



**Technische  
Universität  
Braunschweig**

**INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK**

Technische Universität Braunschweig  
Geschäftsführung: Prof. Dr. Rüdiger Heinze

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

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**Stand 11.04.2022**

**Änderungen jederzeit möglich**

## **Lehrveranstaltungen Sommersemester 2022**

### **Studiengang MA English Studies**

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

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

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

- die **Abteilung für Literatur- und Kulturwissenschaft**  
(Leiter: Prof. Dr. Rüdiger Heinze),
- die **Abteilung für Englische Sprachwissenschaft**  
(Leiter: Prof. Dr. Holger Hopp) sowie
- die **Abteilung für Englische Sprache und ihre Didaktik**  
(Leiterin: Prof. Dr. Carmen Becker).

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

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

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

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

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

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

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

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

Die Lehrenden des Seminars wünschen ein erfolgreiches Sommersemester 2022!

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## Fakultatives Lehrangebot für alle Profile alte und neue PO

Dr. M. Marcsek-Fuchs:

**TUBS-Players: English Theatre Group – 4412 324**

Mi 19:00 – 22:00, BBB (Online) oder BI 80.303/304 (MakerSpace)

**First Meeting: 27.04.2022 (via Big Blue Button)**

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

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

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

Our projects of the upcoming terms include:

**1) NEW PROJECT:**

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

**2) "Shakespeare@School"**

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

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

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

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# Kurse für den Studiengang „Master of Education Lehramt für Gymnasium“

gültig für Studierende English Studies Beginn WS 13/14 (alte PO) und WS 21/22 (neue PO)

## Modul M1 “Teaching English” (Gym) alte und neue PO

### Modulinformation

<b>Art und Bezeichnung des Moduls</b>	<b>Teaching English (Gym)</b>
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. + 2. Sem. Nebenfach: 1. + 2. Sem.
Credits	9 LP

### Modulaufbau:

<b>Winter</b>	<b>Sommer</b>
Verteilt auf zwei Semester	
3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
<b>Leistung:</b> Neue PO: a) SL: Präsentation (10-15 Min.) oder schriftliche Arbeit (ca. 2-3 Seiten) b) PL: Eine veranstaltungsbegleitende Hausarbeit (ca. 10 - 12 Seiten), ggf. mit Präsentation oder Multimediale Produktion  Alte PO: PL: Veranstaltungsbegleitende englischsprachige Hausarbeit (mit Präsentation)	

LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung

SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

**MakerSpace for the Inclusive EFL Classroom - 4412 282**

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

Research shows that many teenagers autonomously consume creative content in English regardless of their native language. They watch films, read blogs, follow their favourite YouTubers and sometimes even read books and discuss their content with peers around the world. In their free time teenagers independently develop their foreign language skills without the support of a teacher by pursuing their interests on the Internet. In stark contrast, the foreign language classroom is still dominated by teacher-centered methods which stifle students' autonomy and creativity. Tasks often fail to challenge students emotionally and are disconnected from their daily lives.

This course will introduce a collaborative, product oriented, and multimodal makerspace-approach to autonomous foreign language learning which allows learners to follow their interests, explore their identity and engages them in making, designing, and tinkering while using the foreign language.

In this course we will examine ways of transforming the classroom into an EFL affinity-makerspace by analyzing concrete examples for projects and by developing and implementing our own makerspace projects.

**Literature:**

Libow Martinez, Sylvia & Stager, Gary (2013). *Invent to Learn: Making, Tinkering, and Engineering in the Classroom*. Torrance, CA: Constructing Modern Knowledge Press.

Resnick, Mitchel (2017). *Lifelong Kindergarten. Cultivating Creativity through Projects, Passion, Peers, and Play*. Cambridge, MA: MIT Press.

Little, David; Dam, Leni & Legenhausen, Lienhard (2017). *Language Learner Autonomy. Theory, Practice and Research*. Bristol: Multilingual Matters.

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

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Prof. Dr. A. Kubanek:

**Inquiring and Explaining: Two Fundamental Competences of the EFL Teacher and the EFL Learner – 4412 181**

SE, Di 13:15 – 14:45, BI 85.1

In this course we will consider important explanation methods for teachers. Further, we will look in detail at the competence "mediation" which has recently been included in the Common European Framework for Languages. We will also analyse how learners at different levels are taught and supported to inquire - to find out information, expressions for the competence "inquiring", handling their own attempts at explaining.

The necessary documents will be handed out/ uploaded during the course.

The Prüfungsleistung will be discussed at the beginning of the course.

**Literature:** t. b. a.



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

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M. Wildhage:

**CLIL in der Praxis – 4412 293**

SE, Blockseminar vom 07.-10.06.2022, BI 80.303/304 (MakerSpace)

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

Hinweis: Dieser Kurs ist für das *CLIL*-Zertifikat geöffnet.

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.

