



**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 06.04.2021

Kurzfristige Änderungen sind möglich, bitte regelmäßig nachsehen.

Lehrveranstaltungen Sommersemester 2021

MA English Studies (PO ab WS 2013/14)

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

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

Das Institut für Anglistik und Amerikanistik bildet seit dem WS 2003/2004 im Studiengang BA (Bachelor) aus, der u. a. mit den weiterführenden Lehramts-Masterstudiengängen für G, HR und GYM verknüpft ist. Das Institut für Anglistik und Amerikanistik ist zudem beteiligt an den Masterstudiengängen „Kultur der technisch-wissenschaftlichen Welt“, „Medientechnik und Kommunikation“ und „Medienwissenschaft“ (HBK), sowie am Zertifikatsprogramm „Deutsch als Fremdsprache“ und am Studiengang BA „Integrierte Sozialwissenschaften“.

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

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

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

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

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

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

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

Die Lehrenden des Seminars wünschen ein erfolgreiches Sommersemester 2021!

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Fakultatives Lehrangebot für alle Profile

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 342

Mi 19:00 – 21:00, BBB (Online)

First Meeting: 14.04.2021 (via Big Blue Button)

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

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

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

Our projects of the upcoming terms include:

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

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

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

Kurse für den Studiengang „Master of Education Lehramt für Gymnasium“ (PO von 2013)

Modul M1 “Teaching English” Gym

Modulinformation

Art und Bezeichnung des Moduls	Winter	Sommer
Teaching English (Schwerpunktfach: 1./2. Sem. Nebenfach: 1./2. Sem.) PL Veranstaltungsbegleitende englischsprachige Hausarbeit (mit Präsentation) M1 (9 LP)	Verteilt auf Winter- und Sommer 3 LV Didaktik des Englischen	

Kompetenzen:

- Fähigkeit, einschlägige Konzepte der Angewandten Linguistik und Fremdsprachendidaktik auf Fremdsprachenunterricht anzuwenden.
- Fähigkeit zur kritischen Reflexion des aktuellen Forschungsstandes der Fremdsprachenforschung hinsichtlich möglicher Konsequenzen für den Fremdsprachenunterricht.
- Kenntnis von Fragestellungen und kontroversen wissenschaftlichen Positionen der Fremdsprachendidaktik.
- Fähigkeit, diese Fragestellungen und Positionen einzuschätzen, zu bewerten und in unterrichtliches Handeln umzusetzen.
- Fähigkeit, Englischunterricht im Gymnasium auf der Basis fachdidaktischer Analyse- und Planungskriterien zu analysieren und zu entwerfen.
- Kenntnis von Methoden und ‚traditionellen‘ sowie neuen Medien zur Planung und Durchführung von Englischunterricht und Fähigkeit, diese angemessen einzusetzen.
- Kenntnis von Methoden der empirischen Unterrichtsforschung und die Fähigkeit, diese in Unterrichtskontexten einzusetzen sowie hinsichtlich ihrer Angemessenheit zu reflektieren.
- Fähigkeit, eigenständig Unterrichtsforschung durchzuführen und die Ergebnisse auf unterrichtliches Handeln zu beziehen („action research“).
- Kenntnis wichtiger Begriffe und Konzepte der Didaktik des Englischen mit der Befähigung, weiterführende fachdidaktische Literatur zu verwenden.
- Kenntnis wichtiger Methoden zur Literatur- und Kulturvermittlung und Fähigkeit, diese im Fremdsprachenunterricht anzuwenden.
- Befähigung zur Auswahl und Vermittlung angemessener literarischer und kultureller Inhalte für verschiedene Klassenstufen unter Berücksichtigung der schulstufenspezifischen Vorgaben des Curriculums.
- Kenntnis fachbezogener Verfahren der Lernstandserhebung und die Fähigkeit, diese auf Fremdsprachenunterricht anzuwenden.
- Kenntnis verschiedener Formen der Fremd- und Selbstevaluation.

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Prof. Dr. A. Kubanek:

Diagnostic Competence and Testing – 4412 328

SE, Mo 13:15 – 14:45, BBB (Online), geöffnet für ZiEL-Zertifikat

In this course, we will look at different tools to diagnose language learner difficulties. We will also consider how ongoing assessment / formative assessment can be seen as a diagnostic tool. We will look at VERA Vergleichsarbeiten as well, and read case studies. Participants can focus on a type of learning divergence they are already familiar with.

Literature: TBA

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

M. Wildhage:

CLIL in der Praxis – 4412 293

SE, Do 09:45 – 11:15, BBB (Online), geöffnet für ZiEL-Zertifikat

Ausgehend von einem didaktisch-methodischen Bezugsrahmen stehen praxisrelevante Fragen der Planung und Durchführung von *CLIL*-Unterricht im Mittelpunkt des Seminars. Folgende Schwerpunkte sind dabei geplant:

- **Eckpunkte einer Didaktik:**
Begründungszusammenhänge und übergeordnete Zielsetzungen – fachliches und sprachliches Lernen – interkulturelles Lernen
- **Curriculare Vorgaben und Organisation:**
Fächer und Sprachen – Organisationsformen – schulpraktische Umsetzung
- **Sprachliche Grundlagen inhaltlichen Lernens:**
Planungsfelder für die Integration von Sprache und Inhalt: fachlicher Diskurs- fachmethodische Arbeitsweisen – systematische Wortschatzarbeit
- **Unterrichtsmaterialien:**
Unterschiedliche Materialien und ihre Bezugsquellen – Schulbuchvergleich /Materialanalyse – Strategien sprachlicher Unterstützung – Scaffolding – exemplarische Erarbeitung eigener Materialien
- **Methodische Aspekte:**
Anschaulichkeit/Visualisierung – Schüleraktivierung – Individualisierung und Differenzierung
- **Qualitätskriterien für CLIL:**
Analyseraster: sachfachliche, sprachliche und methodische Ebene
- **Unterrichtspraxis:**
Kriterien für die Planung von *CLIL*-Unterricht - Unterrichtssprache/Erschließungssprache – funktionale Zweisprachigkeit – Videoanalyse
- **Aspekte der Leistungsmessung und -beurteilung:**
Assessment and Feedback – Bewertungskriterien - Korrekturpraxis

Literatur: Die einzelnen Aspekte werden anhand konkreter Beispiele aus der *CLIL*-Unterrichtspraxis erarbeitet. Sekundärliteratur und Material werden rechtzeitig über StudIP bekanntgegeben bzw. im Rahmen des Seminars zur Verfügung gestellt.

