthermore, enjoy creating online games and other learning formats for our **MNDOS**...

2. “*Shakespeare@School*”

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

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 September 17th, 2024 (4 p.m./16:00).

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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 I (Group A) – 4412 010

EK, Mo 13:15 – 14:45, BI 97.9

This course will introduce you to key concepts in British and American literary studies. Our guiding questions will be: What is literature? What is literary criticism, literary theory, literary history? What is poetry, narrative, the novel, drama, theatre and film? What is fiction, plot, story and discourse? What is metafiction? What is an author and a reader? What is orality, literacy? What is film and TV? What is gender studies, postcolonialism? Psychoanalysis and Marxism? Deconstruction and postmodernism? What is formalism, New Criticism? What is a Jacobean revenge tragedy, a Keatsian ode, metaphysical poetry, a mashup novel?

We will read William Shakespeare's "*The Tempest*" (Arden Edition), Mary Shelley's "*Frankenstein*", Shirley Jackson's "*The Lottery*", Edgar Allan Poe's "*The Tell-Tale Heart*" and a selection of poetry.

Additional material will be made available at the beginning of term. Please purchase the following editions **before the first session**:

Literature:

William Shakespeare, *The Tempest* (Arden edition, 3rd series, 2011, ed. Virginia Mason Vaughan and Alden T. Vaughan). This is the definitive edition.

Mary Shelley, *Frankenstein* (Oxford's Classics, Penguin, etc.).

Nünning, Vera, and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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Dr. S. John:

Introduction to Literary and Cultural Studies I (Group B) – 4412 011

EK, Di 09:45 – 11:15, BI 85.1

This course will introduce you to key concepts in British and American literary studies. Our guiding questions will be: What is literature? What are the purposes of literary studies? How do we analyse a literary text? Over the course of the semester, you will become acquainted with the basic tools for analysing poems, narrative, and dramatic texts. We will discuss different theoretical approaches in literary studies and how they may produce different critical readings. Most importantly, we will apply these concepts and techniques to examples from various periods of literary history: Oscar Wilde's *The Picture of Dorian Gray*, William Shakespeare's *Macbeth*, a selection of poems, and a short story, which will be announced at the beginning of term.

For our discussions we will look at sample texts from different genres and periods; examples will be distributed/announced in the course of the semester.

Please purchase the following editions before the first session:

Primary Literature:

Shakespeare, William. *Macbeth*. Ed. Sandra Clark and Pamela Mason. The Arden Shakespeare. London: Bloomsbury, 2015.

Wilde, Oscar. *The Picture of Dorian Gray*. Ed. Joseph Bristow. Oxford World's Classics. Ox-

ford: Oxford University Press, 2008.

Secondary Literature:

Nünning, Vera, and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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Prof. Dr. R. Heinze:

Introduction to Literary and Cultural Studies I (Group C) – 4412 012

EK, Do 11:30 – 13:00, BI 97.9

This course will introduce you to the basics of British and American Literary Studies. We will look at the concepts, terms, and methods that you need for a systematic study of literature and for all further more specific topics and discussions.

We will begin with fundamental questions – such as "what is literature?" and "what are literary studies about?" – and the basic terms and tools for discussing literary texts such as poems, plays and narratives. We will also discuss how to "historicize" and "contextualize" literary texts and how different theoretical approaches yield different readings and results. For our discussions we will look at sample texts from different genres and periods; examples will be distributed/announced in the course of the semester.

Literature:

Nünning, V. und A. (2014). *An Introduction to the Study of English and American Literature*. Stuttgart: Klett.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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Dr. M. Marcsek-Fuchs:

Introduction to Literary and Cultural Studies I (Group D) – 4412 013

EK, Do 16:45 – 18:15, BI 85.1

Behold the Hippopotamus! We laugh at how he looks to us, and yet in moments dank and grim I wonder how we look to him. [...] (Ogden Nash)

Would you consider this excerpt to be a literary text? If yes, why so?

In this course we will start out with just this question: What exactly *is* literature? How do I come to grips with different genres, periods, analytical techniques and theoretical methods?

This seminar is meant to be an introduction to crucial concepts of British and American Literary Studies. We will discuss poems, narratives and dramatic works in order to deepen our analytical skills, familiarize ourselves with technical terms and learn how to contextualize the works in question.

For this, we will enjoy William Shakespeare's *A Midsummer Night's Dream* and F. Scott Fitzgerald's *The Great Gatsby*. Additional material will be made available in class.

Please purchase the textbook by Nünning and the following editions **before the first session**:

Primary Literature:

Fitzgerald, F. Scott *The Great Gatsby*. Ed. Susanne Lenz. Rev. Ed. Stuttgart: Reclam, 2015.
Shakespeare, W. *A Midsummer Night's Dream*. Ed. Sukanta Chaudhuri. London: Bloomsbury. The Arden Shakespeare, 2017. Third Series.

Secondary Literature:

Nünning, A. and V. *An Introduction to the Study of English and American Literature*. Translated by Jane Dewhurst. Stuttgart: Klett, 2014.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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L. Tamas, M. A.:

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 Guidelines available on the Department's webpage.

Literature:

Booth, Wayne C. et al. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008. Print. Eco, Umberto. *How to Write a Thesis*. Cambridge, Massachusetts / London: The MIT Press, 2015. Print.

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

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

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

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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L. Tamas, M. A.:

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 Guidelines available on the Department's webpage.

Literature:

Booth, Wayne C. et al. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008. Print. Eco, Umberto. *How to Write a Thesis*. Cambridge, Massachusetts / London: The MIT Press, 2015. Print.

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

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

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

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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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 Survival Guide available on the department's webpage.

Literature:

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 October 11th, 2024 (10:00 am).

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Basismodul 2 “Linguistic Foundations“

Modulinformation

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

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. R. Carroll:

Introduction to Linguistics I (Group A) – 4412 030

EK, Mi 09:45 – 11:30, BI 85.1

This introductory course is a two-semester course and presents a general survey of the study of language. In the first part of the course we will study concepts and methods of three core branches of linguistics: phonetics/ phonology, morphology, and syntax, featuring the basic levels of linguistic organisation, such as the structure of sounds, words, word sequences and sentences.

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.). Pearson Longman.

Radford, A., Atkinson, M, Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction* (2 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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Dr. R. Carroll:

Introduction to Linguistics I (Group B) – 4412 031

EK, Do 08:00 – 09:30, BI 97.9

This introductory course is a two-semester course and presents a general survey of the study of language. In the first part of the course we will study concepts and methods of three core branches of linguistics: phonetics/ phonology, morphology, and syntax, featuring the basic levels of linguistic organisation, such as the structure of sounds, words, word sequences and sentences.

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.). Pearson Longman.

Radford, A., Atkinson, M, Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction* (2 ed.). Cambridge University Press.

Plus selected videos on [LingTUtor](#).

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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Dr. K. Von Holzen:

Introduction to Linguistics I (Group C) – 4412 032

EK, Do 16:45 – 18:15, BI 84.2

This introductory course is a two-semester course and presents a general survey of the study of language. In the first part of the course we will study concepts and methods of three core branches of linguistics: phonetics/ phonology, morphology, and syntax, featuring the basic levels of linguistic organisation, such as the structure of sounds, words, word sequences and sentences.

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.). Pearson Longman.

Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction* (2 ed.). Cambridge University Press.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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Dr. L. Baker:

Introduction to Linguistics I (Group D) – 4412 033

EK, Fr 13:15 – 15:00, BI 84.2

This introductory course is a two-semester course and presents a general survey of the study of language. In the first part of the course we will study concepts and methods of three core branches of linguistics: phonetics/ phonology, morphology, and syntax, featuring the basic levels of linguistic organisation, such as the structure of sounds, words, word sequences and sentences.

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.). Pearson Longman.

Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction* (2 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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Dr. R. Carroll:

Introduction to Linguistics I (Course-Repeaters) – 4412 034

EK, online

This introductory course is a two-semester course and presents a general survey of the study of language. **This course ist for course-repeaters only!!!** For more information please look up the other Introduction to Linguistics I-courses.

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.). Pearson Longman.

Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction* (2 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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Prof. Dr. H. Hopp:

Descriptive Grammar of English – 4412 036

SE, Fr 11:30 – 12:15, BI 84.1

This course gives a comprehensive overview of the descriptive grammar of English. Our focus will be on the parts of speech, the grammatical rules of nominal and verbal phrases and the structure of the different sentence and clause types in English (e.g. finite and non-finite complement clauses, adjunct clauses, questions, relative clauses, and imperatives). This course provides the basis for the sessions on English syntax in the first part of the Introduction to English Linguistics by acquainting you with descriptions of English grammar according to current reference grammars.

