



**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 25.07.2025

Änderungen jederzeit möglich

Kurskommentar Wintersemester 2025/26

Studiengang BA English Studies

Beginn der Lehrveranstaltungen:	Montag,	20.10.25
Reformationstag (Feiertag):	Freitag,	31.10.25
Schließzeit Weihnachten (letzte LVA):	Samstag,	20.12.25
Wiederbeginn LVA:	Montag,	05.01.26
Ende der Lehrveranstaltungen:	Samstag,	07.02.26

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 2025/26!

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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, Online via Big Blue Button

Fr 15:00 – 18:15, BI 80.303/304 (MakerSpace)

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

First Meetings:

- a) Wednesday, 5th November 2025: via Big Blue Button
- b) Friday, 7th November 2025: BI 80.303/304 (MakerSpace)

The theatre group of the Institut für Anglistik und Amerikanistik (EAS), called the TUBS-Players, has been producing plays for more than 30 years. We aim to provide quality entertainment in English for students of the TU as well as secondary schools and the general public. Any students (also from other faculties) who are interested in joining the group, whether on stage or back-stage, are welcome to join us.

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

Acting experience is not necessary. Rehearsals and workshops are usually held once or twice a week in the evenings online via Big Blue Button and in-person at the MakerSpace. We shall use our online meetings to find new ways of digital theatre and the rehearsals at the MakerSpace to work on our theatrical and filmic performances. Our projects of the upcoming terms include:

1. NEW PROJECT: *Shakespeare's Midsummer Night's Dream(S)*

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

2. "*Shakespeare@School*"

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

3. ***“Drama-in-Session”***

Whenever a seminar works on theatre plays (especially Shakespearean ones), the TUBS-Players can be there to add their expertise via dramatized readings, enacted short scenes, or an entire theatre workshop. With this, we additionally study teaching resources as published by theatre companies and other educational programs.

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 23rd, 2025 (4 am/16:00 h).

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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 16:45 – 18:15, BI 84.2

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 17th, 2025 (10:00 am).

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J. Barner, M.A.:

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

EK, Di 09:45 – 11:15, BI 97.9

t. b. a.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens October 17th, 2025 (10:00 am).

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Prof. Dr. R. Heinze:

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

EK, Do 15:00 – 16:30, 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" liter-

ary 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 17th, 2025 (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 17th, 2025 (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 17th, 2025 (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 17th, 2025 (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 17th, 2025 (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. K. Von Holzen:

Introduction to Linguistics I (Group A) – 4412 030

EK, Di 15:00 – 16:30, 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 17th, 2025 (10:00 am).

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Dr. R. Carroll:

Introduction to Linguistics I (Group B) – 4412 031

EK, Mi 09:45 – 11:15, 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 17th, 2025 (10:00 am).

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Dr. R. Carroll:

Introduction to Linguistics I (Group C) – 4412 032

EK, Mo 15:00 – 16:30, 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 17th, 2025 (10:00 am).

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N. N.:

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 17th, 2025 (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 is 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 17th, 2025 (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 17th, 2025 (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

A. Beck, M.Ed.:

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

SE, Do 11:30 – 13:00, 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 23rd, 2025 (4 am/16:00h).

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A. Beck, M.Ed.:

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

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 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 23rd, 2025 (4 am/16:00h).

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Themenbereich: Introduction to Foreign Language Pedagogy II

L. Plackties, M. Ed.:

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

SE, Mo 13:15 – 14:45, BI 85.1

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 23rd, 2025 (4 am/16:00h).

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L. Plackties, M. Ed.:

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

SE, Di 11:30 – 13:00, BI 85.1

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 23rd, 2025 (4 am/16:00h).

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L. Plackties, M. Ed.:

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

SE, Do 16:45 – 18:15, BI 97.11

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 23rd, 2025 (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 sup-

port 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 ZiEl-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 23rd, 2025 (4 am/16:00h).

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A. Smith, M. A.:

Introduction to CLIL – 4412 400

Blockseminar, Mo 09.02. – Mi. 11.02.2025, 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 23rd, 2025 (4 am/16:00h).

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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, Mi 16:45 – 18:15, BI 85.1

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 17th, 2025 (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 17th, 2025 (10:00 am).

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D. Cattell:

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

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 17th, 2025 (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 17th, 2025 (10:00 am).

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A. Rose:

Grammar I (Group B) – 4412 161

UE, Di 11:30 – 13:00, BI 82.002

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 17th, 2025 (10:00 am).

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Dr. K. E. Barnes:

Grammar I (Group C) – 4412 162

UE, Mi 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 17th, 2025 (10:00 am).

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S. Kingsbury:

Grammar I (Group D) – 4412 163

UE, Do 09:45 – 11:15, 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 17th, 2025 (10:00 am).

H. Elstad, M.A.:

Writing I (Group A) – 4412 490

UE, Di 15:00 – 16:30, BI 80.2

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens October 17th, 2025 (10:00 am).

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J. Tavares:

Writing I (Group B) – 4412 491

UE, Mi 18:30 – 20:00, 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 17th, 2025 (10:00 am).

S. Kingsbury:

Writing I (Group C) – 4412 492

UE, Do 08:00 – 09:30, 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 17th, 2025 (10:00 am).

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H. Elstad, M.A.:

Writing I (Group D) – 4412 493

UE, Fr 15:00 – 16:30, BI 80.2

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens October 17th, 2025 (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 13:15 – 14:45, 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 17th, 2025 (10:00 am).