**Literatur:** t. b. a.

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

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Dr. R. D. Jones:

**Teaching Graphic Novels – 4412 163**

SE, Do 16:45 – 18:15, BI 85.7

Graphic novels are a popular literary genre with a young tradition in EFL teaching. They not only motivate foreign language reading but also support English language comprehension via graphic representation. In this seminar, students will learn how to relate graphic novels to core curricular goals of teaching communicative skills, culture and visual literacy. They will also learn which graphic novels are already in use and gain strategies for selecting their own. Finally, students will find out which teaching resources provide teachers with ideas and materials, and they will develop skills to plan, carry out, and evaluate their own graphic novel tasks.

In this seminar we will work primarily with the graphic novel based on Mary Shelly's *Frankenstein*. This story is recommended for the Abitur for Lower Saxony 2022.

**Literature:**

Shelly, Mary (2010). *Frankenstein: The Graphic Novel*. Farmington Hills: Lucent Books.  
Other texts to be provided in course.

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

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Dr. R. D. Jones:

**Global Citizenship Education – 4412 569**

SE, Fr 15:00 – 16:30, BI 85.9

The seminar will explore the concept of global citizenship education for EFL teaching and learning, both critically and constructively. It will investigate its role in various institutions and educational documents, like the German Ministry of Culture and the core curricula for modern foreign languages in Lower Saxony. It will also look into the role of the concept, and its focus on various social movements, in existing teaching materials, including EFL textbooks in Germany. Finally, the seminar will focus on complex task design which can help teachers create their own materials and activities around this concept.

As an example-topic for global citizenship education, particular focus will be paid to the United Nations' 1st *Sustainable Development Goal* (as a part of its 2030 Agenda), "no poverty," as well as its 10th, "reduce inequality" as well as "economic inequality." Empirical research findings from my own current project will be offered on this particular subject to illustrate the challenges and potentials of this concept and its current role in, for instance, EFL textbooks.

**Literature:**

t. b. a.

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

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## Modul M2 “Advanced English Studies” (Gym)

alte und neue PO

### Modulinformation

<b>Art und Bezeichnung des Moduls</b>	<b>Advanced English Studies (Gym)</b>
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. Sem. Nebenfach: 1. Sem.
Credits	6 LP

### Modulaufbau:

<b>Winter</b>	<b>Sommer</b>
Die LV können wahlweise im Winter oder Sommer besucht werden. 1 LV Linguistics (2 SWS) 1 LV Literary Studies (2 SWS)	
<b>Leistung:</b> Neue PO: PL: veranstaltungsbegleitende englischsprachige Hausarbeit oder Referat* Alte PO: PL: Veranstaltungsbegleitende Hausarbeit (mit Präsentation) oder eine englischsprachige mündliche Prüfung*	

\* in einem der beiden LV wird die Prüfungsleistung erbracht

LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung

SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden

## **Themenbereich: Advanced English Linguistics**

Prof. Dr. Holger Hopp:

**Theories of Second Language Acquisition – 4412 196**

SE, Mo 16:45 – 18:15, BI 80.1

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

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## **Themenbereich: Advanced Literary and Cultural Studies**

Prof. Dr. R. Heinze / S. Schuray, M.A.:

**Migration, Nation und Identität – 4412 565**

SE, Mo 09:45 – 11:15, BI 85.7

In der jüngsten Geschichte haben zwei Aussagen Symbolkraft gewonnen, die verschiedener nicht sein könnten: „[...] wir schafften das! [...]“ – ein Satzfragment, das nach der Bundespressekonferenz von Angela Merkel im August 2015 geäußert wurde, sowie „Wir sind das Volk!“ – der Slogan der vor allem in den Jahren 2014/2015 aktiven rechtsextremen PEGIDA-Bewegung, die in einigen Städten einen Zulauf von mehreren Tausend Menschen hatte.

Anhand dieser beiden Sätze lässt sich die Verwobenheit von Migration, Nation und Identität diskutieren und reflektieren. Es stellen sich hierbei u.a. die Fragen, welche Vorstellungen sich hinter dem „Wir“ und den „Anderen“ verbergen, oder auch welche Bilder von Migration erzeugt werden sollen. Im Seminar wollen wir uns solchen Fragen anhand verschiedener Beispiele und Studien widmen.

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

### **Literature:**

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

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

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Prof. Dr. E. Voigts:

**Litarature and Climate Change – 4412 570**

SE, Do 11:30 – 13:00, BI 85.2

This introduction to the literature of climate change (or rather: the climate catastrophe) begins by providing the context of ecocriticism and the environmental humanities. We will first look at terms such as biodiversity, the anthropocene, capitalocene, misanthropocene, posthumanism, anthrozoology, and slow violence. Examples – which cover a plethora of genres and media, such as documentaries and non-fiction, short stories and novels, plays and poems as well as fiction films and clips – will be taken from the fields of nature writing, science fiction, postapocalyptic and posthuman fiction, contemporary political plays, and young adult fiction. Discussing the current situation of literature, the arts and humanities at a moment of global ecological crisis, we will also investigate the origins of eco-literature in the 19<sup>th</sup> century. We will ask: What have been key ecocritical approaches and concerns in literary and cultural studies? The course will also include some walking.

Texts discussed include work by Richard Jefferies, H.G. Wells, J.G. Ballard, Margaret Atwood, Cormac McCarthy, Saci Lloyd, Barbara Kingsolver and Richard Powers.