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:

The course will mainly be based on relevant sections from Aarts, B. (2011). *Oxford modern English grammar*. Oxford University Press. Carter, R. & McCarthy, M. (2006). *Cambridge grammar of English: A comprehensive guide*. Cambridge University Press. Additional reading: Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. A. (1985). *Comprehensive grammar of the English language*. Longman; Huddleston, R. & Pullum, G. K. (2002). *The Cambridge grammar of the English language*. Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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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 Foreign Language Pedagogy I

Prof. Dr. C. Becker:

Introduction to Foreign Language Pedagogy I (Group A) – 4412 600

SE, Di 09:45 – 11:15, BI 97.9

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP I course participants will be introduced to theoretical knowledge and concepts. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

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

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

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempo, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00h).

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Dr. B. Wege:

Introduction to Foreign Language Pedagogy I (Group B) – 4412 601

SE, Do 11:30 – 13:00, BI 84.2

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP I course participants will be introduced to theoretical knowledge and concepts. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

The Introduction to Foreign Language Pedagogy course is designed both for students who study to become teachers and for students who plan a career outside of school. Foreign lan-

guage pedagogy is an interdisciplinary subject that draws from applied linguistics, literature, education, psychology, politics and other disciplines that have a possible impact on language teaching and learning. This course has the following goals:

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

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempo, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00h).

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Dr. B. Wege:

Introduction to Foreign Language Pedagogy I (Group C) – 4412 602

SE, Fr 13:15 – 14:45, BI 97.9

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP I course participants will be introduced to theoretical knowledge and concepts. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

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

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

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempo, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00h).

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Themenbereich: Introduction to Foreign Language Pedagogy II

R. Freytag, M. Ed.:

Introduction to Foreign Language Pedagogy II (Group A) – 4412 603

SE, Di 08:00 – 09:30, BI 97.9

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP II course participants will learn how to apply the theoretical knowledge and concepts that were discussed in FLP I. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

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

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

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempo, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00h).

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A. Beck, M. Ed.:

Introduction to Foreign Language Pedagogy II (Group B) – 4412 604

SE, Mi 16:45 – 18:15, BI 97.9

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP II course participants will learn how to apply the theoretical knowledge and concepts that were discussed in FLP I. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

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

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

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempto, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00h).

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Dr. B. Wege:

Introduction to Foreign Language Pedagogy II (Group C) – 4412 605

SE, Do 16:45 – 18:15, BI 97.1

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP II course participants will learn how to apply the theoretical knowledge and concepts that were discussed in FLP I. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

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

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

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempo, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00h).

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A. Beck, M. Ed.:

Introduction to Foreign Language Pedagogy II (Group D) – 4412 606

SE, Fr 15:00 – 16:30, BI 85.8

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP II course participants will learn how to apply the theoretical knowledge and concepts that were discussed in FLP I. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

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

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

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempo, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00h).

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L. Plackties:

Introduction to Foreign Language Pedagogy II (Group E) – 4412 608

SE, Mo 11:30 – 13:00, BI 85.8

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP II course participants will learn how to apply the theoretical knowledge and concepts that were discussed in FLP I. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

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

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

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempo, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00h).

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Themenbereich: Introduction to Foreign Language Pedagogy III

K. Täger, M. A.:

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

Hinweis: Dieser Kurs ist für das ZIEI-Zertifikat (Basisbereich) geöffnet.

Literature:

Haß, Frank / Kieweg, Werner (2012). *I Can Make It! Englischunterricht für Schülerinnen und Schüler mit Lernschwierigkeiten*. Seelze: Klett/Kallmeyer.

Delaney, Marie / Farley, Sally (2016). *Special Education Needs – Into the Classroom*. Oxford: Oxford University Press.

Further literature will be announced in class.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00h).

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A. Smith, M. A.:

Introduction to CLIL – 4412 400

Blockseminar, Mo 03.02. – Mi. 05.02.2025, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

CLIL (Content and Language Integrated Learning; bilingualer Unterricht) describes a teaching approach which combines ("integrates") foreign language learning as well as the study of the subject matter itself. In this seminar, we will cover basic knowledge of the theoretical background, which will be discussed on selected examples. In the second half of the semester we will take a practical approach to CLIL by designing mock lessons in the seminar context. Overall, we will focus on aspects of material development, teaching and learning strategies, and lesson planning for the CLIL classroom.

Hinweis: Dieser Kurs ist für das CLIL-Zertifikat (Basisbereich) geöffnet

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00h).

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L. Plackties:

Introduction to Teaching Speaking – 4412 610

Blockseminar, Mo 24.03. – Do. 27.03.2025, 10:00 – 16:00, BI 80.303/304 (MakerSpace)

Speaking is a skill which poses a great challenge for most language learners. As research

suggests, speaking needs to be developed independently from the grammar curriculum. It is a skill that is highly interactive and requires the ability to cooperate as well as to take turns under time-pressure without careful planning. This course will first review the state of the art in developing speaking skills. We will discuss the most important research findings on the processes involved in oral language production in a foreign language in addition to different approaches to skill development. Materials for teaching speaking will be critically examined. 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: t.b.a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00h).

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

Themenbereich: Reading and Writing

J. Tavares:

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

SE, Mo 11:30 – 13:00, BI 80.1

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 October 11th, 2024 (10:00 am).

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S. Kingsbury:

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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D. Cattell:

Regional Studies I (Group C) – Great Britain & Ireland: Disentangling Complicated Relationships (1916 – Present) – 4412 414

SE, 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 October 11th, 2024 (10:00 am).

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A. Böker, M. Ed.:

Grammar I (Group A) – 4412 160

UE, Mo 18:30 – 20:00, BI 85.6

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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N. N.:

Grammar I (Group B) – 4412 161

UE, Di 08:00 – 09:30, BI 80.2

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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S. Kingsbury:

Grammar I (Group C) – 4412 162

UE, Do 13:15 – 14:45, 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 is available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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A. Böker, M. Ed.:

Grammar I (Group D) – 4412 163

UE, Fr 16:45 – 18:15, BI 80.1

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 is available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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J. Tavares:

Writing I (Group A) – 4412 490

UE, Di 18:30 – 20:00, BI 85.7

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 October 11th, 2024 (10:00 am).

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J. Barner:

Writing I (Group B) – 4412 491

UE, Mi 15:00 – 16:30, BI 82.002

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 October 11th, 2024 (10:00 am).

S. Kingsbury:

Writing I (Group C) – 4412 492

UE, Do 09:45 – 11:15, 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 October 11th, 2024 (10:00 am).

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A. Rose:

Writing I (Group D) – 4412 493

UE, Fr 13:15 – 14:45, BI 80.2

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

We will cover information about writing from the prewriting stages of planning and organization through actual writing, and revision and editing. The course is organized around the 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 October 11th, 2024 (10:00 am).

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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

Z. Khan-Owald:

Aural Oral (Group A) – 4412 430

UE, Mo 15:00 – 16:30, BI 85.6

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 October 11th, 2024 (10:00 am).

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J. Barner:

Aural Oral (Group B) – 4412 431

UE, Di 09:45 – 11:15, BI 85.7

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

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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J. Tavares:

Aural Oral (Group C) – 4412 432

UE, Mi 18:30 – 20:00, 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 October 11th, 2024 (10:00 am).

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S. Kingsbury:

Aural Oral (Group D) – 4412 433

UE, Do 08:00 – 09:30, BI 85.2

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 October 11th, 2024 (10:00 am).

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Z. Khan-Owald:

Communication Practice (Group A) – 4412 155

UE, Mo 13:15 – 14:45, BI 85.6

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 October 11th, 2024 (10:00 am).

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J. Tavares:

Communication Practice (Group B) – 4412 156

UE, Di 16:45 – 18:15, BI 85.7

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 October 11th, 2024 (10:00 am).

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H. Elstad:

Communication Practice (Group C) – 4412 157

UE, Mi 13:15 – 14:45, 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 October 11th, 2024 (10:00 am).

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Z. Khan-Owald:

Communication Practice (Group D) – 4412 158

UE, Do 15:00 – 16:30, PK 11.5

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 October 11th, 2024 (10:00 am).

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J. Barner:

British Phonetics and Pronunciation (Group A) – 4412 500

UE, Di 11:30 – 13:00, BI 82.002

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 October 11th, 2024 (10:00 am).