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

Dr. C. Meyer:

Teaching Young Adult Dystopian Fiction – 4412 535

Do 11:30 – 13:00, BBB (Online)/BI 80.303/304

This course will deal with dystopian literature targeted to young adult readers, published between 1990 and 2019. Examples include Lois Lowry's *The Giver* (often considered to be the first popular young adult dystopian novel), the trilogy by Suzanne Collins (*The Hunger Games*, *Catching Fire*, and *Mockingjay*), Taheri Mafi's serialized dystopian thriller *Shatter Me*, *Unravel Me*, and *Ignite Me*, Mike Mullin's *Ashfall* and *Ashen Winter*, Matthew Tobin Anderson's *Feed*, Aimée Carter's *Pawn*, Lissa Price's *Starters*, Sarah Crossan's *Breathe*, the novels *Variant* and *Feedback* by Robinson Wells, Moira Young's *Blood Red Road* and *Rebel Heart*, Michael Grant's *Gone*, Caragh M. O'Brien's *Birthmarked* trilogy, the collaboratively produced novel *Eve and Adam* (by Michael Grant and Katherine Applegate), Suzanne Young's *The Program* series, Marie Lu's *Legend* and its sequels *Prodigy* and *Champion*, Kiera Cass's *The Selection* series, Ally Condie's *Matched* trilogy, as well as Lauren Oliver's *Delirium* and Veronica Rossi's *Under the Never Sky* trilogies, Neal Shusterman's *Unwind* and Scott Westerfeld's *Uglies* series, and the series of novels by Veronica Roth (*Divergent*, *Insurgent*, *Allegiant*, *Four*), James Dashner (*The Maze Runner*, *The Scorch Trials*, *The Death Cure*, and the prequel titled *The Fever Code*), Jeanne DuPrau (*The City of Amber*, and its sequels and prequel), or, very recently, Bella Frost (*The Gender Game* series), and Pierce Brown (the *Red Rising* trilogy and its sequel trilogy, the first book of which – *Iron Gold* – was published in 2018), the dystopian LesFic such as, for instance, Sky Gilbert's *Come Back*, May Dawney's *Survival Instincts*, Barbara Winkes's *Cypher*, Rebecca Crunden's *A Promise of Return* (book three of *The Outlands Pentalogy* series), Samantha Nicklaus's serialized *Prison* books, and many more, and, last not least, the diverse filmic and graphic adaptations of young adult dystopian literary works. "[P]ermanent surveillance, unlimited and unwarranted detention for potential crimes, and torture" (Banita 2012, 252) as well as control over private lives, sexuality, and passion: these features are central to many of the contemporary young adult dystopian fictions. In our class, we will examine a selection of texts from the YAL genre, and explore how they negotiate concepts of selfhood in a dystopic future, spaces of belonging (community), moral and ethical dilemmas of the main characters, environmental disasters, totalitarian regimes, (bio)-technology, privacy and surveillance, and human agency. The class will introduce students to critical terms for the study and analysis of young adult dystopian texts, and acquaint students with the didactic potential of these texts in the context of an EFL classroom.

Literature: To be announced in class. Please purchase the following books:

- 1) Collins, Suzanne. *The Hunger Games*. Scholastic, 2008 (book 1 only), we are not going to read the sequels.
- 2) Lowry, Lois. *The Giver*. 1993. Harper Collins Publ., 2014.
- 3) Lu, Marie. *Legend; Prodigy; Champion* (trilogy). Penguin, 2011-2014; we will not read the fourth installment of the series.

Further reading material will be made available for download at the beginning of the semester (please check announcements on Stud-IP).

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

Dr. C. Meyer:

Teaching Comics & Graphic Novels – 4412 543

Di 11:30 – 13:00, BBB (Online) /BI 80.303/304

Comics emerged as a new – mass – medium when American newspapers (in such cities as New York, Chicago, San Francisco) started printing them in the Sunday supplements in the final decade of the nineteenth century. Comics and other forms of graphic narrative are cultural forms of representation and culture-historic means of visual-verbal communication that produce meaning. The course will situate the respective texts in the historical and cultural contexts, while also surveying the works' artistic devices. The syllabus will also include a variety of historical materials and a range of theoretical viewpoints. The course will offer an overview on the beginnings of comics as a mass medium in the US and in Europe, and will provide a toolbox of methods, theories and critical terms for analyzing comics as well as for teaching comics and comics literacy in the EFL classroom.

Literature: To be announced in class.

Please purchase: Art Spiegelman's *The Complete Maus*, I & II (Penguin) – additional material will be made available at the beginning of the summer term; please check Stud-IP for announcements. Course requirements will be announced in the first session of the semester.

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

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Modul M2 “Advanced and Applied English Studies II”

Modulinformation

Art und Bezeichnung des Moduls	Winter	Sommer
<p>Advanced English Studies (1. – 3. Semester)</p> <p>Prüfungsleistung</p> <p>Veranstaltungsbegleitende Hausarbeit (mit Präsentation)* oder eine englischsprachige mündliche Prüfung</p> <p>M2 (6 LP)</p>	<p>Die LV können wahlweise im Winter oder Sommer besucht werden.</p> <p>1 LV Linguistics (2 SWS)</p> <p>1 LV Literary Studies (2 SWS)</p>	

* in einem der beiden LV wird die Prüfungsleistung erbracht

Kompetenzen:

- Vertiefte Kenntnisse und metawissenschaftliche bzw. ideengeschichtliche Reflexion der Theorien und Methoden in den Teildisziplinen Linguistics und Literary/Cultural Studies.
- Kenntnis und interdisziplinäre Einbindung der Methoden der genannten Teildisziplinen.
- Kompetenz, diese anzuwenden und kritisch zu reflektieren.
- Fähigkeit, sich mit einem Themengebiet der gewählten Teildisziplin (Linguistics oder Literary/Cultural Studies) analytisch und argumentativ auseinander zu setzen.
- Nutzung der neuen Medien für fachwissenschaftliche Fragestellungen.
- Reflektion der fachwissenschaftlichen Inhalte hinsichtlich des gymnasialen Schulkontextes.