- - -

J. Tavares:

Aural Oral (Group B) – 4412 431

UE, Di 16:45 – 18:15, 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 17th, 2025 (10:00 am).

- - -

J. Tavares:

Aural Oral (Group C) – 4412 432

UE, Mi 15:00 – 16:30, BI 82.002

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 17th, 2025 (10:00 am).

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A. Böker:

Aural Oral (Group D) – 4412 433

UE, Fr 16:45 – 18:15, BI 80.1

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

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens October 17th, 2025 (10:00 am).

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Z. Khan-Owald:

Communication Practice (Group A) – 4412 155

UE, Mo 15:00 – 16:30, 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 17th, 2025 (10:00 am).

- - -

J. Tavares:

Communication Practice (Group B) – 4412 156

UE, Di 18:30 – 20:00, 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 17th, 2025 (10:00 am).

- - -

Z. Khan-Owald:

Communication Practice (Group C) – 4412 157

UE, Do 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 17th, 2025 (10:00 am).

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Dr. K. E. Barnes:

Communication Practice (Group D) – 4412 158

UE, Fr 13:15 – 14:45, BI 85.3

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 17th, 2025 (10:00 am).

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N.N.:

British Phonetics and Pronunciation (Group A) – 4412 500

UE, Mi 18:30 – 20:00, BI 80.1

This course provides you with the opportunity to acquaint yourself with and - more importantly - to practice the sounds, rhythms and intonation patterns of **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 17th, 2025 (10:00 am).

- - -

N.N.:

British Phonetics and Pronunciation (Group B) – 4412 503

UE, Do 16:45 – 18:15, BI 85.3

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. Mess, and Beverly Collins – ISBN: 978-1138886346

To enrol, please sign up in Stud.IP. Registration opens October 17th, 2025 (10:00 am).

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Dr. K. E. Barnes:

American Phonetics and Pronunciation (Group A) – 4412 501

UE, Mo 11:30 – 13:00, BI 80.1

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

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

Literature:

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 17th, 2025 (10:00 am).

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H. Elstad, M.A.:

American Phonetics and Pronunciation (Group B) – 4412 502

UE, Di 09:45 – 13:15, BI 80.2

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

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

Literature:

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 17th, 2025 (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

A. Walder, M.A.:

Survey Course I: American Literature I (Group A) – 4412 050

SE, Mo 11:30 – 13:00, BI 97.11

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 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. R. Heinze:

Survey Course I: American Literature I (Group B) – 4412 051

SE, Fr 15:00 – 16:30, BI 97.11

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 23rd, 2025 (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 23rd, 2025 (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 23rd, 2025 (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

N. N.:

Morphology – 4412 043

SE, Di 15:00 – 16:30, BI 80.1

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 23rd, 2025 (4 am/16:00 h).

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Dr. R. Carroll:

Phonetics & Phonology – 4412 041

SE, Mi 08:00 – 09:30, BI 97.11

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 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. H. Hopp:

Syntax – 4412 040

SE, Do 16:45 – 18:15, BI 80.1

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 23rd, 2025 (4 am/16:00 h).

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Themenbereich: Developmental and Linguistic Variation

Dr. H. Comes-Koch:

Second Language Acquisition – 4412 023

SE, Do 11:30 – 13:00, BI 85.3

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 23rd, 2025 (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

Dr. K. E. Barnes:

German-English Translation (Group A) – 4412 442

UE, Mi 11:30 – 13:00, BI 85.3

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 23rd, 2025 (4 am/16:00 h).

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Dr. K.-E. Barnes:

German-English Translation (Group B) – 4412 443

UE, Fr 15:00 – 16:30, BI 85.9

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 23rd, 2025 (4 am/16:00 h).

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Dr. K. E. Barnes:

Grammar II (Group A) – 4412 166

UE, Mi 15:00 – 16:30, BI 80.2

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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H. Elstad, M.A.:

Grammar II (Group B) – 4412 167

UE, Fr 11:30 – 13:00, BI 80.2

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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H. Elstad, M.A.:

Writing II (Group A) – 4412 495

UE, Mi 09:45 – 11:15, BI 82.002

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 23rd, 2025 (4 am/16:00 h).

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H. Elstad, M.A.:

Writing II (Group B) – 4412 496

UE, Fr 13:15 – 14:45, 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 23rd, 2025 (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:

Future-War Narratives – 4412 178

SE, Mo 13:15 – 14:45, BI 80.1

This seminar traces how a wave of speculative fiction about wars yet to come in 19th-century Britain imagined future conflicts and how those narratives reflected real-world anxieties about technology, national security, and social order. We will read a number of texts – from “invasion” fictions to proto-sci-fi “scientific romances” – and situate them alongside period military and political commentary, as well as more contemporary visions of future-war during the cold war (Clancy) and the 21st-century rivalry between the US and China (Singer/Cole). Be warned: the texts we will read may be bellicose, jingoist, patriarchal, xenophobic, and racist.

Key texts (mostly available online)

- George Tomkyns Chesney, *The Battle of Dorking: Reminiscences of a Volunteer* (1871)
- Edward Bulwer-Lytton, *The Coming Race* (1871)
- H. G. Wells, *The War of the Worlds* (1898)
- George Griffith, *The Angel of the Revolution* (1893)
- William Le Queux, *The Great War in England in 1897* (1894)
- M. P. Shiel, *The Yellow Danger* (1898)
- Erskine Childers, *The Riddle of the Sands. A Record of Secret Service* (1903)
- H. G. Wells, *Little Wars* (1913)
- Tom Clancy, *The Hunt for Red October* (1984)
- P.W. Singer and August Cole. *Ghost Fleet—A Novel of the Next World War* (2015).