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Dr. K. E. Barnes:

American Phonetics and Pronunciation (Group A) – 4412 501

UE, Mi 08:00 – 09:30, BI 85.8

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:

American English Phonetic Transcription by Paul Carley and Inger M. Mees – ISBN: 978-0367441715

American English Phonetic and Pronunciation Practice by Paul Carle and Inger M. Mees – ISBN: 978-1138588530

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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H. Elstad:

American Phonetics and Pronunciation (Group B) – 4412 502

UE, Do 16:45 – 18:15, BI 80.1

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

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

Literature:

American English Phonetic Transcription by Paul Carley and Inger M. Mees – ISBN: 978-0367441715

American English Phonetic and Pronunciation Practice by Paul Carle and Inger M. Mees – ISBN: 978-1138588530

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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J. Barner:

British Phonetics and Pronunciation (Group B) – 4412 503

UE, Fr 15:00 – 16:30, BI 80.1

This course provides you with the opportunity to acquaint yourself with and - more importantly - to practice the sounds, rhythms and intonation patterns of **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:

British English Phonetic Transcription by Paul Carley and Inger M. Mees – ISBN: 978-0367441371

English Phonetics and Pronunciation Practice by Paul Carley, Inger M. Mees, and Beverly Collins – ISBN: 978-1138886346

To enrol, please sign up in Stud.IP. Registration opens October 11th, 2024 (10:00 am).

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Aufbaumodul 1 “Periods and Genres”

Modulinformation

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

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

Dr. S. John:

Survey Course I: Irish Literature – 4412 054

SE, Mo 16:45 – 18:15, BI 82.006

This survey course provides an overview of the major periods and writers of modern Irish literature. 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 Postmodernism, and, finally, to contemporary times. 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.

Literature (please purchase our textbook):

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

Additional reading material will be announced at the beginning of the semester.

Suggested secondary literature for orientation in the field:

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

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

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group A) – 4412 055

SE, Do 11:30 – 13:00, BI 85.1

This course (the first in a two-part sequence) aims at providing a rough (and necessarily sketchy) overview over the key texts and periods of English literature from the Renaissance to Romanticism. Our starting point will be the merits, pitfalls and governing principles of writing literary histories. We will then focus on Medieval, Renaissance (Elizabethan, Jacobean, 1500 to 1660), Classicist Restoration, Augustan (1660 to 1789), up to Romantic literature (1790 to 1830).

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 (e.g. Seeber, *Englische Literaturgeschichte*; Sampson, *Cambridge Guide to English Literature*; Bloomsbury *Guide to English Literature*; Peck/Coyle, *A Brief History of English Literature*; Sanders, *The Short Oxford History of English Literature*).

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

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

Dr. R. Heinze:

Survey Course I: American Literature I – 4412 050

SE, Do 15:00 – 16:30, BI 85.1

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

Primary literature:

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

Secondary literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group B) – 4412 056

SE, Fr 13:15 – 14:45, BI 85.1

This survey course is designed as a rough overview over the literary history(ies) ranging from Medieval Literature to early Romanticism. Our literary as well as cultural journey will encompass poetry, drama, narrative fiction, essays, and culturally relevant critical texts. By discussing selected works ranging from the Middle Ages and the Renaissance to Pre-Romanticism, from Beowulf and William Shakespeare to Thomas Gray, we will trace lines of development and place these texts into their literary, as well as cultural contexts. This course will provide an opportunity to deepen analytical skills and to further an awareness of literature as a crucial part of rapidly changing times.

Literature:

The Norton Anthology of English Literature (9th ed., vol. 1)

Secondary literature:

For orientation in the field, please consult the standard literary histories (Seeber, *Englische Literaturgeschichte*; 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 September 17th, 2024 (4 am/16:00 h).

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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. K. Von Holzen:

Phonetics & Phonology – 4412 041

SE, Mo 15:00 – 16:30, BI 82.006

Phonetics and phonology are concerned with the ways in which humans produce and hear speech. They thus represent the science of speech sounds and the theory behind phonological rules. Languages vary widely in their sound structures: their number and type of phonemes, the shape of syllable structure, use of tonal contrasts, stress patterns, and so on. At the same time, all languages show striking similarities in the way they structure their sound systems. Phonology strives to understand the structure behind these differences across different speech systems. This seminar introduces the science of speech sounds and the theory behind phonological rules.

- How can we describe the pronunciation of a language?
- What do people do when they play language games?
- Why do loanwords sound so utterly differently from the way they sound in the donor language?
- How does the mind represent the phonological form of words?

We will revisit the concepts of phonetics and phonology that were introduced in the B2 module but focus on rules and theoretical models that go beyond the descriptions of surface phenomena. Topics include acoustic, articulatory, and perceptual phonetics, distinctive feature theory, tones, suprasegmental phenomena, word stress, phonology above the word, as well as different theoretical approaches to explaining and predicting underlying structures.

Literature: t. b. a.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. H. Comes-Koch:

Morphology – 4412 043

SE, Mi 09:45 – 11:15, BI 85.3

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

- a) derivational suffixation (*unfriendly*, *yuppiedom*) incl. conversion/zero derivation (*to tango*, *to email*) and
- b) compounding (*teapot*, *couch potato*).

The particular status of non-syntagmatic processes of abbreviation like blending (*brunch*), initialism (*BBC*), acronyms (*NATO*), or clipping (*flu*) will be discussed as a contrast to compounding and derivation. We will use current theoretical frameworks to describe:

- (a) the regular word-internal structures,
- (b) their rule-based semantic interpretation,

- (c) general semantic changes as effects of word formation, and
- (d) pragmatic and other extra-linguistic blockings of word creation.

We will also address the following questions:

- a) How do children acquire knowledge of word-formation processes and the meaning of complex words?,
- b) How are (complex) words represented and stored in the monolingual mental lexicon?

Literature:

Lieber, R. (2021). *Introducing morphology* (3 ed.). Cambridge University Press.
Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. L. Baker:

Semantics & Pragmatics – 4412 042

SE, Do 16:45 – 18:15, BI 85.3

This course will discuss the central semantic and pragmatic approaches to meaning in language, introducing the main concepts and methods of the study of context-free (semantic) and contextually dependent (pragmatic) meaning. We will consider meaning at several levels (lexical, sentential, discourse) and discuss the relationship between grammar and meaning. In the first part of the course we will discuss a) the theory of lexical fields and sense relations, b) prototypical properties of lexical items and c) the theory of semantic components. We will then investigate the contextually dependent meaning based on culturally or situationally embedded frameworks of understanding words by their function, use and background knowledge. Finally, we will focus on a principle-governed interpretation of meaning based on discourse implicatures that accounts for the ambiguous and dynamic status of meaning caused by linguistic interactions.

Literature:

Saeed, J. I. (2016). *Semantics*. (4 ed.). Oxford: Blackwell.
Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Themenbereich: Developmental and Linguistic Variation

Dr. R. Carroll:

Second Language Acquisition – 4412 023

SE, Do 11:30 – 13:00, BI 85.7

This course will provide an overview of the central issues discussed in second language acquisition, e.g.:

- What are the processes underlying language acquisition in general?
- Is there a difference between first and second language acquisition?

- What is the role of the first language?
- Are there individual differences between learners of the same second language?
- How do learners communicate in the second language?
- What is the role of instruction?

Current models / theories of (second) language acquisition, as well as empirical studies will be introduced. Students will also be familiarised with the analysis of language data.

Literature:

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

Plus selected videos on LingTUtor.

Hinweis: Dieser Kurs ist für das CLIL-Zertifikat (Basisbereich) geöffnet

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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

LP: Leistungspunkte
PL: Prüfungsleistung
SL: Studienleistung

LV: Lehrveranstaltung
SE: Seminar
SWS: Semesterwochenstunden

H. Elstad:

German-English Translation (Group A) – 4412 442

UE, Do 16:45 – 18:15, BI 80.2

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 September 17th, 2024 (4 am/16:00 h).

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Dr. K.-E. Barnes:

German-English Translation (Group B) – 4412 443

UE, Fr 16:45 – 18:15, BI 80.2

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 September 17th, 2024 (4 am/16:00 h).