- LP: Leistungspunkte
- LV: Lehrveranstaltung
- PL: Prüfungsleistung

- SE: Seminar
- SL: Studienleistung
- SWS: Semesterwochenstunden

Prof. Dr. H. Hopp:

Theories of Second Language Acquisition – 4412 196

SE, Mo 16:45 – 18:15, BBB (Online)

This course will give an overview of current theories of second language acquisition (SLA). We will survey the predominant approaches and discuss empirical studies conducted within these frameworks. In comparative perspective, we distil factors and features in SLA that determine development, individual differences between learners and outcomes in SLA. We will discuss the implications of SLA for the classroom and explore connections and commonalities between approaches. This course will involve student presentations and "fact files" on Stud.IP, so active participation is required from everyone attending. Participants should have prior knowledge of linguistic approaches to second language acquisition, e.g. by having taken courses on SLA in their BA studies.

Literature: Reading: VanPatten, B. & Williams, J. (2014). *Theories in second language acquisition: An introduction*. London: Routledge.

Plus selected videos on [LingTUtor](#).

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

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Prof. Dr. E. Voigts:

Adaptation Studies: The Dictionary – 4412 241

SE, Mo 18:30 – 20:00, BBB (Online)

This class brings into narrow focus the various aesthetic processes and cultural issues at stake in adapting texts in a globalized world – responding both to the pressure of actualizing texts for a specific cultural moment and to the increasing globalization of cultures. Areas covered are questions of terminology (adaptation, transmedia storytelling, intertextuality, intermediality, remediation, translation, appropriation, re-writing, remixing, reloading, parody, pastiche), genre (fantasy, Gothic, horror, science fiction, western, crime, romcom, teen movies), canon, adapting nations, cultures and ethnicities. Rather than looking at specific case studies of adaptations (Shakespeare, Austen, the Bond franchise and various 19th-century authors are classic examples) we will consider current theories of intertextuality, intermediality, remediation, appropriation and adaptation. We will look at examples of appropriation art, montage literature and music remixing – across genres, media and both in contemporary popular culture and historical antecedents. As a practical, project-oriented, service-learning course, the class will provide hands-on insight into a project of academic publication and online publishing.

Secondary literature:

Cutchins, Dennis, Katja Krebs, and Eckart Voigts. *The Routledge Companion to Adaptation*. London: Routledge, 2018.

Elliott, Kamilla. *Theorizing Adaptation*. Oxford: Oxford University Press, 2020.

Hutcheon, Linda. *A Theory of Adaptation*. London & New York: Routledge, 2013.

Leitch, Thomas. *The Oxford Companion to Adaptation Studies*. London, NY: Oxford University Press, 2017.

Sanders, Julie. *Adaptation and Appropriation*. London: Routledge, 2006.

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

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S. John, M.A.:

Romanticism and Childhood – 4412 536

SE, Do 11:30 – 13:00, BBB (Online)

“The child is father of the man”, wrote William Wordsworth in his lyric “The Rainbow” (1807). This course will examine literary and cultural constructions of childhood in the British Romantic period and, in addition, consider their relevance for our understanding of childhood today. In the late eighteenth and early nineteenth centuries, the view of childhood as a formative stage of life, separate from adulthood, emerged in British culture. Influenced by Jean-Jacques Rousseau’s portrayal of education and of childhood as a state of natural goodness in *Emile, or on Education* (1762), Romantic poets and novelists proceeded to imagine it as a condition of innocence and special knowledge. We will trace how childhood is represented in literature of the period and which functions it performs with regard to larger Romantic concerns such as selfhood and the imagination. Among the examples discussed in class will be works by William Blake, Samuel Taylor Coleridge, William Wordsworth, Maria Edgeworth and Mary Shelley, but also some Victorian and twentieth-century texts to consider the legacies of Romantic notions of childhood. To begin with, we will situate the origins of Romantic childhood in the historical context of British society at the turn of the nineteenth century and think about how to approach the concept as a cultural construct.

Literature: Please purchase Doris Lessing’s novel *The Fifth Child* (first published in 1988, more recent editions are available). Further reading material will be announced on StudIP in advance of the semester.

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

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Modul FP “Fachpraktikum Master Gym”

Modulinformation

Modul	Winter	Sommer
Fachpraktikum Master GYM (2./3. Semester) Prüfungsleistung Portfolio (SL) (9 LP)	Fachspezifisch jährlich im SoSe oder jährlich im WS. 2x2 SWS: a) S: Fach 1 b) S: Fach 2	

Kompetenzen:

- Fähigkeit zur begründeten Darlegung von Bildungszielen des Fachunterrichts.
- Fähigkeit zur Planung, Durchführung und kritischen Auswertung von Unterricht sowie Kenntnis von Instrumenten zur Beobachtung, Reflexion und Bewertung von Unterricht.
- Fähigkeit zur Analyse und Reflexion eigener Unterrichtstätigkeit und von Lernprozessen der Schülerinnen und Schüler.
- Fähigkeit zum (exemplarischen) Planen und Gestalten eines strukturierten Lerngangs, einer Unterrichtseinheit, einer Unterrichtsstunde und von Unterrichtssequenzen mit angemessenem fachlichen Niveau (Berücksichtigung von Kompetenz- und Anforderungsbereichen) auch unter Einbeziehung neuer Medien.
- Fähigkeit zur Begründung schulpraxisbezogener Entscheidungen auf der Basis soliden und strukturierten Wissens über fachliche wie fachdidaktische Theorien und Strukturierungsansätze.
- Fähigkeit zur didaktischen Rekonstruktion ausgewählter Fachkonzepte und Erkenntnisweisen.
- Kenntnis von Methoden der empirischen Unterrichtsforschung und Erwerb der Fähigkeit, diese auf die Erhebung, Analyse und Auswertung von Unterricht anzuwenden.
- Fähigkeit, sich mit den Rahmenbedingungen eines Fachunterrichts (Richtlinien, Kerncurricula, Kompetenzmodellen usw.) wissenschaftlich auseinanderzusetzen.