Secondary Literature:

- Clarke, Ignatius F. *Voices Prophesying War: Future Wars 1763-3749*. 2nd ed. Oxford: Oxford UP, 1992.
- Eby, Cecil Degrotte. *The Road to Armageddon: The Martial Spirit in English Popular Literature, 1870-1914*. Durham, NC: Duke UP, 1987. Print.
- Gannon, Charles E. *Rumors of War and Infernal Machines: Technomilitary Agenda-Setting in American and British Speculative Fiction*. Liverpool: Liverpool UP, 2003. Print.
- Bulfin, Ailise Book. *Gothic Invasions. Imperialism, War and Fin-de-Siècle Popular Fiction*. University of Wales Press, 2018.
- Voigts, Eckart. "Literary Events and Real Policies: The Transmedia Cases of Walter Besant's *All Sorts and Conditions of Men* (1882) and George Chesney's *The Battle of Dorking* (1871)." Christina Meyer, Monika Pietrzak-Franger (eds.): *Transmedia Practices in the Long Nineteenth Century*. London and New York: Routledge, 2022, 25-44. Online: <https://doi.org/10.4324/9781003222941>.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. T. Gruenbaum:

Picturing the Unimaginable: Visual Holocaust children's literature to inspire unity and hope – 4412 687

Online-SE, Di 16:45 – 18:15, BI 80.303/304 (Online)

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

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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N. N. (Didaktik):

Teaching Popular Series – 4412 667

SE, Di 16:45 – 18:15, BI 85.2

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (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, Online via Big Blue Button

Fr 15:00 – 18:15, BI 80.303/304 (MakerSpace)

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

First Meetings:

c) Wednesday, 5th November 2025: via Big Blue Button

d) Friday, 7th November 2025: BI 80.303/304 (MakerSpace)

The theatre group of the Institut für Anglistik und Amerikanistik (EAS), called the TUBS-Players, has been producing plays for more than 30 years. We aim to provide quality entertainment in English for students of the TU as well as secondary schools and the general public. Any students (also from other faculties) who are interested in joining the group, whether

on stage or back-stage, are welcome to join us.

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

Acting experience is not necessary. Rehearsals and workshops are usually held once or twice a week in the evenings online via Big Blue Button and in-person at the MakerSpace. We shall use our online meetings to find new ways of digital theatre and the rehearsals at the MakerSpace to work on our theatrical and filmic performances. Our projects of the upcoming terms include:

1. **NEW PROJECT: *Shakespeare's Midsummer Night's Dream(S)***

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

2. **"*Shakespeare@School*"**

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

3. **"*Drama-in-Session*"**

Whenever a seminar works on theatre plays (especially Shakespearean ones), the TUBS-Players can be there to add their expertise via dramatized readings, enacted short scenes, or an entire theatre workshop. With this, we additionally study teaching resources as published by theatre companies and other educational programs.

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 23rd, 2025 (4 am/16:00 h).

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

Bibel im Film: Ästhetik – Theologie – Interkulturalität – 4412 137

(Kooperationsangebot mit dem Institut für Evangelische Theologie und Religionspädagogik)
SE, Do 11:30 – 13:00, BI 97.11

In diesem Seminar untersuchen wir das Zusammenspiel biblischer Erzählstoffe und filmischer Adaptionen und Inszenierungen. Dabei legen wir drei Schwerpunkte:

1. Verfilmung biblischer Erzählungen anhand von Fallstudien klassischer und aktueller Verfilmungen
2. Filmische Verarbeitung biblischer und religiöser Themen mit Blick auf deren ästhetische, symbolische und theologische Dimensionen
3. Interkultureller Vergleich von filmischen Verarbeitungen biblischer Narrative und Motive mit besonderer Perspektive auf deren politische und kulturelle Kontextualisierung

Arbeitsweisen: Lektüre ausgewählter theologischer, film- und kulturwissenschaftlicher Texte; Projektbezogene Auseinandersetzung mit exemplarischen Filmen in Kleingruppen, moderierte Plenumsdiskussionen. Die Filme werden zu Beginn des Seminars bekannt gegeben bzw. gemeinsam ausgesucht.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

- - -

Dr. M. Marcsek-Fuchs:

Shakespeare Adapted – Adapting Shakespeare – 4412 108

SE, Fr 11:30 – 13:00, BI 85.1

Shakespeare's plays have been adapted into other media of expression since the Renaissance. Even contemporary stagings can be read as undergoing processes of adaptation, transforming written scripts into multimedial stage events. As Linda Hutcheon observes, adaptations are acts of interpretation (cf. 84). Adapters are consumers and creators at the same time, whose readings of the respective (Shakespearean) works are the inspiration for new autonomous creations, reflecting not only the playfulness of interpretation but also that of historical and medial contextualization.

In this seminar we will discuss adaptations of several Shakespeare plays and sonnets in a wide range of medial forms, ranging from films, (web-)series, musical- and dance versions to video- and board games, as well as AI experiments. Our examples can also include (meta-)fictional constructions of William Shakespeare's biography and Renaissance stage conventions in films such as John Madden's *Shakespeare in Love* (1998), Roland Emmerich's *Anonymous* (2011), or Jessica Swale's multimodal play *All's Will that Ends Will* (2014). A final selection of examples will be agreed upon together with the course in the first weeks of the term. One special example will be *The TUBS-Players'* recent rewriting entitled *Shakespeare's Midsummer Night's Dream(S)*, where members of our class can become adapters, dramaturges and exhibition curators themselves. As a special treat, we will devise teaching resources, games and workshop material that will help school students to prepare for their visit of the TUBS-Players' production.