**Literature:**

t. b. a.

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

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# **Modul FP “Fachpraktikum Master Gym”**

(alte und neue PO)

## **Modulinformation**

<b>Art und Bezeichnung des Moduls</b>	<b>Fachpraktikum Master Gym</b>
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 2./3. Sem. Nebenfach: 2./3. Sem.
Credits	9 LP

## **Modulaufbau:**

<b>Winter</b>	<b>Sommer</b>
Fachspezifisch jährlich im SoSe oder jährlich im WS.  2x2 SWS: a) S: Fach 1 b) S: Fach 2	
Leistung:  SL: Portfolio	

LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung

SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden

## **Modul FP „Fachpraktikum Master Gym“** alte PO (ab WS 2013/14)

Dr. J. Jakisch:

**Fachpraktikum Gym – 4412 183**

Fr 11:30 – 13:00, Präsenz, MakerSpace

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 before the start of term to talk about possible schools.**

### **Literature:**

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

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

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## **Modul FP „Fachpraktikum Master Gym“** neue PO (ab WS 2021/22)

Dr. J. Jakisch:

**Fachpraktikum Gym – 4412 183**

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

This course aims at combining theoretical concepts with practical information for EFL teaching. It serves to prepare students for their **six-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 before the start of term to talk about possible schools.**

**Literature:**

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

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

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# Differenzierungsbereich

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## Aufbaumodul 1 “Periods and Genres”

(alte und neue PO)

### Modulinformation

<b>Art und Bezeichnung des Moduls</b>	<b>Aufbaumodul 1: Periods and Genres</b>
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	1. Sem.
Credits	6 LP

### Modulaufbau

<b>Wintersemester</b>	<b>Sommersemester</b>
Folgende LV sind zu belegen (auf Winter und Sommer zu verteilen):  <b>Survey Course I (WiSe)</b> <b>Survey Course II (SoSe)</b> (2 x 2 SWS)  <b>Leistung:</b> Beide POs: PL englischsprachige mündliche Prüfung	

LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung

SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden

Prof. Dr. R. Heinze:

**Survey Course II: American Literature I – 4412 223**

SE, Mo 11:30 – 13:00, BI 85.7

This course will introduce you to US-American literature and its cultural contexts from the beginnings to the end of the 19<sup>th</sup> 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 (9<sup>th</sup> ed.) **five-volume edition** of the *Norton Anthology of American Literature*.

**Primary Literature:**

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

**Secondary Literature:**

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

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

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

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Prof. Dr. R. Heinze:

**Survey Course II: American Literature II – 4412 525**

SE, Fr 09:45 – 11:15, BI 85.1

This course will introduce you to US-American literature and its cultural contexts from the beginning of the 20<sup>th</sup> 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 (9<sup>th</sup> ed.) **five-volume edition** of the *Norton Anthology of American Literature*.

**Primary Literature:**

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

**Secondary Literature:**

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

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

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

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Dr. S. John:

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

SE, Mo 15:00 – 16:30, BI 85.1

This course provides an overview of British literary history from the Romantic period to the twenty-first century. We will discuss themes and aesthetic practices informing Romantic, Victorian, Modernist and Postmodernist literature, while also developing a critical perspective onto the notion of periodisation itself. Our readings of poems, narrative and dramatic texts will enable you to advance your analytical skills. We will start out with the literature of Romanti-

cism, which reacted to political upheavals such as the French Revolution and the social changes brought about by industrialisation and urbanisation. From the great novelists of the Victorian era, including Charles Dickens and the Brontë sisters, we will move to Modernist innovations by, for example, T.S. Eliot and Virginia Woolf, and the literature written in the aftermath of two world wars. The course will finish with an outlook onto postcolonial writings and on the plurality of ethnic, gender, and regional identities that shape Britain's contemporary literary scene.

**Literature:**

**Primary literature:**

Our textbook will be: Greenblatt, Stephen, et al., eds. *The Norton Anthology of English Literature* (8<sup>th</sup> 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 March 23<sup>rd</sup>, 2022 (3p.m./15:00).

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Prof. Dr. E. Voigts:

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

SE, Di 09:45 – 11:15, BI 85.3

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

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

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

**Literature:**

Our textbook will be: Greenblatt, Stephen, et al., eds. *The Norton Anthology of English Literature* (8<sup>th</sup> 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 March 23<sup>rd</sup>, 2022 (3p.m./15:00).