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Dr. J. Jakisch:

Fachpraktikum Gym – 4412 251

FP, Fr 11:30 – 13:00, BBB (Online)

This course aims at combining theoretical concepts with practical information for EFL teaching. It serves to prepare students for their four-week internship. We will look at relevant documents for teaching English in Lower Saxony and deal with topics such as competence-oriented teaching, lesson planning, and teacher identity. Participants will have various options to engage in practical activities. We will also plan lessons together and evaluate them. Depending on your choice, there are two options for achieving credit:

1. The internship is done in English (meaning that you will mostly teach English and be accompanied by J. Jakisch). You will write a portfolio (FP1).
2. The internship is done in the other subject (meaning that your other subject is responsible for its organization). You will plan a novel English lesson (45 mins) and present it in class (FP2).

If you want to do your internship in English, please contact me as soon as possible to talk about possible schools.

Literature:

Thaler, E. (2012). *Englisch unterrichten: Grundlagen, Kompetenzen, Methoden*. Berlin: Cornelsen.

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

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Differenzierungsbereich

Aufbaumodul 1 “Periods and Genres”

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 1 Periods and Genres
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. Studienjahr
Credits	6 LP

Kompetenzen:

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

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind zu belegen und werden wie folgt angeboten: 2 x 2 SWS Survey Course I und II PL: englischsprachige mündliche Prüfung oder ggf. Klausur (allg./spez., auf Basis einer Leseliste)	

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung
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SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunde

Prof. Dr. R. Heinze:

Survey Course I: American Literature 1 – 4412 523

SE, Mo 11:30 – 13:00, BBB (Online)

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

Primary Literature:

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

Secondary Literature:

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

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

Prof. Dr. E. Voigts:

Survey Course II: Anglo-Irish Literature – 4412 540

SE, Di 09:45 – 11:15, BBB (Online)

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

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

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

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

Literature:

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

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

S. John, M.A.:

**Survey Course II: British Literature –
Romanticism to New English Literatures – 4412 102**
SE, Di 11:30 – 13:00, BBB (Online)

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

Primary literature:

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

Secondary literature:

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

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

Prof. Dr. R. Heinze:

Survey Course II: American Literature 2 – 4412 525
SE, Do 11:30 – 13:00, BBB (Online)

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

Primary Literature:

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

Secondary Literature:

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

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

Aufbaumodul 2 “Analyzing English: System and Variability”

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 2 Analyzing English: System and Variability
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. Studienjahr
Credits	6 LP

Kompetenzen:

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Systems of Language and Communication

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 280

SE, Do 11:30 – 13:00, BBB (Online)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

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Themenbereich: Developmental and Linguistic Variation

Dr. V. Heyer:

First Language Acquisition – 4412 316

SE, Di 15:00 – 16:30, BBB (Online)

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

- (1) He singed a song.
- (2) No Peter like chocolate.
- (3) I want apple. (referring to banana)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 280

SE, Do 11:30 – 13:00, BBB (Online)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

D. Şafak, M.A.:

Second Language Acquisition, Group A – 4412 527

SE, Mo 15:00 – 16:30, BBB (Online)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

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Dr. R. Carroll:

Second Language Acquisition, Group B – 4412 526

SE, Do 09:45 – 11:15, BBB (Online)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

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Aufbaumodul 4 “Intermediate Language Skills“

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 4 Intermediate Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. Studienjahr Schwerpunktfach: nur für Master LGym o- der Fachwissenschaft: 2. Studienjahr
Leistungspunkte	8 LP

Kompetenzen:

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

J. Tavares:

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

UE, Di 16:45 – 17:30, BBB (Online)

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

Literature: TBA

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

A. Böker:

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

UE, Do 17:30 – 18:15, BBB (Online)

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

Literature: TBA

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

Dr. S. McGury:

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

UE, Fr 08:00 – 08:45, BBB (Online)

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

Literature: TBA

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

Dr. K. E. Barnes:

Grammar Exercises II, Group A – 4412 041

UE, Mo 18:30 – 20:00, BBB (Online)

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

Literature:

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

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

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S. Kingsbury:

Grammar Exercises II, Group B – 4412 042

UE, Do 09:45 – 11:15, BBB (Online)

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

Literature:

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

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

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R. Auer, M.A.:

Vocabulary Expansion II, Group A – 4412 035

UE, Mo 16:45 – 18:15, BBB (Online)

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

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

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

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Dr. S. McGury:

Vocabulary Expansion II, Group B – 4412 120

UE, Fr 16:45 – 18:15, BBB (Online)

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

Literature:

Titel: *Where the Crawdads Sing*

Autorin: Delia Owens

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

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

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Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”

Modulinformation

Art und Bezeichnung des Moduls	Erweiterungsmodul 3 Advanced Literary and Cultural Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. Studienjahr
Credits	7 LP

Kompetenzen:

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

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen:	
2 LV Literary and Cultural Studies	
PL: 1 mündl. Prüfung in englischer Sprache	

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung
 e

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstund

C. Sternberg

Late Victorian Slum Fiction – 4412 539

SE, Mo 15:00 – 16:30, BBB (Online)

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

Literature: To be announced.