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H. Elstad:

Grammar II (Group A) – 4412 166

UE, Mo 18:30 – 20:00, 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:

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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H. Elstad:

Grammar II (Group B) – 4412 167

UE, Mi 09:45 – 11:15, BI 80.002

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:

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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H. Elstad:

Writing II (Group A) – 4412 495

UE, Do 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 discoursal sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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H. Elstad:

Writing II (Group B) – 4412 496

UE, Fr 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 discoursal sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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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

Prof. Dr. E. Voigts:

Texts and Theories on the Techno-Scientific World: Nineteenth-Century Science Fiction – 4412 464

SE, Di 09:45 – 11:15, BI 85.3

This course explores the vibrant world of 19th-century science fiction, with a focus on the late Victorian period, marked by profound scientific discoveries and technological advancements. Students will delve into the ways in which Victorian authors used speculative fiction to address the rapid changes and uncertainties of their time. Through the study of key texts, the course will examine themes such as evolution, utopian and dystopian futures, the impact of technology on society, and the exploration of the unknown. Special attention will be given to how these works reflect contemporary anxieties and hopes about the future – therefore the course aims at providing an introduction to texts and theories on the techno-scientific world.

Course Objectives:

- To understand the historical and scientific context of the Victorian era and its influence on science fiction literature.
- To analyze the thematic concerns and narrative techniques of late Victorian science fiction.
- To explore how these works reflect and critique the social, technological, and scientific changes of the period.
- To examine the contributions of Victorian science fiction to the development of the genre.
- To critically engage with the texts through written assignments, presentations, and discussions.

Literature:

Provisional Reading List:

- *The Mummy! Or a Tale of the Twenty-Second Century* by Jane Loudon Webb
- *Frankenstein* by Mary Shelley
- *The Time Machine, The Island of Doctor Moreau, The First Men in the Moon, The War of the Worlds* by H.G. Wells
- *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson
- *The Coming Race* by Edward Bulwer-Lytton
- Selected short stories

Introductory Secondary Literature:

Sussman, Herbert L. 2000. "Machine Dreams: The Culture of Technology." *Victorian Literature and Culture* 28.1: 197-204.

Stableford, Brian. 1985. *Scientific Romance in Britain 1890-1950*. Fourth Estate.

Voigts-Virchow, Eckart. 1999. "Melancholy Elephants and Virgin Machines: Technological Imagery and Mechanical Lacunae from Industrial Novels to Scientific Romances". In Schenkel, Elmar und Stefan Welz, Hgg. *Lost Worlds and Mad Elephants. Literature, Science and Technology 1700-1990*. Glienicke, Berlin, Cambridge, Mass.: Galda und Wilch, 141-162.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 111

Mi 19:30 – 21:00, BI 80.303/304 (either via Big Blue Button or at the MakerSpace)

Fr 15:00 – 18:15, BI 80.303/304

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

First Meeting: 23.10.2024 (via Big Blue Button)

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

Acting in English gives students an excellent opportunity to improve their language proficiencies and to deepen their interpretative skills in our discussion rounds. The projects help discuss, apply and creatively engage with knowledge acquired in all fields of English Studies: literary/cultural studies, linguistics, didactics, and language skills. Additionally, the students will be introduced to theoretical concepts of performance such as voice, body language, movement analysis (Laban), theatre space, composition/choreography as well as costume and set design. Furthermore, participants will get the opportunity to experience and participate in the making of larger scale cultural events by contributing to such project groups as public relations, programme, finances and backstage management. One of the project groups 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/MakerSpace (as soon as that is possible). We shall use our online meetings to find new ways of digital theatre. Our projects of the upcoming terms include:

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

Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience...come and help us bring this magical comedy to life on the screen and on campus. Furthermore, enjoy creating online games and other learning formats for our **MNDOS**...

2. *"Shakespeare@School"*

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

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 September 17th, 2024 (4 am/16:00 h).

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Dr. K. E. Barnes:

Elephants and Donkeys: A Cultural History of US Party Politics – 4412 566

SE, Do 11:30 – 13:00, BI 80.1

Political parties are a central feature of the American political system. But is this party system what's wrong with American politics? It has been said that parties are essential to democracy, and in the U.S., political parties have played a central role in extending democracy, protecting rights, and organizing power. Nonetheless, their worth is a continuing subject of debate. Although parties have been celebrated for linking citizens to their government and providing the unity needed to govern in a political system of separated powers, they have also been disparaged for inflaming divisions among people and grid-locking the government. Other critics take aim at the two-party system with the claim that the major parties fail to offer meaningful choices to citizens. This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. Throughout the course, we will explore such questions as: In what ways do we define political parties? To what extent do our definitions capture the broad functions of political parties? For whom do they function? How and why have they changed over time? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? What factors contribute to stronger and more polarized political parties in the United States? How does partisanship become tribalism or polarization, and can this be prevented? What is the relationship between parties and presidents? What is the relationship between political parties and democracy? We will continually return to these key questions throughout the course of the semester.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Performative Approaches to Shakespeare: On- and Offline – 4412 104

SE, Fr 11:30 – 13:00, BI 85.1

Many theatres, like London's Globe Theatre and the Royal Shakespeare Company, work with performative and active drama approaches when studying Shakespeare's plays. This applies to both the rehearsal processes as well as the theatres' educational programmes. Therefore, they offer workshops to explore characters, plotlines, themes, and language via a creative, physical, and hands-on experience for visitors ranging from beginners to versed Shakespeare fans. Their take on Shakespeare is like the one we shall follow in this class: the plays are meant to be performed and invite creative interaction.

Therefore, we shall explore different types of performative and active approaches to Shakespearean plays and poetry, ranging from performances to workshop and teaching materials. We will try exercises as well as create our own ones for all kinds of learning environments, on- and offline. Although we will mainly take on the perspective of a Shakespeare scholar and focus on the interpretations of characters, plotlines, and themes offered in these materials, we will additionally be treated to the didactic perspective by Ron Freytag in some of the sessions. This way, we also have the pleasure of exploring the potential of these performative approaches for the EFL-classroom. The selection of plays will be decided on together in the first weeks of the seminar. However, please (re-)read Shakespeare's *Romeo and Juliet*

and *A Midsummer Night's Dream* before the first session. You can choose any edition of the plays; yet the Arden editions are highly recommended.

Literature:

For a first orientation into the topic, see:

Banks, Fiona: *Creative Shakespeare: The Globe Education Guide to Practical Shakespeare*. London: Bloomsbury, 2014. Arden Shakespeare.

The Royal Shakespeare Company: *The RSC Shakespeare Toolkit for Teachers: An Active Approach to Bringing Shakespeare's Plays Alive in the Classroom*. Rev. ed. London: Bloomsbury, 2014.

Eisenmann, Maria; Christiane Lütge: *Shakespeare in the EFL Classroom*. Heidelberg: Winter, 2014.

Further recommendations: the teaching resources and learning platforms offered by *The Globe Theatre*, *The Royal Shakespeare Company*, *The British Council*, *The British Library* and *The Folger Shakespeare Library*.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Prof. Dr. H. Hopp:

Research Methods I: Understanding Original Research in Linguistics – 4412 321

SE, Fr 13:15 – 14:45, BI 80.1

Hinweis: Weiterführung als *Research Methods II* im SoSe 2025

This seminar provides students with essential knowledge and skills for successfully completing advanced courses in linguistics (E2/5), which involve reading original research, interpreting statistics and critically evaluating theoretical claims.

The course breaks down into two parts. In the first part, "Understanding original linguistic research", you hone your skills in understanding research papers in linguistics. We discuss how research papers are organized at the macro and the microlevel, how you best approach a text, excerpt relevant information from it, summarize the main ideas and present research to an audience. We also delve into how you deal with "numbers" in a text, i.e. how you understand and present descriptive and inferential statistics. In the second part, "Writing term papers in linguistics", we touch on topics on how to formulate a research question, how to find appropriate research papers, how to organize a term paper (or schriftliche Ausarbeitung) and how to critically discuss several research papers and evaluate them in comparative perspective.

This course will be useful if you attend an E2/5 seminar and intend to do a presentation, write a term paper or take an oral exam.

We strongly recommend BA candidates in linguistics to take this course as a precursor for the course "Research Methods in Linguistics" in the summer term.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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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

Prof. Dr. E. Voigts/P. Schlüter:

Cooperation with Dr. S. Isomaa, Dr. M. Salmela, Dr. L. Ameel (Tampere University, Finland)

Vulnerabilities and Resilience: Urban Spaces – Dys/Utopian Spaces – 4412 065

SE, Mo 15:00 – 16:30, BI 97.9

In view of the current disruptions and challenges to urban spaces our focus will be on the question of how vulnerabilities and resilience have been imagined and discussed in the recent state of both speculative and realist fiction- At the heart of technical progress, bureaucratization and political efforts towards homogenization the imagination of the city becomes the main setting for proto-dystopian texts. Urban spaces as utopian and dystopian spaces are directly linked to the human phenomena of emotional as well as physical vulnerability and resilience: “emotions play a central role [...] and merit an exploration in their own right” (Isomaa 2020, o. xix).