Please get informed about Shakespeare's life and times, and (re-)read his *A Midsummer Night's Dream*, *Romeo and Juliet*, as well as *Hamlet* before the term.

Primary Literature:

Shakespeare, W.: *A Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, and some more...

The Arden or Oxford editions are highly recommended. However, cheaper editions (such as Reclam), as well as online editions by the Folger Shakespeare Library, or anthologies are permitted on the precondition that you also work with critical editions.

Secondary Literature: (recommended reading)

Brickley, Pamela, and Jenny Stevens. *Studying Shakespeare Adaptation: From Restoration Theatre to YouTube*. London: Bloomsbury Arden Shakespeare, 2021.

Hutcheon, L. *A Theory of Adaptation*. New York: Routledge, 2006.

Iyengar, Sujata, and Evelyn Gajowski. *Shakespeare and Adaptation Theory*. London: Bloomsbury, 2023.

Kinney, Arthur F. *The Oxford Handbook of Shakespeare*. Oxford: OUP, 2012.

Lanier, Douglas. *Shakespeare and Modern Popular Culture*. Oxford: OUP, 2002.

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (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 2026

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:

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

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

Plus selected videos on LingTutor

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. C. Becker:

Education for Sustainable Development – 4412 582

Blockseminar, 4 synchrone Termine: 23.10./30.10./13.11./27.11.2025, jeweils 14:00 – 15:30, Online

As part of the *Global Teachers for a Sustainable Future* (GTSF) project, you will have the opportunity to engage in a transnational, virtual encounter with educators and students from 11 esteemed universities and organizations from Europe, Asia, and Latin America to work on cross-cultural and global issues in the context of education for sustainable development.

Overall, this transnational online course aims at

- equipping students with the knowledge, skills, attitudes, and values they need to become global citizens and agents for change.
- providing future (language) teachers with the tools for integrating sustainable development education and global citizenship in their teaching.
- contributing to sustainability and the 2030 Agenda by promoting lifelong learning and quality education (SDG 4).
- promoting internationalization at home as the most sustainable and accessible way to foster global competence.

Please note that this is a **6-week intensive online course running from 23 October to 27 November 2025** on the learning platform *Moodle*. The course consists of asynchronous, self-organized work phases as well as four live sessions (90 minutes each). These sessions will take place **from 2 p.m. to 3:30 p.m. (outside of the regular class time!)** on the following dates:

Live Session 1: 23.10.25 (opening & onboarding)

Live Session 2: 30.10.25

Live Session 3: 13.11.25

Live Session 4: 27.11.25 (closing conference)

As this seminar is based on close transnational collaboration and exchange, please be aware that your active and consistent participation throughout the six-week period is essential for the successful completion of this course.

Hinweis: Dieser Kurs ist für die Zertifikatslinien *CLIL* (Vertiefungsseminar), *ZiEi* (Vertiefungsseminar) und *Global Learning* (Vertiefungsseminar) geöffnet.

Literature: All readings and materials will be made available on the course platform.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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L. Cristea, M.A.:

Environmental Imaginaries in Anglophone Postcolonial Fiction – 4412 544

SE, Fr 15:00 – 16:30, BI 80.1

Anthropogenic climate change can be considered one of the defining discourses of the 21st century. It is not surprising then, that not only the scientific but also the literary world has tried to come to terms with the complex challenges climate change poses for the planet. As Indian author Amitav Ghosh has famously argued: “[T]he climate crisis is also a crisis of culture, and thus of the imagination” (*The Great Derangement* 9). Ghosh thereby points to the difficulties of portraying and negotiating this complex phenomenon in contemporary literature(s). The genre of ‘climate fiction’ has been firmly established in the Global North, especially in the Anglo-American sphere, and can arguably be seen as a response to this ‘crisis of imagination’. Yet in recent years, a growing body of fiction from the Global South has started to challenge the dominance of ‘Western’ narratives about climate change by imagining the entanglement between ‘environmental’ crises and colonial and neo-colonial discourses.

In this seminar, we will look at such ‘environmental’ imaginaries in contemporary postcolonial literatures. Students will be familiarised with the critical framework of postcolonial ecocriticism, as well as with key theories from the Environmental Humanities. We will then primarily read works from India, but also from Australia or Africa, and look at how these texts envision the relationship between the ‘human’ and the non-human, as well as how they negotiate the impact of ecological crises on identity categories, such as class, race, and gender.

Literature:

Ghosh, Amitav. *The Hungry Tide*. London: HarperCollins, 2004.

Sinha, Indra. *Animal’s People*. London: Simon & Schuster, 2007.

Texts from Australia and/or Africa will be chosen in the first sessions of the seminar, depending on preferences and interests.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (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:

Future-War Narratives – 4412 178

SE, Mo 13:15 – 14:45, BI 80.1

This seminar traces how a wave of speculative fiction about wars yet to come in 19th-century Britain imagined future conflicts and how those narratives reflected real-world anxieties about technology, national security, and social order. We will read a number of texts – from “invasion” fictions to proto-sci-fi “scientific romances” – and situate them alongside period military and political commentary, as well as more contemporary visions of future-war during the cold war (Clancy) and the 21st-century rivalry between the US and China (Singer/Cole). Be warned: the texts we will read may be bellicose, jingoist, patriarchal, xenophobic, and racist.