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

(alte und neue PO)

## Modulinformation

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

## Modulaufbau

Wintersemester	Sommersemester
<p><b>Zwei Seminare (2 x 2 SWS)</b> sind zu belegen, die die folgenden Bereiche abdecken (werden im Sommer- und Wintersemester angeboten):</p> <p>Bereich: <b>Systems of Language and Communication</b> (empfohlen im WS) Synchrone Betrachtung des englischen Sprachsystems als System der Kommunikation</p> <p>Bereich: <b>Developmental and Linguistic Variation</b> (empfohlen im SoSe) Sprachvariation aus Sicht der (sprachlichen) Entwicklung eines Menschen (Spracherwerb), einer Sprachgemeinschaft (Sprachgeschichte), sowie Entwicklung sprachlicher Diversität (Sprachkontraste).</p> <p><b>Leistung:</b> Neue PO: PL: Projekt mit Praxisanteil oder Klausur; SL: Präsentation oder Hausaufgabe Alte PO: PL: Hausarbeit mit Präsentation</p>	

LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung

SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden

## Themenbereich: Systems of Language and Communication

Dr. V. Heyer:

**Morphology – 4412 359**

SE, Mo 18:30 – 20:00, BI 85.7

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

- a) derivational suffixation (unfriendly, yuppiedom) incl. conversion/zero derivation (to tango, to email) and
- b) compounding (teapot, couch potato). The particular status of non-syntagmatic processes of abbreviation like blending (brunch), initialism (BBC), acronyms (NATO), or clipping (flu) will be discussed as a contrast to compounding and derivation. We will use current theoretical frameworks to describe:

- (a) the regular word-internal structures,
- (b) their rule-based semantic interpretation,
- (c) general semantic changes as effects of word formation, and
- (d) pragmatic and other extra-linguistic blockings of word creation. We will also address the following questions:

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

### Literature:

Lieber, R. (2016). *Introducing morphology* (2 ed.). Cambridge University Press.

Plus selected videos on LingTUtor.

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

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## Themenbereich: Developmental and Linguistic Variation

Dr. H. Comes-Koch:

**Second Language Acquisition (Group A) – 4412 003**

SE, Do 11:30 – 13:00, BI 97.11

This course will provide an introduction to second language acquisition from a linguistic perspective. It will give students an overview of how second language learners acquire the lexis, morphology, phonology, and syntax of the second language, as well as its use in context. Current models / theories of (second) language acquisition will be introduced and students will be familiarised with reading and discussing empirical studies and with analysing language data.

**Literature:**

Hawkins, R. (2019). *How second languages are learned: An introduction*. Cambridge University Press.

Plus selected videos on LingTUtor.

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

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Dr. S. McMonagle:

**Second Language Acquisition (Group B) – 4412 526**

SE, Mo 15:00 – 16:30, BI 80.1

This course will provide an introduction to second language acquisition from a linguistic perspective. It will give students an overview of how second language learners acquire the lexis, morphology, phonology, and syntax of the second language, as well as its use in context. Current models / theories of (second) language acquisition will be introduced and students will be familiarised with reading and discussing empirical studies and with analysing language data.

**Literature:**

Hawkins, R. (2019). *How second languages are learned: An introduction*. Cambridge University Press.

Plus selected videos on LingTUtor.

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

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# **Aufbaumodul 4 “Intermediate Language Skills: Reading and Writing“** (neue PO)

## **Modulinformation neue PO**

<b>Art und Bezeichnung des Moduls</b>	<b>Aufbaumodul 4: Intermediate Language Skills: Reading and Writing</b>
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	1./2. Sem.
Credits	8 LP

## **Modulaufbau**

<b>Wintersemester</b>	<b>Sommersemester</b>
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: Grammar II (2 SWS) Writing II (2 SWS) German-English Translation II (2 SWS)	
<b>Leistung:</b> PL: 12 englischsprachige Hausaufgaben (je 1 Seite)	

LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung

SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden

Z. Khan-Owald:

**German-English Translation – 4412 443**

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

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

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

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

**Literature:** t. b. a.

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

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Dr. K. E. Barnes:

**Grammar II (Group A) – 4412 389**

UE, Mo 09:45 – 11:45, BI 80.2

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

**Literature:**

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

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

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Dr. S. McGury:

**Grammar II (Group B) – 4412 513**

UE, Fr 13:15 – 14:45, BI 80.2



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

**Literature:**

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

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

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Ahlborn, N.:

**Writing II (Group A) – 4412 391**

UE, Di 11:30 – 13:00, BBB (Online, synchron)

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

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

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

**Literature:** t. b. a.

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

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Dr. S. McGury:

**Writing II (Group B) – 4412 547**

UE, Do 16:45 – 18:15, BI 85.6

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

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

- analyze the composition processes;

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

**Literature:** t. b. a.

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

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# **Aufbaumodul 4 “Intermediate Language Skills“**

nur alte PO (ab WS 2013/14)

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

## **Modulinformation alte PO**

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

## **Modulaufbau**

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

LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung

SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden

J. Tavares:

**Communication Practice II (1 SWS) – 4412 115**

UE, Mi 19:15 – 20:00, BI 85.7

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

**Literature:** t. b. a.

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

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Dr. K. E. Barnes:

**Grammar Exercises II (Group A) – 4412 096**

UE, Mo 09:45 – 11:15, BI 80.2

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

**Literature:**

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

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

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Dr. S. McGury:

**Grammar Exercises II (Group B) – 4412 242**

UE, Fr 13:15 – 14:45, BI 80.2

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

**Literature:**

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

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

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C. Fletcher:

**Vocabulary Expansion (Group A) – 4412 078**

UE, Di 09:45 – 11:15, BBB (Online)

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

**Literature:** t. b. a.

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

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A. Böker:

**Vocabulary Expansion II, Group B – 4412 229**

UE, Fr 16:45 – 18:00, BI 80.1

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

**Literature:** t. b. a.

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

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## **Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”** (alte und neue PO)