Our plan is to expand the range of perspectives in our syllabus to all of the German-Finnish researchers affiliated. In terms of the joint interest in researching and teaching urban and dystopian spaces, we build on existing work in spatial dimensions of literature (locational criticism after the 'spatial turn') and literary urban studies. Our shared core assumption is that dystopian narratives establish unique spatial arrangements (often urban, but also post-urban or 'wild') that form the prime template for discussing urgent problems of the "damaged planet" of the Anthropocene (Judith Meurer-Bongardt 2020). The special gift of this joint class is an expanded perspective that involves intimate knowledge of a variety of global viewpoints (predominantly from Finland, Germany, and from the global 'Anglosphere').

The class will mostly take place online. The main part of this class will consist in a common session period for all from 21.10. – 22.12.2024. Lectures will be in English.

Primary Literature: tbc

Saci Lloyd, *The Carbon Diaries 2015* (2009)

Julia von Lucadou, *The High-rise Diver* (2019)

Antti Tuomainen, *The Healer* (2010)

Secondary Literature:

- Butler, Judith. “Rethinking Vulnerability and Resistance.” In *Vulnerability in Resistance* edited by Judith Butler, Zeynep Gambetti, and Leticia Sabsay, 12–27. Durham and London: Duke University Press, 2016. DOI: <https://doi.org/10.1515/9780822373490>
- Fernández-Santiago and Gámez-Fernández (eds.) *Current Literary Representations of Vulnerability. Ethical and Aesthetic Concerns*. Cham 2023.
- Isomaa, Saija/ Korpua, Jyrki/ Teitinnen, Jouni: *Introduction: Navigating the many form of dystopian fiction*. In: idem (Ed.): *New Perspectives on Dystopian Fiction in Literature and Other Media*. Cambridge 2020, p. ix-xxxii, here: p. xix
- Caracciolo, Marco. *Contemporary Fiction and Climate Uncertainty: Narrating Unstable Futures*. Bloomsbury 2022.
- Stableford, Brian. *Ecology and Dystopia*. In: Claeys, Gregory (ed.): *The Cambridge Companion to Utopian Literature*. Cambridge 2010, S. 259-281.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Prof. Dr. E. Voigts:

Texts and Theories on the Techno-Scientific World: Nineteenth-Century Science Fiction – 4412 464

SE, Di 09:45 – 11:15, BI 85.3

This course explores the vibrant world of 19th-century science fiction, with a focus on the late Victorian period, marked by profound scientific discoveries and technological advancements. Students will delve into the ways in which Victorian authors used speculative fiction to address the rapid changes and uncertainties of their time. Through the study of key texts, the course will examine themes such as evolution, utopian and dystopian futures, the impact of technology on society, and the exploration of the unknown. Special attention will be given to how these works reflect contemporary anxieties and hopes about the future – therefore the course aims at providing an introduction to texts and theories on the techno-scientific world.

Course Objectives:

- To understand the historical and scientific context of the Victorian era and its influence on science fiction literature.
- To analyze the thematic concerns and narrative techniques of late Victorian science fiction.
- To explore how these works reflect and critique the social, technological, and scientific changes of the period.
- To examine the contributions of Victorian science fiction to the development of the genre.
- To critically engage with the texts through written assignments, presentations, and discussions.

Literature:

Provisional Reading List:

- *The Mummy! Or a Tale of the Twenty-Second Century* by Jane Loudon Webb
- *Frankenstein* by Mary Shelley
- *The Time Machine, The Island of Doctor Moreau, The First Men in the Moon, The War of the Worlds* by H.G. Wells
- *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson
- *The Coming Race* by Edward Bulwer-Lytton
- Selected short stories

Introductory Secondary Literature:

Sussman, Herbert L. 2000. "Machine Dreams: The Culture of Technology." *Victorian Literature and Culture* 28.1: 197-204.

Stableford, Brian. 1985. *Scientific Romance in Britain 1890-1950*. Fourth Estate.

Voigts-Virchow, Eckart. 1999. "Melancholy Elephants and Virgin Machines: Technological Imagery and Mechanical Lacunae from Industrial Novels to Scientific Romances". In Schenkel, Elmar und Stefan Welz, Hgg. *Lost Worlds and Mad Elephants. Literature, Science and Technology 1700-1990*. Glienicke, Berlin, Cambridge, Mass.: Galda und Wilch, 141-162.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. K. E. Barnes:

Elephants and Donkeys: A Cultural History of US Party Politics – 4412 566

SE, Do 11:30 – 13:00, BI 80.1

Political parties are a central feature of the American political system. But is this party system what's wrong with American politics? It has been said that parties are essential to democracy, and in the U.S., political parties have played a central role in extending democracy, protecting rights, and organizing power. Nonetheless, their worth is a continuing subject of debate. Although parties have been celebrated for linking citizens to their government and providing the unity needed to govern in a political system of separated powers, they have also been disparaged for inflaming divisions among people and grid-locking the government. Other critics take aim at the two-party system with the claim that the major parties fail to offer meaningful choices to citizens. This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. Throughout the course, we will explore such questions as: In what ways do we define political parties? To what extent do our definitions capture the broad functions of political parties? For whom do they function? How and why have they changed over time? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? What factors contribute to stronger and more polarized political parties in the United States? How does partisanship become tribalism or polarization, and can this be prevented? What is the relationship between parties and presidents? What is the relationship between political parties and democracy? We will continually return to these key questions throughout the course of the semester.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Performative Approaches to Shakespeare: On- and Offline – 4412 104

SE, Fr 11:30 – 13:00, BI 85.1

Many theatres, like London's Globe Theatre and the Royal Shakespeare Company, work with performative and active drama approaches when studying Shakespeare's plays. This applies to both the rehearsal processes as well as the theatres' educational programmes. Therefore, they offer workshops to explore characters, plotlines, themes, and language via a creative, physical, and hands-on experience for visitors ranging from beginners to versed Shakespeare fans. Their take on Shakespeare is like the one we shall follow in this class: the plays are meant to be performed and invite creative interaction.

Therefore, we shall explore different types of performative and active approaches to Shakespearean plays and poetry, ranging from performances to workshop and teaching materials. We will try exercises as well as create our own ones for all kinds of learning environments, on- and offline. Although we will mainly take on the perspective of a Shakespeare scholar and focus on the interpretations of characters, plotlines, and themes offered in these materials, we will additionally be treated to the didactic perspective by Ron Freytag in some of the sessions. This way, we also have the pleasure of exploring the potential of these performative approaches for the EFL-classroom. The selection of plays will be decided on together in the first weeks of the seminar. However, please (re-)read Shakespeare's *Romeo and Juliet*

and *A Midsummer Night's Dream* before the first session. You can choose any edition of the plays; yet the Arden editions are highly recommended.

Literature:

For a first orientation into the topic, see:

Banks, Fiona: *Creative Shakespeare: The Globe Education Guide to Practical Shakespeare*. London: Bloomsbury, 2014. Arden Shakespeare.

The Royal Shakespeare Company: *The RSC Shakespeare Toolkit for Teachers: An Active Approach to Bringing Shakespeare's Plays Alive in the Classroom*. Rev. ed. London: Bloomsbury, 2014.

Eisenmann, Maria; Christiane Lütge: *Shakespeare in the EFL Classroom*. Heidelberg: Winter, 2014.

Further recommendations: the teaching resources and learning platforms offered by *The Globe Theatre*, *The Royal Shakespeare Company*, *The British Council*, *The British Library* and *The Folger Shakespeare Library*.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. J. Fehrle:

Work and/with Nature in American Literature – 4412 542

SE, Blockseminar: 1. Vorbesprechung online (Termin: 18.10.2024, 16:45 – 18:15)

Termine: Fr. 22.11.2024 und 13.12.2024, 15:00 – 18:45, BI 85.7

Sa. 23.11.2024 und 14.12.2024, 10:00 – 17:00, BI 85.7

The multiple ecological crises of the late 20th and early 21st century have moved society-nature relations into the focus of many disciplines, including literary and cultural studies. Rather than seeing society and nature as separate spheres, the environmental humanities see humans, like everything else in existence, as a part of nature. As such, we humans “confront the materials of nature as a force of nature” (Marx), changing both external nature and our place within it. The main way in which we do so is through work or labor. While in highly industrialized societies fewer humans work directly with nature, human labor has transformed nature immensely, particularly since the beginning of the industrial revolution, and it continues to do so in previously unthinkable ways (e.g. by warming up the planet through anthropogenic climate change).