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

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L. Tamas:

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

SE, Mo 18:30 – 20:00, BBB (Online)

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

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

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

Literature: T.b.a.

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

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S. John, M.A.:

Contemporary British Nature Writing – 4412 532

SE, Di 09:45 – 11:15, BBB (Online)

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

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

Literature:

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

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

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

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

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

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

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

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

Literature:

Primary Sources:

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

Secondary Sources / Recommended Reading:

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

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

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

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

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

Prof. Dr. R. Heinze:

Pandemics in Fiction and Film – 4412 528

SE, Do 15:00 – 16:30, BBB (Online)

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

Texts:

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

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

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

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

Wolfgang Petersen (1995). *Outbreak*.

Steven Soderbergh (2011). *Contagion*.

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

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

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Erweiterungsmodul 5 “Advanced English Linguistics”

Modulinformation

Art und Bezeichnung des Moduls	Erweiterungsmodul 5 Advanced English Linguistics
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1./2. Studienjahr
Leistungspunkte	7 LP

Kompetenzen:

- Fähigkeit zur detaillierten Beschreibung des englischen Sprachsystems in seiner zeitlichen, räumlichen und sozialen Variation sowie in seinen zentralen linguistischen Teilgebieten.
- Fähigkeit zur Beschreibung verschiedener sprachlicher Situationstypen und Fähigkeit, den Sprachgebrauch innerhalb dieser Situationen zu erläutern,
- Vertiefte Kenntnisse der linguistischen Arbeitsmethoden.
- Fähigkeit, den jeweiligen wissenschaftlich anerkannten Standard der Gegenwartssprache sowie die Varietäten der Gegenwartssprache angemessen aufzunehmen, sinnvoll wiederzugeben und unter Zuhilfenahme wissenschaftlicher Methoden zu verdeutlichen.
- Linguistische Analysefähigkeit medialer Erzeugnisse in englischer Sprache, ggf. unter kontrastiven sowie medienwissenschaftlichen Gesichtspunkten.
- Reflektorische Medienkompetenz bzgl. englischsprachiger Massenmedien.

Modulaufbau

Wintersemester	Sommersemester
2 Seminare (2 x 2 SWS) sind zu belegen.	
L: mündliche englischsprachige Prüfung	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

D. Şafak, M.A.:

Grammatical Processing in Second Language Learners – 4412 533

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

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

Literature: TBA

Plus selected videos on [LingTUtor](#).

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

- - -

Prof Dr. H. Hopp:

The Grammar of Englishes – 4412 281

SE, Do 11:30 – 13:00, BBB (Online)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

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Dr. H. Comes-Koch:

Instructed Second Language Acquisition – 4412 014

SE, Fr 11:30 – 13:00, BBB (Online)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

Erweiterungsmodul 6 “Advanced Language Skills”

Modulinformation

Art und Bezeichnung des Moduls	Erweiterungsmodul 6 Advanced English Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1./2. Studienjahr
Credits	6 LP

Kompetenzen:

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

Modulaufbau

Wintersemester	Sommersemester
<p>2 Seminare (2 x 2 SWS) sind zu belegen.</p> <p>LV German-English Translation 1 LV von folgenden: Advanced Language Practice oder landeskundliche LV</p> <p>PL: sprachpraktische Klausur (3 Std.)</p>	

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Z. Khan-Owald:

German-English Translation, Group A – 4412 236

UE, Mo 15:00 – 16:30, BBB (Online)

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

Literature: TBA

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

Z. Khan-Owald:

German-English Translation, Group B – 4412 247

UE, Do 11:30 – 13:00, BBB (Online)

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

Literature: TBA

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

Dr. K. E. Barnes:

Landeskunde II: America: African American Cinema – 4412 538

UE, Di 11:30 – 13:00, BBB (Online)

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

This class will take you on a journey of African American Cinema beginning with the blatant racism of D.W. Griffith’s *The Birth of a Nation* (1915), a film respected as an epic milestone, but simultaneously reviled as the blueprint for black film stereotypes that would appear throughout the 20th century. We will also look at the much forgotten African American film industry of the early to mid-20th century before moving on to the period of “Blaxploitation” 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 Single-

ton), and we will end by looking at films made in the 20th century when directors such as Spike Lee and Ava DuVernay would receive recognition for their work in the African American film industry.

Literature: TBA

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

Dr. S. McGury:

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

UE, Fr 11:30 – 13:00, BBB (Online)

Text:

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

Literature:

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

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

Dr. K. E. Barnes:

Advanced Language Practice, Group A– 4412 534

UE, Mo 13:15 – 14:45, BBB (Online)

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

Literature:

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

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

Dr. K. E. Barnes:

Advanced Language Practice, Group B – 4412 350

UE, Fr 15:00 – 16:30, BBB (Online)

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

Literature:

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

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

Kurse für den Studiengang Master G und HR

Modul "Praxisphase" G

Modulinformation Praxisphase

Art und Bezeichnung des Modul	Winter	Sommer
Praxisphase G Englisch PL: Portfolio (über die gesamte Praxisphase) (15 LP.)	Jährlich im Wintersemester Dauer: 3 Semester Für das Modul Praxisphase sind insgesamt 6 Lehrveranstaltungen zu besuchen, 3 in jedem Fach: a) 2 SWS Vorbereitung (1. Sem.) b) 1 SWS Begleitung (2. Sem.) c) 1 SWS Nachbereitung (Ende 2. oder 3. Sem.)	

Qualifikationsziele:

- Die Studierenden können Unterricht bzw. Unterrichtskonzepte fachwissenschaftlich und fachdidaktisch reflektiert vorbereiten, durchführen und auswerten.
- Die Studierenden sind in der Lage, sich mit den Rahmenbedingungen eines Fachunterrichts (Richtlinien, Kerncurricula, Kompetenzmodellen usw.) wissenschaftlich auseinanderzusetzen.
- Sie verfügen über die Fähigkeit zur Begründung schulpraxisbezogener Entscheidungen auf der Basis soliden und strukturierten Wissens über fachliche wie fachdidaktische Theorien und Strukturierungsansätze.
- Die Studierenden können ein Portfolio erstellen.