### **Modulinformation**

<b>Art und Bezeichnung des Moduls</b>	<b>Erweiterungsmodul 3 Advanced Literary and Cultural Studies</b>
<b>Pflicht-/Wahlpflichtmodul</b>	Pflichtmodul
<b>Semester/Studienjahr laut Studienplan</b>	Master 1. / 2. Semester
<b>Credits</b>	7 LP

### **Modulaufbau**

<b>Wintersemester</b>	<b>Sommersemester</b>
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: 2 LV Literary and Cultural Studies (4 SWS)	
Neue PO: PL: Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)	
Alte PO: PL: mündl. Prüfung in englischer Sprache	

LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung

SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunde

## **Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”** alte und neue PO

Dr. A. Weber:

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

SE, Mo 11:30 – 13:00 Uhr, BI 80.1

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

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

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

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Prof. Dr. R. Heinze:

### **US-American Immigration – 4412 037**

SE, Mo 15:00 – 16:30, BI 85.3

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

#### **Literature:**

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

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

A reader with additional material will be made available online.

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

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Dr. S. John:

**The New Woman in Victorian Literature and Culture – 4412 200**

SE, Mo 16:45 – 18:15, BI 85.1

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

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

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

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

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Prof. Dr. R. Heinze:

**Fantasy – 4412 566**

SE, Di 11:30 – 13:00, BI 85.3

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

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

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



## Primary Literature:

### Novels:

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

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

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

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

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

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

### Films/Series:

Burton, Tim. *Big Fish*. 2003.

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

## Secondary Material will be made available online.

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

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Dr. M. Marcsek-Fuchs:

**Digital Shakespeare(s) – 4412 263**

SE, Fr 11:30 – 13:00, BI 85.9

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

This class will explore the representation(s) of Shakespeare on the internet and investigate how he and his plays have gone viral through adaptation and bottom-up fan activity. We will investigate digital Shakespeare projects that have been developed by the leading theatres, libraries, and museums before, during and after the pandemic. This includes online-performances, podcasts, lectures, Facebook, and Instagram accounts attributed to the Bard, theatre and library websites, and web adaptations of his plays as well as educational materials of and around the 'Shakespeare Universe'. Examples will include such adaptations as Geeky Blonde's *Condensed Shakespeare* (a collection of one-woman Shakespeare adaptations), Kelly, Shekar, and Sullivan's *Titus and Dronicus* (Hamlet's case investigated by Sherlockian detectives), the mash-up *Blank Verse* as well as the very topical corona-versions called *Shakespeare in Isolation* and Robert Myles's *The Show Must Go On-line*. Our quest will include filmic adaptations that went into online screenings and lead to online and offline Shakespeare games.

As preparation, please get informed about Shakespeare's world and works before the first session of this class and (re-)read the following three plays: *Romeo and Juliet*, *A Midsummer*

*Night's Dream* and *Hamlet*. In our first session, we will decide upon a selection of further plays.

**Literature:**

**Primary Sources:**

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

**Secondary Sources / Recommended Reading:**

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

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

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

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

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

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# Erweiterungsmodul 5 “Advanced English Linguistics: Contexts and Variation”

(alte und neue PO)

## Modulinformation

<b>Art und Bezeichnung des Moduls</b>	<b>Erweiterungsmodul 5 Advanced English Linguistics: Contexts and Variation</b>
<b>Pflicht-/Wahlpflichtmodul</b>	Pflichtmodul
<b>Semester/Studienjahr laut Studienplan</b>	Master 2./3. Semester
<b>Leistungspunkte</b>	7 LP

## Modulaufbau

<b>Wintersemester</b>	<b>Sommersemester</b>
<p>Folgende LV sind wahlweise im Winter oder Sommer zu belegen: 2 LV Advanced English Linguistics (4 SWS)</p>	
<p>Neue PO: PL Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)</p> <p>Alte PO: PL: mündl. Prüfung in englischer Sprache</p>	

LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung

SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden

Prof Dr. H. Hopp:  
**The Grammar of Englishes – 4412 281**  
SE, Do 11:30 – 13:00, BI 85.8

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

**Literature:** t. b. a.

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

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Dr. H. Comes-Koch:  
**Instructed Second Language Acquisition – 4412 014**  
SE, Fr 11:30 – 13:00, BI 85.3

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

**Literature:**

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

Plus selected videos on LingTutor.

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

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Dr. S. McMonagle:

## Language Policies in the Anglosphere – 4412 568

SE, Di 09:45 – 11:30, BI 80.2

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

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

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

### References:

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

### Literature:

t. b. a.