In this course we will examine how this relation between non-human nature and humans and our labor has shaped North American cultural production. We will interpret texts in various media and genres. We will examine what fictional texts can tell us about the imaginary of nature and human relations to nature, and ask how texts from different periods reflect the changing relations between labor and the environment. The course will be taught as a Blockseminar with one preparatory session and two blocks of two days (Friday and Saturday). During the course, you will be expected to lead a part of a session as a group. Your grade will be based on this session (30%) as well as a final term paper (70 %).

Literature:

Please purchase the following editions of the texts discussed in class:

Frederick Douglass, *Narrative of the Life of Frederick Douglass*, Norton Critical Edition, 2nd ed.

John Steinbeck, *The Grapes of Wrath*, Penguin Modern Classics.

Margaret Atwood, *Oryx and Crake*, Virago.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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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

Prof. Dr. H. Hopp:

The Grammar of Englishes – 4412 035

SE, Mo 16:45 – 18:15, BI 80.1

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

Literature:

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

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. D. Şafak:

Language Processing and Change – 4412 318

SE, Mi 15:00 – 16:30, BI 85.3

This course will address the role of language processing for language change, both in terms of historical language change and in terms of individual language change (learning). We will begin by exploring historical change as the foundational aspect. To investigate the link between psycholinguistic mechanism and historical change, our focus will be on empirical research on priming, highlighting that speakers adapt their language comprehension and production to the structure of the recently processed input. We will examine how adaptation to change in input affects processing patterns, supports language learning, leads to changes in mental representations, and explains process of historical change. Finally, we will discuss how theoretical approaches and empirical research contribute to our understanding on the interplay between language processing, learning and change.

Literature:

Jäger, G. & Rosenbach, A. (2008). *Priming and unidirectional language change. Theoretical Linguistics*, 34(2), 85-113. <https://doi.org/10.1515/THLI.2008.008>

Meisel, J. M., Elsig, M. & Rinke, E. (2013). *Language acquisition and change: A morphosyntactic perspective*. Edingburg University Press.

Phillips, C. & Ehrenhofer, L. (2015). *The role of language processing in language acquisition. Linguistic Approaches to Bilingualism*, 5, 409-452. <https://doi.org/10.1075/lab.5.4.01phi>

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. K. Von Holzen:

Sociolinguistics – 4412 315

SE, Do 11:30 – 13:00, BI 85.3

In this seminar we will take a look at English from a sociolinguistic point of view. Sociolinguistics is the study of the relationship between language and society, and sociolinguists study how different social contexts affect language use. In this class, we will focus on social factors at the level of the individual, examining ascribed vs. acquired characteristics (social class, sex, ethnicity), but also at the level of the community in that we examine linguistic practice in different linguistic networks. Specifically, we review classical areas of sociolinguistic study, such as regional and social variation, politeness, gender and sexuality, ethnicity, and multilingualism and language contact. We will also consider our attitudes and beliefs about linguistic variation and how this information is perceived and represented. Finally, we will consider the study of sociolinguistics in light of new technology, such as social media and Artificial Intelligence.

Literature:

Holmes, J., & Wilson, N. (2022). An introduction to sociolinguistics. Routledge.

Meyerhoff, M. (2011). Introducing Sociolinguistics. London and New York: Routledge.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. H. Comes-Koch:

Bilingual First Language Acquisition – 4412 311

SE, Fr 11:30 – 13:00, BI 97.1

In this seminar we will explore how children growing up with two languages from birth acquire the two languages simultaneously and how they learn to use the two languages appropriately when communicating with other people. A recurrent question in research on bilingual first language acquisition is whether the children acquire the two languages separately (i.e. their acquisition patterns are identical to monolingual patterns) or whether there is some kind of interaction/interdependence in the development of the two languages. We will address this question looking at the levels of phonology, morpho-syntax and vocabulary. We will also discuss which factors influence the development of the two languages (e.g. type and amount of input in the two languages) and will discuss possible explanations for different rates of development (unequal development) or different outcomes (e.g. receptive bilingualism). Apart from acquiring the lexical and structural aspects of the two languages children also have to learn how to use the two languages in accordance with socio-pragmatic norms. So we will also address the acquisition of language choice patterns of simultaneous bilingual children. Finally, we will focus on code-switching, a typically bilingual phenomenon that requires linguistic and socio-pragmatic competence on the part of the speaker. We will look at how bilingual children acquire this competence and whether / how this is related to the general development in the two languages.

Literature:

De Houwer, A. (2009). *Bilingual first language acquisition*. Multilingual Matters.

Plus selected videos on LingTutor.

Hinweis: Dieser Kurs ist für das CLIL-Zertifikat (Vertiefungsbereich) geöffnet.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

Erweiterungsmodul 4 “Advanced Language Skills”

Modulinformation

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

A. Rose:

Regional Studies II (Group A): British Popular Music Culture from the 1950s to the Present – 4412 452

SE, Mi 13:15 – 14:45, BI 82.002

Since the early 1950s, the United Kingdom (UK) has been a major contributor to the development of **popular music**. Rock and roll, pop, punk rock, and other genres originated in the UK, and the country has produced some of the world's most iconic musicians, including The Beatles, The Rolling Stones, David Bowie, Led Zeppelin, Pink Floyd, the Sex Pistols and more recently Adele and Ed Sheeran. The contribution of popular music to British and world culture is enormous and the UK is home to a number of influential music festivals, including the Glastonbury, Reading and Leeds Festivals. In economic terms the UK music business, across all areas, including recorded music, music publishing and live, contributed £5.8 billion to the UK economy in 2019 (before the Covid pandemic) and the sector employs in excess of 30,000 people. The popular music scene is also a major contributor to UK soft power and global influence.

This regional studies course will explore origins and cultural influences of popular music in the UK in order to determine its social and economic impact upon the UK and other countries. We will explore the origins and impact of famous bands, including the Beatles, through to the release by the Sex Pistols in 1977 of the iconic 'God Save the Queen' and others, up till and including Ed Sheeran, who has already sold more than 150 million records worldwide. By making use of video clips, literature, media archives and academic texts, we will try to determine why the UK has proved to be so enduringly productive in terms of popular music.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. K. E. Barnes:

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

SE, Fr 13:15 – 14:45, BI 85.3

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 Lillies 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 September 17th, 2024 (4 am/16:00 h).

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Dr. K. E. Barnes:

Grammar III (Group A) – 4412 168

UE, Do 18:30 – 20:00, BI 80.1

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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A. Rose:

Grammar III (Group B) – 4412 169

UE, Fr 11:30 – 13:00, BI 85.3

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 is available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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A. Rose:

Reading – 4412 445

UE, Mi 11:30 – 13:00, BI 82.002

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.

Literatur:

Titus Andronicus: Third Series (The Arden Shakespeare) Band 3, ISBN: 978-1350030916.

Other Texts: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Extracurriculare Veranstaltungen zu E-Modulen

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 111

Mi 19:30 – 21:00, BI 80.303/304 (either via Big Blue Button or at the MakerSpace)

Fr 15:00 – 18:15, BI 80.303/304

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

First Meeting: 23.10.2024 (via Big Blue Button)

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

Acting in English gives students an excellent opportunity to improve their language proficiencies and to deepen their interpretative skills in our discussion rounds. The projects help discuss, apply and creatively engage with knowledge acquired in all fields of English Studies: literary/cultural studies, linguistics, didactics, and language skills. Additionally, the students will be introduced to theoretical concepts of performance such as voice, body language, movement analysis (Laban), theatre space, composition/choreography as well as costume and set design. Furthermore, participants will get the opportunity to experience and participate in the making of larger scale cultural events by contributing to such project groups as public relations, programme, finances and backstage management. One of the project groups 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/MakerSpace (as soon as that is possible). We shall use our online meetings to find new ways of digital theatre. Our projects of the upcoming terms include:

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

Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience...come and help us bring this magical comedy to life on the screen and on campus. Furthermore, enjoy creating online games and other learning formats for our **MNDOS**...

2. *"Shakespeare@School"*

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

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 September 17th, 2024 (4 p.m./16:00).

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Prof. Dr. H. Hopp:

Research Methods I: Understanding Original Research in Linguistics – 4412 321

SE, Fr 13:15 – 14:45, BI 80.1

Hinweis: Weiterführung als *Research Methods II* im SoSe 2025

This seminar provides students with essential knowledge and skills for successfully completing advanced courses in linguistics (E2/5), which involve reading original research, interpreting statistics and critically evaluating theoretical claims.