Key texts (mostly available online)

- George Tomkyns Chesney, *The Battle of Dorking: Reminiscences of a Volunteer* (1871)
- Edward Bulwer-Lytton, *The Coming Race* (1871)
- H. G. Wells, *The War of the Worlds* (1898)
- George Griffith, *The Angel of the Revolution* (1893)
- William Le Queux, *The Great War in England in 1897* (1894)
- M. P. Shiel, *The Yellow Danger* (1898)
- Erskine Childers, *The Riddle of the Sands. A Record of Secret Service* (1903)
- H. G. Wells, *Little Wars* (1913)
- Tom Clancy, *The Hunt for Red October* (1984)
- P.W. Singer and August Cole. *Ghost Fleet—A Novel of the Next World War* (2015).

Secondary Literature:

- Clarke, Ignatius F. *Voices Prophesying War: Future Wars 1763-3749*. 2nd ed. Oxford: Oxford UP, 1992.
- Eby, Cecil Degrotte. *The Road to Armageddon: The Martial Spirit in English Popular Literature, 1870-1914*. Durham, NC: Duke UP, 1987. Print.
- Gannon, Charles E. *Rumors of War and Infernal Machines: Technomilitary Agenda-Setting in American and British Speculative Fiction*. Liverpool: Liverpool UP, 2003. Print.
- Bulfin, Ailise Book. *Gothic Invasions. Imperialism, War and Fin-de-Siècle Popular Fiction*. University of Wales Press, 2018.
- Voigts, Eckart. "Literary Events and Real Policies: The Transmedia Cases of Walter Besant's *All Sorts and Conditions of Men* (1882) and George Chesney's *The Battle of Dorking* (1871)." Christina Meyer, Monika Pietrzak-Franger (eds.): *Transmedia Practices in the Long Nineteenth Century*. London and New York: Routledge, 2022, 25-44. Online: <https://doi.org/10.4324/9781003222941>.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

- - -

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

Bibel im Film: Ästhetik – Theologie – Interkulturalität – 4412 137

(Kooperationsangebot mit dem Institut für Evangelische Theologie und Religionspädagogik)
SE, Do 11:30 – 13:00, BI 97.11

In diesem Seminar untersuchen wir das Zusammenspiel biblischer Erzählstoffe und filmischer Adaptionen und Inszenierungen. Dabei legen wir drei Schwerpunkte:

1. Verfilmung biblischer Erzählungen anhand von Fallstudien klassischer und aktueller Verfilmungen
2. Filmische Verarbeitung biblischer und religiöser Themen mit Blick auf deren ästhetische, symbolische und theologische Dimensionen
3. Interkultureller Vergleich von filmischen Verarbeitungen biblischer Narrative und Motive mit besonderer Perspektive auf deren politische und kulturelle Kontextualisierung

Arbeitsweisen: Lektüre ausgewählter theologischer, film- und kulturwissenschaftlicher Texte; Projektbezogene Auseinandersetzung mit exemplarischen Filmen in Kleingruppen, moderierte Plenumsdiskussionen. Die Filme werden zu Beginn des Seminars bekannt gegeben bzw. gemeinsam ausgesucht.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Shakespeare Adapted – Adapting Shakespeare – 4412 108

SE, Fr 11:30 – 13:00, BI 85.1

Shakespeare's plays have been adapted into other media of expression since the Renaissance. Even contemporary stagings can be read as undergoing processes of adaptation, transforming written scripts into multimedial stage events. As Linda Hutcheon observes, adaptations are acts of interpretation (cf. 84). Adapters are consumers and creators at the same time, whose readings of the respective (Shakespearean) works are the inspiration for new autonomous creations, reflecting not only the playfulness of interpretation but also that of historical and medial contextualization.

In this seminar we will discuss adaptations of several Shakespeare plays and sonnets in a wide range of medial forms, ranging from films, (web-)series, musical- and dance versions to video- and board games, as well as AI experiments. Our examples can also include (meta-)fictional constructions of William Shakespeare's biography and Renaissance stage conventions in films such as John Madden's *Shakespeare in Love* (1998), Roland Emmerich's *Anonymous* (2011), or Jessica Swale's multimodal play *All's Will that Ends Will* (2014). A final selection of examples will be agreed upon together with the course in the first weeks of the term. One special example will be *The TUBS-Players'* recent rewriting entitled *Shakespeare's Midsummer Night's Dream(S)*, where members of our class can become adapters, dramaturges and exhibition curators themselves. As a special treat, we will devise teaching resources, games and workshop material that will help school students to prepare for their visit of the TUBS-Players' production.

Please get informed about Shakespeare's life and times, and (re-)read his *A Midsummer Night's Dream*, *Romeo and Juliet*, as well as *Hamlet* before the term.

Primary Literature:

Shakespeare, W.: *A Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, and some more...

The Arden or Oxford editions are highly recommended. However, cheaper editions (such as Reclam), as well as online editions by the Folger Shakespeare Library, or anthologies are permitted on the precondition that you also work with critical editions.

Secondary Literature: (recommended reading)

Brickley, Pamela, and Jenny Stevens. *Studying Shakespeare Adaptation: From Restoration Theatre to YouTube*. London: Bloomsbury Arden Shakespeare, 2021.

Hutcheon, L. *A Theory of Adaptation*. New York: Routledge, 2006.

Iyengar, Sujata, and Evelyn Gajowski. *Shakespeare and Adaptation Theory*. London: Bloomsbury, 2023.

Kinney, Arthur F. *The Oxford Handbook of Shakespeare*. Oxford: OUP, 2012.

Lanier, Douglas. *Shakespeare and Modern Popular Culture*. Oxford: OUP, 2002.