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

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# Erweiterungsmodul 6 “Advanced Language Skills: Reading and Writing”

(neue PO)

## Modulinformation neue PO

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

## Modulaufbau

Wintersemester	Sommersemester
<p><b>2 Seminare (2 x 2 SWS)</b> sind zu belegen.</p> <p>1 LV Grammar III 1 LV von folgenden: Reading ODER Regional Studies II</p>	
<p><b>Leistung:</b> PL: Präsentation</p>	

LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung

SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden

Dr. K. E. Barnes:

**Grammar III (Group A) – 4412 448**

UE, Mo 18:30 – 20:00, BI 80.1

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

**Literature:**

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

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

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Dr. S. McGury:

**Grammar III (Group B) – 4412 555**

UE, Fr 08:00 – 09:30, BI 80.2

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

**Literature:**

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

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

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C. Fletcher:

**Reading (Group A) – 4412 449**

UE, Di 09:45 – 11:15, BBB (Online)

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

**Literature:** t. b. a.

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

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A. Böker:

**Reading (Group B) – 4412 506**

UE, Fr 16:45 – 18:15, BI 80.1

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

**Literature:** t. b. a.

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

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Z. Khan-Owald:

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

UE, Do 15:00 – 16:30, BI 85.3

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

**Literature:**

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



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

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

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

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Dr. S. McGury:

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

UE, Fr 11:30 – 13:00, BI 80.2

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

**Literature:**

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

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

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## Erweiterungsmodul 6 “Advanced Language Skills” (alte PO)

### Modulinformation alte PO

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

### Modulaufbau

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

LP: Leistungspunkte  
 LV: Lehrveranstaltung  
 PL: Prüfungsleistung

SE: Seminar  
 SL: Studienleistung  
 SWS: Semesterwochenstunden

Dr. K. E. Barnes:

**Advanced Language Practice (Group A) – 4412 534**

UE, Mo 18:30 – 20:00, BI 80.1

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

**Literature:**

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

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

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Dr. S. McGury:

**Advanced Language Practice (Group B) – 4412 350**

UE, Fr 08:00 – 09:30, BI 80.2

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

**Literature:**

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

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

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Z. Khan-Owald:

**German-English Translation – 4412 175**

UE, Mo 15:00 – 16:30, BI 85.7

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

**Literature:**

t. b. a.

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

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Z. Khan-Owald:

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

UE, Do 15:00 – 16:30, BI 85.3

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

**Literature:**

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

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

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

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

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Dr. S. McGury:

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

UE, Fr 11:30 – 13:00, BI 80.2

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

**Literature:**

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

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

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# Kurse für den Studiengang Master G und HR

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## Modul "Praxisphase" G

alte und neue PO

### Modulinformation Praxisphase

Art und Bezeichnung des Modul	Winter	Sommer
Praxisphase G Englisch  PL: Portfolio (über die gesamte Praxisphase) (15 LP.)	<p>Jährlich im Wintersemester: 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>	

### Modulinformation Praxisblock

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

## Begleitung Praxisphase

Dr. J. Jakisch / I. Baumgärtel / S. Horn:

### **Begleitung Praxisphase G Englisch – 4412 214**

SE, Do 16:45 - 20:00, BI 80.303/304 (MakerSpace)

24.02.2022, 10.03.2022, 28.04.2022, 19.05.2022, 16.06.2022

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.

**Termine:** 24.02.2022, 10.03.2022, 28.04.2022, 19.05.2022, 16.06.2022

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

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## Betreuung der Praxisphase

Dr. J. Jakisch / I. Baumgärtel / S. Horn:

### **Betreuung Praxisphase G Englisch – 4412 216**

Termin nach Absprache

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

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## Nachbereitung der Praxisphase

Dr. J. Jakisch / I. Baumgärtel / S. Horn:

### **Nachbereitung Praxisphase G Englisch – 4412 276**

SE, Do 16:45 - 20:00, BI 80.303/304 (MakerSpace)

**Termin:** 07.07.2022

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

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## Modul "Projektband" G

alte und neue PO

### Modulinformation

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

**Projektdurchführung Projektband Pro 2 G Englisch – 4412 426**

Termin nach Absprache

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

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**Modul „Praxisphase“ HR**

alte PO (ab WS 2013/14) und neue PO (ab WS 2021/22)

**Modulinformation**

Modul	Winter	Sommer
<b>Praxisphase HR Englisch</b>  PL: Portfolio (über die gesamte Praxisphase)  (15 LP)	Jährlich im Wintersemester beginnend, 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.)	

**Modulinformation Praxisblock**

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

## Begleitung der Praxisphase

A. Smith / A. Winter:

**Begleitung Praxisphase HR Englisch – 4412 427**  
SE, Mo 16:45 – 19:15, BI 80.303/304 (MakerSpace)

**Termine:** 28.02.2022 / 07.03.2022 / 30.05.2022 / 13.06.2022

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

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## Betreuung der Praxisphase

A. Smith / A. Winter:

**Betreuung Praxisphase HR Englisch – 4412 224**  
Termin nach Absprache

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

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## Nachbereitung der Praxisphase

A. Smith / A. Winter:

**Nachbereitung Praxisphase HR Englisch – 4412 283**  
SE Mo 08:30 – 17:00, BI 80.303/304 (MakerSpace)

The focus of the course 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 March 23<sup>rd</sup>, 2022 (3p.m./15:00).