Modulinformation Praxisblock

Modul	Sommer
Praxisblock Grundschule (20 LP)	Jährlich im Sommersemester, Dauer 1 Semester Teilnahmevoraussetzung/en: Teilnahme an praktikumsvorbereitenden Lehrveranstaltungen

Qualifikationsziele:

- Die Studierenden erlangen Kompetenzen hinsichtlich Unterrichten, Erziehen, Beurteilen, Beraten, Unterstützen, Diagnostizieren und Fördern.
- Des Weiteren kennen sie Prinzipien der eigenverantwortlichen Schule durch Partizipation an Aktivitäten außerhalb von Unterricht und können daher an der Weiterentwicklung von Schule aktiv mitwirken.

Begleitung der Praxisphase

K. Täger, M.A. / S. Horn:

Begleitseminar (G) – 4412 214

Do 16:45 – 20:00, BBB (Online)

04.03.2021	15.04.2021	03.06.2021
18.03.2021	29.04.2021	17.06.2021
25.03.2021	06.05.2021	

This course serves to accompany the so called “Praxisblock.” It is a continuation of the Planning and Analysing course. It focuses upon important aspects of teaching practice in the language learning school classroom. In addition, we will deal with lesson planning and procedure.

Literature:

- Thaler, Engelbert (2012). Englisch Unterrichten. Berlin: Cornelson.
- Harmer, J. (2008). The Practice of English Language Teaching. Harlow: Pearson Longman.

Further literature will be given at the beginning of the semester.

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

Betreuung der Praxisphase

Prof. Dr. A. Kubanek / K. Täger, M.A. / S. Horn / I. Baumgärtel:

Betreuung der Praxisphase (G) – 4412 216

Termine nach Absprache, BBB (Online)

Betreuung der Studierenden in den Schulen im Tandem mit Lehrbeauftragten.

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

Nachbereitung

K. Täger, M.A. / S. Horn:

Nachbereitung Praxisphase (G) – 4412 276

Do, 22.07.2021, 16:45 – 20:00, BBB (Online)

The focus of the seminar is to reflect upon the internship. Furthermore, structuring and writing the portfolio will be covered.

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

Modul “Projektband” G

Modulinformation

Modul	Projektmodul 2: Projektdurchführung		
Veranstaltungen	Credits	Modulprüfung	Teilnahmevoraussetzung/en
2 SWS: a) LV 1	7	Dokumentation des Projektab- laufs (SL)	Prüfungsleistung Pro1 muss vor- liegen
Semester	Dauer	Häufigkeit	
2. Sem.	1. Sem.	Jedes Sommersemester	
Qualifikationsziele:			
<ul style="list-style-type: none"> • Die Studierenden können ein auf den Englischunterricht bezogenes Projektkonzept in die Untersuchungspraxis umsetzen. • Die Studierenden können ihre Forschungsmethoden entsprechend ihrer Fragestellung anwenden. • Die Studierenden können ihre Erfahrungen und Erkenntnisse in ihrem Forschungsprojekt methodisch und theoretisch fundiert reflektieren. 			
Sonstige Anforderungen:			

Prof. Dr. A. Kubanek:

Projektband Pro 2 – Projektdurchführung (G) – 4412 426

Nach Absprache, BBB (Online)

The participants have already handed in their sketch of their research project. Via email communication we will negotiate who needs coaching in which way. Some students may prefer to be visited in their school, so we can consider the circumstances and their impact on the planned project. Others may prefer advice in the office. Please email me in April when you can see the situation clearly and have discussed your idea for the project with your mentor. Then I will give feedback. If you realise that the project as planned is unrealistic, please consult me about alternatives.

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

Modul "Praxisphase" HR

Modulinformation

Modul	Winter	Sommer
<p>Praxisphase HR Englisch</p> <p>PL: Portfolio (über die gesamte Praxisphase)</p> <p>(15 LP)</p>	<p>Jährlich im Wintersemester beginnend, Dauer 3 Semester</p> <p>Für das Modul Praxisphase sind insgesamt 6 Lehrveranstaltungen zu besuchen, 3 in jedem Fach:</p> <p>a) 2 SWS Vorbereitung (1. Sem.) b) 1 SWS Begleitung (2. Sem.) c) 1 SWS Nachbereitung (Ende 2. oder 3. Sem.)</p>	

Qualifikationsziele:

- Die Studierenden können Unterricht bzw. Unterrichtskonzepte fachwissenschaftlich und fachdidaktisch reflektiert vorbereiten, durchführen und auswerten.
- Die Studierenden sind in der Lage, sich mit den Rahmenbedingungen eines Fachunterrichts (Richtlinien, Kerncurricula, Kompetenzmodellen usw.) wissenschaftlich auseinanderzusetzen.
- Sie verfügen über die Fähigkeit zur Begründung schulpraxisbezogener Entscheidungen auf der Basis soliden und strukturierten Wissens über fachliche wie fachdidaktische Theorien und Strukturierungsansätze.
- Die Studierenden können ein Portfolio erstellen.

Modulinformation Praxisblock

Modul	Sommer
Praxisblock Grundschule (20 LP)	Jährlich im Sommersemester, Dauer 1 Semester Teilnahmevoraussetzung/en: Teilnahme an praktikumsvorbereitenden Lehrveranstaltungen

Qualifikationsziele:

- Die Studierenden erlangen Kompetenzen hinsichtlich Unterrichten, Erziehen, Beurteilen, Beraten, Unterstützen, Diagnostizieren und Fördern.
- Des Weiteren kennen sie Prinzipien der eigenverantwortlichen Schule durch Partizipation an Aktivitäten außerhalb von Unterricht und können daher an der Weiterentwicklung von Schule aktiv mitwirken.