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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L. Cristea M.A.:

Environmental Imaginaries in Anglophone Postcolonial Fiction – 4412 544

SE, Fr 15:00 – 16:30, BI 80.1

Anthropogenic climate change can be considered one of the defining discourses of the 21st century. It is not surprising then, that not only the scientific but also the literary world has tried to come to terms with the complex challenges climate change poses for the planet. As Indian author Amitav Ghosh has famously argued: “[T]he climate crisis is also a crisis of culture, and thus of the imagination” (*The Great Derangement* 9). Ghosh thereby points to the difficulties of portraying and negotiating this complex phenomenon in contemporary literature(s). The genre of ‘climate fiction’ has been firmly established in the Global North, especially in the Anglo-American sphere, and can arguably be seen as a response to this ‘crisis of imagination’. Yet in recent years, a growing body of fiction from the Global South has started to challenge the dominance of ‘Western’ narratives about climate change by imagining the entanglement between ‘environmental’ crises and colonial and neo-colonial discourses.

In this seminar, we will look at such ‘environmental’ imaginaries in contemporary postcolonial literatures. Students will be familiarised with the critical framework of postcolonial ecocriticism, as well as with key theories from the Environmental Humanities. We will then primarily read works from India, but also from Australia or Africa, and look at how these texts envision the relationship between the ‘human’ and the non-human, as well as how they negotiate the impact of ecological crises on identity categories, such as class, race, and gender.

Literature:

Ghosh, Amitav. *The Hungry Tide*. London: HarperCollins, 2004.

Sinha, Indra. *Animal’s People*. London: Simon & Schuster, 2007.

Texts from Australia and/or Africa will be chosen in the first sessions of the seminar, depending on preferences and interests.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

- - -

Erweiterungsmodul 2 “Advanced English Linguistics: Contexts and Variation”

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. Von Holzen:

Sociolinguistics – 4412 315

SE, Mo 15:00 – 16:30, BI 80.1

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 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. H. Hopp:

The Grammar of Englishes – 4412 035

SE, Do 11:30 – 13:00, 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 23rd, 2025 (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 85.3

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 23rd, 2025 (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

Dr. K. E. Barnes:

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

SE, Mo 18:30 – 20:00, BI 80.1

The history of the African-American Cinema is a harsh timeline of racism, repression and struggle contrasted with film scenes of boundless joy, hope and artistic spirit. Until recently, the study of the “separate cinema” (a phrase used by historians John Kisch and Edward Mapp to describe the segregation of the mainstream, Hollywood film community) was limited, if not totally ignored, by writers and researchers. The uphill battle by black filmmakers and performers, to achieve acceptance and respect, was an ugly blot on the pages of film history. Upon winning his Best Actor Oscar for *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 23rd, 2025 (4 am/16:00 h).

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A. Rose:

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

SE, Do 15:00 – 16:30, BI 82.006

This course examines the sometimes-vexed subject of Britain's relationship with Europe. How similar has Britain been to other European countries, and in what respects? Do Brits feel European, and have they taken an interest in events on the continent, or has the distance from Europe led to insularity and xenophobia? Finally, how involved in European affairs has Britain been over the last several hundred years?

Starting with the Iron Age (c.1200 – c. 550 BC), the Reformation (16th Century) and the Glorious Revolution (1688), the course will examine Britain's relationship with Europe in the 18th 19th and 20th Centuries, culminating in more recent events, such as the Brexit referendum (2016) and the United Kingdom and Europe's ongoing support for Ukraine.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. K. E. Barnes:

Grammar III (Group A) – 4412 168

UE, Mo 16:45 – 18:15, 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 23rd, 2025 (4 am/16:00 h).

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A. Rose:

Grammar III (Group B) – 4412 169

UE, Do 11:30 – 13:00, BI 85.9

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 23rd, 2025 (4 am/16:00 h).

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A. Rose:

Reading (Group A) – 4412 444

UE, Di 15:00 – 16:30, BI 97.1

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web platform to engage students in actively thinking about word meanings, the relationships

among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analyzing word parts, semantic mapping, and creating word consciousness. Students are will also create word logs and writing assignments based on the target vocabulary.

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 23rd, 2025 (4 am/16:00 h).

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S. Kingsbury:

Reading (Group B) – 4412 445

UE, Do 13:15 – 14:45, BI 85.2

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: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (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, Online via Big Blue Button

Fr 15:00 – 18:15, BI 80.303/304 (MakerSpace)

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

First Meetings:

- a) Wednesday, 5th November 2025: via Big Blue Button
- b) Friday, 7th November 2025: BI 80.303/304 (MakerSpace)

The theatre group of the Institut für Anglistik und Amerikanistik (EAS), called the TUBS-Players, has been producing plays for more than 30 years. We aim to provide quality entertainment in English for students of the TU as well as secondary schools and the general public. Any students (also from other faculties) who are interested in joining the group, whether on stage or back-stage, are welcome to join us.

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

Acting experience is not necessary. Rehearsals and workshops are usually held once or twice a week in the evenings online via Big Blue Button and in-person at the MakerSpace. We shall use our online meetings to find new ways of digital theatre and the rehearsals at the MakerSpace to work on our theatrical and filmic performances. Our projects of the upcoming terms include:

1. NEW PROJECT: *Shakespeare's Midsummer Night's Dream(S)*

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

2. "*Shakespeare@School*"

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

3. “Drama-in-Session”

Whenever a seminar works on theatre plays (especially Shakespearean ones), the TUBS-Players can be there to add their expertise via dramatized readings, enacted short scenes, or an entire theatre workshop. With this, we additionally study teaching resources as published by theatre companies and other educational programs.