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## **Modul "Projektband" HR**

alte PO (ab WS 2013/14) und neue PO (ab WS 2021/22)

### **Modulinformation**

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

**Projektdurchführung Projektband Pro 2 HR Englisch – 4412 284**

Termin nach Absprache

We will look at selected research projects in the field of foreign language teaching and learning, ranging from large scale studies to case studies. We will look at certain topics of special interest for EFL, we will look at methods which have been used rather often by the GHR 300 students who do the Projekt in the subject of English. You will get guidance how to plan and do the research project.

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

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# Differenzierungsbereich Master G und HR

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## Modul A5 “Advanced English Studies

alte und neue PO

### Modulinformation

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

### Modulaufbau

Wintersemester	Sommersemester
<p><b>Zwei Seminare (2 x 2 SWS)</b> sind zu belegen,</p> <ul style="list-style-type: none"><li>- aus dem Bereich <i>Literary and Cultural Studies</i> (sofern im BA A2 (Linguistics) absolviert wurde)</li><li>- aus dem Bereich <i>Linguistics</i> (sofern im BA A1 (<i>Literary and Cultural Studies</i>) absolviert wurde)</li></ul>	
<p><b>Leistung:</b></p> <p><b>alte und neue PO:</b></p> <p>PL: Mündliche Prüfung</p>	

LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung

SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden

## Themenbereich: Literary and Cultural Studies

Prof. Dr. R. Heinze:

### **Survey Course II: American Literature I – 4412 223**

SE, Mo 11:30 – 13:00, BI 85.7

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

#### **Primary literature:**

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

#### **Secondary literature:**

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

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

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

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Prof. Dr. R. Heinze:

### **Survey Course II: American Literature II – 4412 525**

SE, Fr 09:45 – 11:15, BI 85.1

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

#### **Primary Literature:**

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

#### **Secondary Literature:**

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

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

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

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Dr. S. John:

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

SE, Mo 15:00 – 16:30, BI 85.1

This course provides an overview of British literary history from the Romantic period to the twenty-first century. We will discuss themes and aesthetic practices informing Romantic, Victorian, Modernist and Postmodernist literature, while also developing a critical perspective onto the notion of periodisation itself. Our readings of poems, narrative and dramatic texts will enable you to advance your analytical skills. We will start out with the literature of 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.

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

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

**Primary Literature:**

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

**Secondary literature:**

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

- Sampson, Cambridge Guide to English Literature;
- Bloomsbury Guide to English Literature;
- Peck/Coyle, A Brief History of English Literature;
- Sanders, The Short Oxford History of English Literature).

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

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Prof. Dr. E. Voigts:

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

SE, Di 09:45 – 11:15, BI 85.3

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

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

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

**Primary Literature:**

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

**Secondary literature:**

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

- Sampson, Cambridge Guide to English Literature;

- Bloomsbury Guide to English Literature;
- Peck/Coyle, A Brief History of English Literature;
- Sanders, The Short Oxford History of English Literature).

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

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## **Themenbereich: English Linguistics - Systems of Language and Communication**

Dr. V. Heyer:

### **Morphology – 4412 359**

SE, Mo 18:30 – 20:00, BI 85.7

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

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

### **Literature:**

Lieber, R. (2016). *Introducing morphology* (2 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

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

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## Themenbereich: English Linguistics - Developmental and Linguistic Variation

Dr. Henrike Comes-Koch:

### **Second Language Acquisition (Group A) – 4412 003**

SE, Do 11:30 – 13:00, BI 97.11

This course will provide an overview of the central issues discussed in second language acquisition, e.g.: What are the processes underlying language acquisition in general? Is there a difference between first and second language acquisition? What is the role of the first language? Are there individual differences between learners of the same second language? How do learners communicate in the second language? What is the role of instruction?

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

#### **Literature:**

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

Plus selected videos on LingTutor.

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

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Dr. S. McMonagle:

### **Second Language Acquisition (Group B) – 4412 526**

SE, Mo 15:00 – 16:30, BI 80.1

This course will provide an overview of the central issues discussed in second language acquisition, e.g.: What are the processes underlying language acquisition in general? Is there a difference between first and second language acquisition? What is the role of the first language? Are there individual differences between learners of the same second language? How do learners communicate in the second language? What is the role of instruction?

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

#### **Literature:**

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

Plus selected videos on LingTutor.

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

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# Kolloquien

## alte und neue PO

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Prof. Dr. H. Hopp:

### **Linguistisches Kolloquium – 4412 432**

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

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

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

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Prof. Dr. C. Becker:

### **Kolloquium für Masterstudierende – 4412 430**

SE, Mo 14:00 – 15:00, BI 80.303/304 (MakerSpace)

Das Masterkolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Masterarbeit). Die Arbeiten werden konzeptionell beraten und begleitet. Bei Bedarf bereiten sich die KolloquiumsteilnehmerInnen für die mündliche M.Ed.-Prüfung mittels Prüfungssimulation oder Beratung zum Thesenpapier vor.

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

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Prof. Dr. A. Kubanek:

### **Kolloquium für Masterstudierende (M.Ed.): Key Questions of ELT – 4412 171**

KOL, Mo 15:00 – 16:30, Präsenz, BI 80.303/304, MakerSpace

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 Monday. We will meet at my office.