The course breaks down into two parts. In the first part, “Understanding original linguistic research”, you hone your skills in understanding research papers in linguistics. We discuss how research papers are organized at the macro and the microlevel, how you best approach a text, excerpt relevant information from it, summarize the main ideas and present research to an audience. We also delve into how you deal with “numbers” in a text, i.e. how you understand and present descriptive and inferential statistics. In the second part, “Writing term papers in linguistics”, we touch on topics on how to formulate a research question, how to find appropriate research papers, how to organize a term paper (or schriftliche Ausarbeitung) and how to critically discuss several research papers and evaluate them in comparative perspective.

This course will be useful if you attend an E2/5 seminar and intend to do a presentation, write a term paper or take an oral exam.

We strongly recommend BA candidates in linguistics to take this course as a precursor for the course “Research Methods in Linguistics” in the summer term.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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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, Blockseminar 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 September 17th, 2024 (4 am/16:00 h).

Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 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 September 17th, 2024 (4 am/16:00 h).

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Dr. J. Fehrle:

Work and/with Nature in American Literature – 4412 542

SE, Blockseminar: 1. Vorbesprechung online (Termin: 18.10.2024, 16:45 – 18:15)

Termine: Fr. 22.11.2024 und 13.12.2024, 15:00 – 18:45, BI 85.7

Sa. 23.11.2024 und 14.12.2024, 10:00 – 17:00, BI 85.7

The multiple ecological crises of the late 20th and early 21st century have moved society-nature relations into the focus of many disciplines, including literary and cultural studies. Rather than seeing society and nature as separate spheres, the environmental humanities see humans, like everything else in existence, as a part of nature. As such, we humans “confront the materials of nature as a force of nature” (Marx), changing both external nature and our place within it. The main way in which we do so is through work or labor. While in highly industrialized societies fewer humans work directly with nature, human labor has transformed nature immensely, particularly since the beginning of the industrial revolution, and it continues to do so in previously unthinkable ways (e.g. by warming up the planet through anthropogenic climate change).

In this course we will examine how this relation between non-human nature and humans and our labor has shaped North American cultural production. We will interpret texts in various media and genres. We will examine what fictional texts can tell us about the imaginary of nature and human relations to nature, and ask how texts from different periods reflect the changing relations between labor and the environment. The course will be taught as a Blockseminar with one preparatory session and two blocks of two days (Friday and Saturday). During the course, you will be expected to lead a part of a session as a group. Your grade will be based on this session (30%) as well as a final term paper (70 %).

Literature:

Please purchase the following editions of the texts discussed in class:

Frederick Douglass, *Narrative of the Life of Frederick Douglass*, Norton Critical Edition, 2nd ed.

John Steinbeck, *The Grapes of Wrath*, Penguin Modern Classics.

Margaret Atwood, *Oryx and Crake*, Virago.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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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 (20-25 Seiten) SL: Kolloquium (15 Minuten)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Topics in Advanced Literary and Cultural Studies

Prof. Dr. E. Voigts/P. Schlüter:

Cooperation with Dr. S. Isomaa, Dr. M. Salmela, Dr. L. Ameel (Tampere University, Finland)

Vulnerabilities and Resilience: Urban Spaces – Dys/Utopian Spaces – 4412 065

SE, Mo 15:00 – 16:30, BI 97.9

In view of the current disruptions and challenges to urban spaces our focus will be on the question of how vulnerabilities and resilience have been imagined and discussed in the recent space of both speculative and realist fiction- At the heart of technical progress, bureaucratization and political efforts towards homogenization the imagination of the city becomes the main setting for proto-dystopian texts. Urban spaces as utopian and dystopian spaces are directly linked to the human phenomena of emotional as well as physical vulnerability and resilience: “emotions play a central role [...] and merit an exploration in their own right” (Isomaa 2020, o. xix).

Our plan is to expand the range of perspectives in our syllabus to all of the German-Finnish researchers affiliated. In terms of the joint interest in researching and teaching urban and dystopian spaces, we build on existing work in spatial dimensions of literature (locational criticism after the 'spatial turn') and literary urban studies. Our shared core assumption is that dystopian narratives establish unique spatial arrangements (often urban, but also post-urban or 'wild') that form the prime template for discussing urgent problems of the "damaged planet" of the Anthropocene (Judith Meurer-Bongardt 2020). The special gift of this joint class is an expanded perspective that involves intimate knowledge of a variety of global viewpoints (predominantly from Finland, Germany, and from the global 'Anglosphere').

The class will mostly take place online. The main part of this class will consist in a common session period for all from 21.10. – 22.12.2024. Lectures will be in English.

Primary Literature: tbc

Saci Lloyd, *The Carbon Diaries 2015* (2009)

Julia von Lucadou, *The High-rise Diver* (2019)

Antti Tuomainen, *The Healer* (2010)

Secondary Literature:

- Butler, Judith. “Rethinking Vulnerability and Resistance.” In *Vulnerability in Resistance* edited by Judith Butler, Zeynep Gambetti, and Leticia Sabsay, 12–27. Durham and London: Duke University Press, 2016. DOI: <https://doi.org/10.1515/9780822373490>
- Fernández,-Santiago and Gámez-Fernández (eds.) *Current Literary Representations of Vulnerability. Ethical and Aesthetic Concerns*. Cham 2023.
- Isomaa, Saija/ Korpua, Jyrki/ Teitinnen, Jouni: *Introduction: Navigating the many form of dystopian fiction*. In: idem (Ed.): *New Perspectives on Dystopian Fiction in Literature and Other Media*. Cambridge 2020, p. ix-xxxii, here: p. xix
- Caracciolo, Marco. *Contemporary Fiction and Climate Uncertainty: Narrating Unstable Futures*. Bloomsbury 2022.
- Stableford, Brian. *Ecology and Dystopia*. In: Claeys, Gregory (ed.): *The Cambridge Companion to Utopian Literature*. Cambridge 2010, S. 259-281.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

Prof. Dr. E. Voigts:

Texts and Theories on the Techno-Scientific World: Nineteenth-Century Science Fiction – 4412 464

SE, Di 09:45 – 11:15, BI 85.3

This course explores the vibrant world of 19th-century science fiction, with a focus on the late Victorian period, marked by profound scientific discoveries and technological advancements. Students will delve into the ways in which Victorian authors used speculative fiction to address the rapid changes and uncertainties of their time. Through the study of key texts, the course will examine themes such as evolution, utopian and dystopian futures, the impact of technology on society, and the exploration of the unknown. Special attention will be given to how these works reflect contemporary anxieties and hopes about the future – therefore the course aims at providing an introduction to texts and theories on the techno-scientific world.

Course Objectives:

- To understand the historical and scientific context of the Victorian era and its influence on science fiction literature.
- To analyze the thematic concerns and narrative techniques of late Victorian science fiction.
- To explore how these works reflect and critique the social, technological, and scientific changes of the period.
- To examine the contributions of Victorian science fiction to the development of the genre.
- To critically engage with the texts through written assignments, presentations, and discussions.

Literature:

Provisional Reading List:

- *The Mummy! Or a Tale of the Twenty-Second Century* by Jane Loudon Webb
- *Frankenstein* by Mary Shelley
- *The Time Machine, The Island of Doctor Moreau, The First Men in the Moon, The War of the Worlds* by H.G. Wells
- *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson
- *The Coming Race* by Edward Bulwer-Lytton
- Selected short stories

Introductory Secondary Literature:

Sussman, Herbert L. 2000. "Machine Dreams: The Culture of Technology." *Victorian Literature and Culture* 28.1: 197-204.

Stableford, Brian. 1985. *Scientific Romance in Britain 1890-1950*. Fourth Estate.

Voigts-Virchow, Eckart. 1999. "Melancholy Elephants and Virgin Machines: Technological Imagery and Mechanical Lacunae from Industrial Novels to Scientific Romances". In Schenkel, Elmar und Stefan Welz, Hgg. *Lost Worlds and Mad Elephants. Literature, Science and Technology 1700-1990*. Glienicke, Berlin, Cambridge, Mass.: Galda und Wilch, 141-162.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Performative Approaches to Shakespeare: On- and Offline – 4412 104

SE, Fr 11:30 – 13:00, BI 97.1

Many theatres, like London's Globe Theatre and the Royal Shakespeare Company, work with performative and active drama approaches when studying Shakespeare's plays. This applies to both the rehearsal processes as well as the theatres' educational programmes. Therefore, they offer workshops to explore characters, plotlines, themes, and language via a creative, physical, and hands-on experience for visitors ranging from beginners to versed Shakespeare fans. Their take on Shakespeare is like the one we shall follow in this class: the plays are meant to be performed and invite creative interaction.