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 23rd, 2025 (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 2026

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:

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

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

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. E. Voigts:

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

KOL, Blockseminar

Termine: Fr 16.01.2026 und 23.01.2026, 15:00-19:00 Uhr

Sa. 17.01.2026 und 24.01.2026, 10:00-18:00 Uhr, BI tba.

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 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. H. Hopp:

Research Colloquium in Linguistics – 4412 003

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

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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:

Future-War Narratives – 4412 178

SE, Mo 13:15 – 14:45, BI 80.1

This seminar traces how a wave of speculative fiction about wars yet to come in 19th-century Britain imagined future conflicts and how those narratives reflected real-world anxieties about technology, national security, and social order. We will read a number of texts – from “invasion” fictions to proto-sci-fi “scientific romances” – and situate them alongside period military and political commentary, as well as more contemporary visions of future-war during the cold war (Clancy) and the 21st-century rivalry between the US and China (Singer/Cole). Be warned: the texts we will read may be bellicose, jingoist, patriarchal, xenophobic, and racist.

Key texts (mostly available online)

- George Tomkyns Chesney, *The Battle of Dorking: Reminiscences of a Volunteer* (1871)
- Edward Bulwer-Lytton, *The Coming Race* (1871)
- H. G. Wells, *The War of the Worlds* (1898)
- George Griffith, *The Angel of the Revolution* (1893)
- William Le Queux, *The Great War in England in 1897* (1894)
- M. P. Shiel, *The Yellow Danger* (1898)
- Erskine Childers, *The Riddle of the Sands. A Record of Secret Service* (1903)
- H. G. Wells, *Little Wars* (1913)
- Tom Clancy, *The Hunt for Red October* (1984)
- P.W. Singer and August Cole. *Ghost Fleet—A Novel of the Next World War* (2015).

Secondary Literature:

- Clarke, Ignatius F. *Voices Prophesying War: Future Wars 1763-3749*. 2nd ed. Oxford: Oxford UP, 1992.
- Eby, Cecil Degrotte. *The Road to Armageddon: The Martial Spirit in English Popular Literature, 1870-1914*. Durham, NC: Duke UP, 1987. Print.
- Gannon, Charles E. *Rumors of War and Infernal Machines: Technomilitary Agenda-Setting in American and British Speculative Fiction*. Liverpool: Liverpool UP, 2003. Print.
- Bulfin, Ailise Book. *Gothic Invasions. Imperialism, War and Fin-de-Siècle Popular Fiction*. University of Wales Press, 2018.
- Voigts, Eckart. "Literary Events and Real Policies: The Transmedia Cases of Walter Besant's *All Sorts and Conditions of Men* (1882) and George Chesney's *The Battle of Dorking* (1871)." Christina Meyer, Monika Pietrzak-Franger (eds.): *Transmedia Practices in the Long Nineteenth Century*. London and New York: Routledge, 2022, 25-44. Online: <https://doi.org/10.4324/9781003222941>.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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

Bibel im Film: Ästhetik – Theologie – Interkulturalität – 4412 137

(Kooperationsangebot mit dem Institut für Evangelische Theologie und Religionspädagogik)
SE, Do 11:30 – 13:00, BI 97.11

In diesem Seminar untersuchen wir das Zusammenspiel biblischer Erzählstoffe und filmischer Adaptionen und Inszenierungen. Dabei legen wir drei Schwerpunkte:

4. Verfilmung biblischer Erzählungen anhand von Fallstudien klassischer und aktueller Verfilmungen
5. Filmische Verarbeitung biblischer und religiöser Themen mit Blick auf deren ästhetische, symbolische und theologische Dimensionen
6. Interkultureller Vergleich von filmischen Verarbeitungen biblischer Narrative und Motive mit besonderer Perspektive auf deren politische und kulturelle Kontextualisierung

Arbeitsweisen: Lektüre ausgewählter theologischer, film- und kulturwissenschaftlicher Texte; Projektbezogene Auseinandersetzung mit exemplarischen Filmen in Kleingruppen, moderierte Plenumsdiskussionen. Die Filme werden zu Beginn des Seminars bekannt gegeben bzw. gemeinsam ausgesucht.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Shakespeare Adapted – Adapting Shakespeare – 4412 108

SE, Fr 11:30 – 13:00, BI 85.1

Shakespeare's plays have been adapted into other media of expression since the Renaissance. Even contemporary stagings can be read as undergoing processes of adaptation, transforming written scripts into multimedial stage events. As Linda Hutcheon observes, adaptations are acts of interpretation (cf. 84). Adapters are consumers and creators at the same time, whose readings of the respective (Shakespearean) works are the inspiration for new autonomous creations, reflecting not only the playfulness of interpretation but also that of historical and medial contextualization.

In this seminar we will discuss adaptations of several Shakespeare plays and sonnets in a wide range of medial forms, ranging from films, (web-)series, musical- and dance versions to video- and board games, as well as AI experiments. Our examples can also include (meta-)fictional constructions of William Shakespeare's biography and Renaissance stage conventions in films such as John Madden's *Shakespeare in Love* (1998), Roland Emmerich's *Anonymous* (2011), or Jessica Swale's multimodal play *All's Will that Ends Will* (2014). A final selection of examples will be agreed upon together with the course in the first weeks of the term. One special example will be *The TUBS-Players'* recent rewriting entitled *Shakespeare's Midsummer Night's Dream(S)*, where members of our class can become adapters, dramaturges and exhibition curators themselves. As a special treat, we will devise teaching resources, games and workshop material that will help school students to prepare for their visit of the TUBS-Players' production.