Begleitung der Praxisphase

A. Smith, M.A. / A. Winter

Begleitseminar (HR) – 4412 427

Mo 16:45 – 19:15, BBB (Online)

01.03.2021

14.06.2021

08.03.2021

28.06.2021

The course serves to accompany the internship phase. It is a continuation of the planning and analysing course. It focuses upon important aspects of teaching practice in the language learning classroom. In addition, we will deal with lesson planning and procedure.

Literature: To be announced in class

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

Betreuung der Praxisphase

Prof. Dr. A. Kubanek / A. Smith, M.A. / A. Winter

Betreuung der Praxisphase (HR) – 4412 224

Termine nach Absprache, BBB (Online)

Betreuung der Studierenden in den Schulen im Tandem mit Lehrbeauftragten.

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

Nachbereitung

A. Smith, M.A. / A. Winter:

Nachbereitung Praxisphase (HR) – 4412 283

Mo, 05.07.2021, 08:30 – 14:30, BBB (Online)

The focus of the course is to reflect upon the internship. Furthermore, structuring and writing the portfolio will be covered.

Literature: To be announced in class

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

Modul “Projektband” HR

Modulinformation

Modul	Projektmodul 2: Projektdurchführung		
Veranstaltungen	Credits	Modulprüfung	Teilnahmevoraussetzung/en
2 SWS: a) LV 1	7	Dokumentation des Projektab- laufs (SL)	Prüfungsleistung Pro1 muss vorliegen
Semester	Dauer	Häufigkeit	
2. Sem.	1. Sem.	Jedes Sommersemester	
Qualifikationsziele:			
<ul style="list-style-type: none"> • Die Studierenden können ein auf den Englischunterricht bezogenes Projektkonzept in die Untersuchungspraxis umsetzen. • Die Studierenden können ihre Forschungsmethoden entsprechend ihrer Fragestellung anwenden. • Die Studierenden können ihre Erfahrungen und Erkenntnisse in ihrem Forschungsprojekt methodisch und theoretisch fundiert reflektieren. 			
Sonstige Anforderungen:			

Prof. Dr. A. Kubanek:

Projektband HR Pro 2 – Projektdurchführung (HR) – 4412 428

Nach Absprache, BBB (Online)

The participants have already handed in their sketch of their research project. Via email communication we will negotiate who needs coaching in which way. Some students may prefer to be visited in their school, so we can consider the circumstances and their impact on the planned project. Others may prefer advice in the office. Please email me in April when you can see the situation clearly and have discussed your idea for the project with your mentor. Then I will give feedback. If you realise that the project as planned is unrealistic, please consult me about alternatives.

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

Differenzierungsbereich Master G und HR

Modul A5 “Advanced English Studies”

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 5 Advanced English Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. Semester
Credits	LP 6

Kompetenzen:

- Vertiefte Kenntnisse zentraler Entwicklungen und Strömungen der britischen, amerikanischen und anglophonen Literaturen.
- Vertiefte Kenntnisse zentraler Themenbereiche aus den britischen, amerikanischen und anglophonen Kulturen.
- Vertiefung und kontextuelle Verbreiterung (Orientierungswissen) der Fähigkeiten aus dem Basismodul im Bereich der verschiedenen literarischen Epochen, Genres und der Methodologie.
- Souveräner Umgang mit literatur- und kulturwissenschaftlichen Terminologien, Kategorien, Analyseverfahren und Interpretationsansätzen.
- Fähigkeit zur Analyse von Sprachsystem und Sprachvariabilität und den entsprechendesprachlichen Daten des gesprochenen und geschriebenen Englisch in den jeweiligen sprachwissenschaftlichen Teilgebieten.
- Grundlegende Kenntnisse der Variation des Englischen in sozialer, zeitlicher oder räumlicher Dimension in Wort und Schrift (= Kenntnisse der Varietäten sowie psycholinguistische Verarbeitungsmechanismen).
- Kenntnisse der Entwicklungsprozesse und -prinzipien in der allgemein-sozialen Dimension (Sprachgeschichte) und im individuellen Bereich (Spracherwerb).
- Vertiefung expliziten Sprachwissens und Fähigkeit zur Anwendung kontrastiver Analysen des Deutschen und Englischen.
- Erhöhung der fremdsprachlichen Kompetenz mit dem Schwerpunkt auf Sprachbewusstsein in Grammatik, Pragmatik und Lexik.
- Fähigkeit, theoretisch und methodisch angemessen sowie begrifflich korrekt Phänomene der Zeitgeschichte (Gesellschaft, Politik, Wirtschaft) in englischer Sprache zu reflektieren und zu beschreiben.
- Fähigkeit, grundlegende Themen der Geschichte und Kultur von anglophonen Ländern schriftlich und mündlich zu erläutern und zu reflektieren.
- Differenzierte Kenntnis und entsprechendes Verständnis der Standardvarietäten und weiterer wesentlicher sozialer, nationaler und regionaler Varietäten des Englischen und Fähigkeit, diese einordnen zu können.

Modulaufbau

Wintersemester	Sommersemester
<p>Zwei Seminare (2 x 2 SWS) sind zu belegen,</p> <ul style="list-style-type: none"> - aus dem Bereich <i>Literary and Cultural Studies</i> (sofern im BA A2 (Linguistics) absolviert wurde) - aus dem Bereich <i>Linguistics</i> (sofern im BA A1 (<i>Literary and Cultural Studies</i>) absolviert wurde) <p>L: englischsprachige mündliche Prüfung</p>	

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Prof. Dr. R. Heinze:

Survey Course I: American Literature 1 – 4412 523

SE, Mo 11:30 – 13:00, BBB (Online)

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

Primary Literature:

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

Secondary Literature:

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

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

Prof. Dr. E. Voigts:

Survey Course II: Anglo-Irish Literature – 4412 540

SE, Di 09:45 – 11:15, BBB (Online)

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

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

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

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

Literature:

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

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

S. John, M.A.:

**Survey Course II: British Literature –
Romanticism to New English Literatures – 4412 102**
SE, Di 11:30 – 13:00, BBB (Online)