Therefore, we shall explore different types of performative and active approaches to Shakespearean plays and poetry, ranging from performances to workshop and teaching materials. We will try exercises as well as create our own ones for all kinds of learning environments, on- and offline. Although we will mainly take on the perspective of a Shakespeare scholar and focus on the interpretations of characters, plotlines, and themes offered in these materials, we will additionally be treated to the didactic perspective by Ron Freytag in some of the sessions. This way, we also have the pleasure of exploring the potential of these performative approaches for the EFL-classroom. The selection of plays will be decided on together in the first weeks of the seminar. However, please (re-)read Shakespeare's *Romeo and Juliet* and *A Midsummer Night's Dream* before the first session. You can choose any edition of the plays; yet the Arden editions are highly recommended.

Literature:

For a first orientation into the topic, see:

Banks, Fiona: *Creative Shakespeare: The Globe Education Guide to Practical Shakespeare*. London: Bloomsbury, 2014. Arden Shakespeare.

The Royal Shakespeare Company: *The RSC Shakespeare Toolkit for Teachers: An Active Approach to Bringing Shakespeare's Plays Alive in the Classroom*. Rev. ed. London: Bloomsbury, 2014.

Eisenmann, Maria; Christiane Lütge: *Shakespeare in the EFL Classroom*. Heidelberg: Winter, 2014.

Further recommendations: the teaching resources and learning platforms offered by *The Globe Theatre*, *The Royal Shakespeare Company*, *The British Council*, *The British Library* and *The Folger Shakespeare Library*.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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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, Blockseminar 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 September 17th, 2024 (4 am/16:00 h).

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Themenbereich: Advanced English Linguistics

Prof. Dr. H. Hopp:

The Grammar of Englishes – 4412 035

SE, Mo 16:45 – 18:15, BI 80.1

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

Literature:

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

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. D. Şafak:

Language Processing and Change – 4412 318

SE, Mi 15:00 – 16:30, BI 85.3

This course will address the role of language processing for language change, both in terms of historical language change and in terms of individual language change (learning). We will begin by exploring historical change as the foundational aspect. To investigate the link between psycholinguistic mechanism and historical change, our focus will be on empirical research on priming, highlighting that speakers adapt their language comprehension and production to the structure of the recently processed input. We will examine how adaptation to change in input affects processing patterns, supports language learning, leads to changes in mental representations, and explains the process of historical change. Finally, we will discuss how theoretical approaches and empirical research contribute to our understanding of the interplay between language processing, learning and change.

Literature:

Jäger, G. & Rosenbach, A. (2008). *Priming and unidirectional language change. Theoretical Linguistics*, 34(2), 85-113. <https://doi.org/10.1515/THLI.2008.008>
Meisel, J. M., Elsig, M. & Rinke, E. (2013). *Language acquisition and change: A morphosyntactic perspective*. Edinburg University Press.
Phillips, C. & Ehrenhofer, L. (2015). *The role of language processing in language acquisition. Linguistic Approaches to Bilingualism*, 5, 409-452. <https://doi.org/10.1075/lab.5.4.01phi>
Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. K. Von Holzen:

Sociolinguistics – 4412 315

SE, Do 11:30 – 13:00, BI 85.3

In this seminar we will take a look at English from a sociolinguistic point of view. Sociolinguistics is the study of the relationship between language and society, and sociolinguists study how different social contexts affect language use. In this class, we will focus on social factors at the level of the individual, examining ascribed vs. acquired characteristics (social class, sex, ethnicity), but also at the level of the community in that we examine linguistic practice in different linguistic networks. Specifically, we review classical areas of sociolinguistic study, such as regional and social variation, politeness, gender and sexuality, ethnicity, and multilingualism and language contact. We will also consider our attitudes and beliefs about linguistic variation and how this information is perceived and represented. Finally, we will consider the study of sociolinguistics in light of new technology, such as social media and Artificial Intelligence.

Literature:

Holmes, J., & Wilson, N. (2022). *An introduction to sociolinguistics*. Routledge.
Meyerhoff, M. (2011). *Introducing Sociolinguistics*. London and New York: Routledge.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. H. Comes-Koch:

Bilingual First Language Acquisition – 4412 311

SE, Fr 11:30 – 13:00, BI 97.1

In this seminar we will explore how children growing up with two languages from birth acquire the two languages simultaneously and how they learn to use the two languages appropriately when communicating with other people. A recurrent question in research on bilingual first language acquisition is whether the children acquire the two languages separately (i.e. their acquisition patterns are identical to monolingual patterns) or whether there is some kind of interaction/interdependence in the development of the two languages. We will address this question looking at the levels of phonology, morpho-syntax and vocabulary. We will also discuss which factors influence the development of the two languages (e.g. type and amount of input in the two languages) and will discuss possible explanations for different rates of development (unequal development) or different outcomes (e.g. receptive bilingualism). Apart from

acquiring the lexical and structural aspects of the two languages children also have to learn how to use the two languages in accordance with socio-pragmatic norms. So we will also address the acquisition of language choice patterns of simultaneous bilingual children. Finally, we will focus on code-switching, a typically bilingual phenomenon that requires linguistic and socio-pragmatic competence on the part of the speaker. We will look at how bilingual children acquire this competence and whether / how this is related to the general development in the two languages.

Literature:

De Houwer, A. (2009). *Bilingual first language acquisition*. Multilingual Matters.
Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Themenbereich: Colloquium in English Linguistics

Prof. Dr. H. Hopp:

Research Methods I: Understanding Original Research in Linguistics – 4412 321

SE, Fr 13:15 – 14:45, BI 80.1

Weiterführung als *Research Methods II* im SoSe 24

This seminar provides students with essential knowledge and skills for successfully completing advanced courses in linguistics (E2/5), which involve reading original research, interpreting statistics and critically evaluating theoretical claims.

The course breaks down into two parts. In the first part, “Understanding original linguistic research”, you hone your skills in understanding research papers in linguistics. We discuss how research papers are organized at the macro and the microlevel, how you best approach a text, excerpt relevant information from it, summarize the main ideas and present research to an audience. We also delve into how you deal with “numbers” in a text, i.e. how you understand and present descriptive and inferential statistics. In the second part, “Writing term papers in linguistics”, we touch on topics on how to formulate a research question, how to find appropriate research papers, how to organize a term paper (or schriftliche Ausarbeitung) and how to critically discuss several research papers and evaluate them in comparative perspective.

This course will be useful if you attend an E2/5 seminar and intend to do a presentation, write a term paper or take an oral exam.

We strongly recommend BA candidates in linguistics to take this course as a precursor for the course “Research Methods in Linguistics” in the summer term.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Kolloquien

Prof. Dr. R. Heinze:

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

KOL, Blockseminar 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 September 17th, 2024 (4 am/16:00 h).

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Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 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 September 17th, 2024 (4 am/16:00 h).

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, Fr 15:00 – 16:30, BI 80.303/304 (MakerSpace)

4 Termine nach Vereinbarung

1. Treffen: 18.10.2024

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Prof. Dr. H. Hopp
Dr. K. Von Holzen

siehe Ankündigung in Stud.IP
siehe Ankündigung in Stud.IP

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Emeriti / im Ruhestand

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

Sprechstunden in der Vorlesungszeit (WiSe 2024/25)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes	Mittwoch,	11:00 – 13:00 Uhr
Prof. Dr. R. Heinze	Donnerstag,	09:30 – 10:30 Uhr
Dr. S. John	Dienstag,	15:30 – 17:00 Uhr
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr
Prof. Dr. E. Voigts	Dienstag,	11:30 – 13:30 Uhr

Abt. Englische Sprache und ihre Didaktik

A. Beck, M. Ed.	nach Vereinbarung: alena.beck@tu-bs.de
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H. Elstad	nach Vereinbarung: hanna.elstad@tu-bs.de
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Dr. B. Wege

nach Vereinbarung: birte.wege@tu-bs.de

Abt. Englische Sprachwissenschaft

Dr. L. Baker

siehe Ankündigung in Stud.IP

Dr. R. Carroll

Montag, 10:00 – 11:00 Uhr

Dr. H. Comes-Koch

siehe Ankündigung in Stud.IP

Prof. Dr. H. Hopp

Montag, 14:30 – 16:00 Uhr

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

siehe Termine in Stud.IP

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

nach Vereinbarung

Prof. a. D. Dr. V. Link

nach Vereinbarung