Please get informed about Shakespeare's life and times, and (re-)read his *A Midsummer Night's Dream*, *Romeo and Juliet*, as well as *Hamlet* before the term.

Primary Literature:

Shakespeare, W.: *A Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, and some more...

The Arden or Oxford editions are highly recommended. However, cheaper editions (such as Reclam), as well as online editions by the Folger Shakespeare Library, or anthologies are permitted on the precondition that you also work with critical editions.

Secondary Literature: (recommended reading)

Brickley, Pamela, and Jenny Stevens. *Studying Shakespeare Adaptation: From Restoration Theatre to YouTube*. London: Bloomsbury Arden Shakespeare, 2021.

Hutcheon, L. *A Theory of Adaptation*. New York: Routledge, 2006.

Iyengar, Sujata, and Evelyn Gajowski. *Shakespeare and Adaptation Theory*. London: Bloomsbury, 2023.

Kinney, Arthur F. *The Oxford Handbook of Shakespeare*. Oxford: OUP, 2012.

Lanier, Douglas. *Shakespeare and Modern Popular Culture*. Oxford: OUP, 2002.

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Themenbereich: Colloquium in Literary and Cultural Studies

Prof. Dr. E. Voigts:

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

Termine: Fr 16.01.2026 und 23.01.2026, 15:00-19:00 Uhr, BI 85.2

Sa. 17.01.2026 und 24.01.2026, 10:00-18:00 Uhr, BI 85.2

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 23rd, 2025 (4 am/16:00 h).

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Themenbereich: Advanced English Linguistics

Dr. K. Von Holzen:

Sociolinguistics – 4412 315

SE, Mo 15:00 – 16:30, BI 80.1

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 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. H. Hopp:

The Grammar of Englishes – 4412 035

SE, Do 11:30 – 13:00, 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 23rd, 2025 (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 85.3

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 23rd, 2025 (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 2026

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 23rd, 2025 (4 am/16:00 h).

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Kolloquien

Prof. Dr. E. Voigts:

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

KOL, Blockseminar

Termine: Fr 16.01.2026 und 23.01.2026, 15:00-19:00 Uhr, BI 85.2

Sa. 17.01.2026 und 24.01.2026, 10:00-18:00 Uhr, BI 85.2

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 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. H. Hopp:

Research Colloquium in Linguistics – 4412 003

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

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (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. H. Comes-Koch:

Begleitveranstaltung Praktikum Fachwissenschaft – 4412 801

PR, Mo 13:15 – 14:45, BI 80.301 (Konferenzraum)

Vorbesprechung: 27.10.2025, 4 weitere Termine nach Vereinbarung in diesem Zeitslot

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 23rd, 2025 (4 am/16:00 h).

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Öffnungszeiten und Sprechstunden

Öffnungszeiten der Abteilungsgeschäftszimmer

Abt. Literatur- und Kulturwissenschaft

A. Kaminsky Mo – Fr 09:00 – 11:00 Uhr

Abt. Englische Sprachwissenschaft

D. Hauer Mo + Do 10:00 – 12:00 Uhr

Abt. Englische Sprache und ihre Didaktik

A. Kaminsky s. o.

Sprechstunden in der vorlesungsfreien Zeit (SoSe 2024)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes	nach Vereinbarung: k.barnes@tu-bs.de
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Prof. Dr. R. Heinze	nach Vereinbarung: Anmeldung ausschließlich über Stud.IP
Dr. M. Marcsek-Fuchs	siehe Ankündigung in Stud.IP
Prof. Dr. E. Voigts	siehe Ankündigung in Stud.IP
A. Walder, M.A.	siehe Ankündigung in Stud.IP

Abt. Englische Sprache und ihre Didaktik

A. Beck, M. Ed.	nach Vereinbarung: a.beck@tu-bs.de
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L. Plackties, M. Ed.	nach Vereinbarung: laura.plackties@tu-bs.de
A. Smith, M. A.	nach Vereinbarung: a.smith@tu-bs.de
K. A. Täger, M. A.	nach Vereinbarung: a.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

Dr. R. Carroll	siehe Ankündigung in Stud.IP
Dr. H. Comes-Koch	siehe Ankündigung in Stud.IP
Prof. Dr. H. Hopp	siehe Ankündigung in Stud.IP
Dr. K. Von Holzen	siehe Ankündigung in Stud.IP

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J. Tavares	nach Vereinbarung: j.tavares@tu-bs.de
M. Wildhage	nach Vereinbarung: m.wildhage@tu-bs.de

Emeriti / im Ruhestand

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

Sprechstunden in der Vorlesungszeit (WiSe 2025/26)

Abt. Literatur- und Kulturwissenschaft

Barner-Bauer, Jacqueline, M.Ed.	t.b.a.	
Dr. K. E. Barnes	Mittwoch,	11:00 – 13:00 Uhr
L. Cristea, M.A.	t.b.a.	
Prof. Dr. R. Heinze	Donnerstag,	09:30 – 10:30 Uhr
	und nach Vereinbarung	
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr
Prof. Dr. E. Voigts	Dienstag,	11:30 – 13:30 Uhr

A. Walder, M.A.

t.b.a.

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K. A. Täger, M. A.

nach Vereinbarung: k.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

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. K. Von Holzen

siehe Ankündigung in Stud.IP

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Prof. a. D. Dr. H. Janßen

siehe Termine in Stud.IP

Prof. a. D. Dr. V. Link

nach Vereinbarung