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

Literature:

Primary literature:

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

Secondary literature:

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

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

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Prof. Dr. R. Heinze:

Survey Course II: American Literature 2 – 4412 525
SE, Do 11:30 – 13:00, BBB (Online)

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

Primary Literature:

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

Secondary Literature:

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

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

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Themenbereich: Systems of Language and Communication

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 280

SE, Do 11:30 – 13:00, BBB (Online)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

- - -

Themenbereich: Developmental and Linguistic Variation

Dr. V. Heyer:

First Language Acquisition – 4412 316

SE, Di 15:00 – 16:30, BBB (Online)

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

- (1) He singed a song.
- (2) No Peter like chocolate.
- (3) I want apple. (referring to banana)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

- - -

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 280

SE, Do 11:30 – 13:00, BBB (Online)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

- - -

D. Şafak, M.A.:

Second Language Acquisition, Group A – 4412 527

SE, Mo 15:00 – 16:30, BBB (Online)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

- - -

Dr. R. Carroll:

Second Language Acquisition, Group B – 4412 526

SE, Do 09:45 – 11:15, BBB (Online)

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

Literature:

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

Plus selected videos on [LingTUtor](#).

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

Kolloquien

Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 432

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

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

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

Prof. Dr. E. Voigts:

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

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

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

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

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

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

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

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

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

Prof. Dr. A. Kubanek:

Kolloquium für Masterstudierende (M.Ed.) – 4412 171

KOL, nach Absprache, BBB (Online)

The Kolloquium is for those who are currently working on their master thesis and for those who intend to write it and want to visit one of the sessions to get an idea about the format of the Kolloquium. There is also ongoing advice. We will have a first meeting in the Kolloquium format in week 2 of the summer term, at 11.00 on Tuesday. We will meet at my office.

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

Öffnungszeiten und Sprechstunden

Öffnungszeiten der Abteilungsgeschäftszimmer

Abt. Literatur- und Kulturwissenschaft

A. Kaminsky Mo – Fr 09:00 – 11:00 Uhr

Abt. Englische Sprachwissenschaft

D. Hauer Mo – Do 10:00 – 12:00 Uhr

Abt. Englische Sprache und ihre Didaktik

A. Kaminsky s.o.

Sprechstunden in der vorlesungsfreien Zeit (WiSe 20/21)

Abt. Literatur- und Kulturwissenschaft

R. Auer	nach Vereinbarung: Anmeldung per StudIP		
Dr. K. E. Barnes	Dienstag,	23.02.21	09:00 – 11:00 Uhr
	Dienstag,	16.03.21	09:00 – 11:00 Uhr
	Dienstag,	06.04.21	09:00 – 11:00 Uhr
	Please register for an appointment via StudIP und nach Vereinbarung (k.barnes@tu-bs.de)		
Prof. Dr. R. Heinze	Dienstag,	02.03.21	10:00 – 12:00 Uhr
	Dienstag,	16.03.21	10:00 – 12:00 Uhr
	Dienstag,	30.03.21	10:00 – 12:00 Uhr
	und nach Vereinbarung (r.heinze@tu-bs.de)		
S. John	Dienstag,	23.02.21	15:30 – 17:00 Uhr
	Dienstag,	16.03.21	15:30 – 17:00 Uhr
	Dienstag,	23.03.21	15:30 – 17:00 Uhr
	und nach Vereinbarung: Anmeldung per StudIP		
Dr. M. Marcsek-Fuchs	Mittwoch,	24.02.21	10:30 – 12:30 Uhr
	Mittwoch,	03.03.21	10:30 – 12:30 Uhr
	Mittwoch,	17.03.21	10:30 – 12:30 Uhr
	Mittwoch,	07.04.21	10:30 – 12:30 Uhr
	und nach Vereinbarung: Anmeldung per StudIP		
C. Sternberg	nach Vereinbarung: Anmeldung per StudIP		
L. Tamas	nach Vereinbarung: Anmeldung per StudIP		
Prof. Dr. E. Voigts	Mittwoch,	03.03.21	10:00 – 12:00 Uhr
	Mittwoch,	10.03.21	10:00 – 12:00 Uhr
	Mittwoch,	31.03.21	10:00 – 12:00 Uhr
	Mittwoch,	07.04.21	10:00 – 12:00 Uhr
	und nach Vereinbarung: Anmeldung per StudIP		

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker	nach Vereinbarung:	c.becker@tu-bs.de
W. Harms	nach Vereinbarung:	w.harms@tu-bs.de
Dr. J. Jakisch	nach Vereinbarung:	j.jakisch@tu-bs.de
Dr. R. D. Jones	beurlaubt	
Prof. Dr. A. Kubanek	Montag,	02.03.21 09:00 – 12:00 Uhr
	Montag,	16.03.21 09:00 – 12:00 Uhr
	Montag,	30.03.21 09:00 – 12:00 Uhr
	und nach Vereinbarung:	a.kubanek@tu-bs.de
Dr. C. Meyer	nach Vereinbarung:	c.meyer2@tu-bs.de
A. Smith, M.A.	nach Vereinbarung:	a.smith@tu-bs.de
S. Sturm	siehe Ankündigung in Stud.IP	
K. A. Täger	nach Vereinbarung:	a.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

Dr. R. Carroll	siehe Ankündigung in Stud.IP
Dr. H. Comes-Koch	siehe Ankündigung in Stud.IP
Dr. V. Heyer	siehe Ankündigung in Stud.IP
Prof. Dr. H. Hopp	siehe Ankündigung in Stud.IP
D. Şafak, M.A.	siehe Ankündigung in Stud.IP

Lehrbeauftragte

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

Emeriti / im Ruhestand

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

Sprechstunden in der Vorlesungszeit (SoSe 2021)

Abt. Literatur- und Kulturwissenschaft

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

Abt. Englische Sprache und ihre Didaktik

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

Abt. Englische Sprachwissenschaft

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

Lehrbeauftragte

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

Emeriti

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