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

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Prof. Dr. R. Heinze:

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

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

Erste Sitzung: 22.04.2022

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

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

The colloquium will take place in two units as a "Blockseminar" beginning in May:  
Fr. 15:00 – 18:00 hrs.,

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

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

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Donnerstag, 24.03.22 10:00 – 12:00 Uhr  
Donnerstag, 07.04.22 10:00 – 12:00 Uhr  
und nach Vereinbarung: Anmeldung per StudIP

### **Abt. Englische Sprache und ihre Didaktik**

Prof. Dr. C. Becker nach Vereinbarung: c.becker@tu-bs.de  
Dr. J. Jakisch nach Vereinbarung: j.jakisch@tu-bs.de  
Dr. R. D. Jones nach Vereinbarung: r.jones@tu-bs.de  
Prof. Dr. A. Kubanek Dienstag, 08.03.22 09:00 - 14:00 Uhr  
(online)  
Dienstag, 15.03.22 09:00 - 15:00 Uhr  
Dienstag, 29.03.22 09:00 – 15:00 Uhr  
und nach Vereinbarung: a.kubanek@tu-bs.de  
Dr. S. McGury nach Vereinbarung: s.mcgury@tu-bs.de  
A. Smith, M.A. nach Vereinbarung: a.smith@tu-bs.de  
S. Sturm siehe Ankündigung in Stud.IP

### **Abt. Englische Sprachwissenschaft**

Dr. R. Carroll siehe Ankündigung in Stud.IP  
Dr. H. Comes-Koch siehe Ankündigung in Stud.IP  
Dr. V. Heyer siehe Ankündigung in Stud.IP  
Prof. Dr. H. Hopp siehe Ankündigung in Stud.IP  
Dr. S. McMonagle siehe Ankündigung in Stud.IP  
D. Öwerdieck siehe Ankündigung in Stud.IP  
Dr. K. von Holzen siehe Ankündigung in Stud.IP

### **Lehrbeauftragte**

N. Ahlborn nach Vereinbarung: nina.ahlborn@tu-braunschweig.de  
A. Böker nach Vereinbarung: anne-katrin.boeker@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. Tavares nach Vereinbarung: j.tavares@tu-braunschweig.de  
M. Wildhage nach Vereinbarung: m.wildhage@tu-bs.de  
A. Weber nach Vereinbarung: alex.weber@tu-bs.de

### **Emeriti / im Ruhestand**

Prof. i. R. Dr. C. Gnutzmann	nach Vereinbarung: <a href="mailto:c.gnutzmann@tu-bs.de">c.gnutzmann@tu-bs.de</a>
Prof. i. R. Dr. H. Janßen	siehe Ankündigung in Stud.IP
Prof. em. Dr. H.-J. Possin	nach Vereinbarung
Prof. i. R. Dr. V. Link	nach Vereinbarung

## **Sprechstunden in der Vorlesungszeit (SoSe 2022)**

### **Abt. Literatur- und Kulturwissenschaft**

Dr. K. E. Barnes	Dienstag,	09:00 – 11:00 Uhr
Prof. Dr. R. Heinze	Dienstag,	10:00 – 11:00 Uhr
Dr. S. John	Dienstag,	15:30 – 17:00 Uhr
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr
S. Schuray, M. A.	Freitag,	08:30 – 09:30 Uhr
Prof. Dr. E. Voigts	Mittwoch,	10:00 – 12:00 Uhr

### **Abt. Englische Sprache und ihre Didaktik**

Prof. Dr. C. Becker	Mittwoch:	09:00 – 10:00 Uhr
Dr. J. Jakisch	Donnerstag,	09:30 – 10:30 Uhr
Dr. R. D. Jones	nach Vereinbarung:	<a href="mailto:r.jones@tu-bs.de">r.jones@tu-bs.de</a>
Prof. Dr. A. Kubanek	Dienstag,	11:00 – 12:00 Uhr
Dr. S. McGury	nach Vereinbarung:	<a href="mailto:s.mcgury@tu-bs.de">s.mcgury@tu-bs.de</a>
A. Smith, M.A.	nach Vereinbarung:	<a href="mailto:a.smith@tu-bs.de">a.smith@tu-bs.de</a>
S. Sturm	Donnerstag,	15:00 – 16:00 Uhr

### **Abt. Englische Sprachwissenschaft**

Dr. R. Carroll	Mittwoch,	09:45 – 11:00 Uhr
Dr. H. Comes-Koch	siehe Ankündigung in Stud.IP	
Dr. V. Heyer	siehe Ankündigung in Stud.IP	
Prof. Dr. H. Hopp	Dienstag,	15:00 – 16:30 Uhr
Dr. Sarah McMonagle	siehe Ankündigung in Stud.IP	

D. Öwerdieck

siehe Ankündigung in Stud.IP

### **Lehrbeauftragte**

N. Ahlborn

nach Vereinbarung: [nina.ahlborn@tu-braunschweig.de](mailto:nina.ahlborn@tu-braunschweig.de)

A. Böker

nach Vereinbarung: [anne-katrin.boeker@tu-bs.de](mailto:anne-katrin.boeker@tu-bs.de)

S. Kingsbury

nach Vereinbarung: [s.kingsbury@tu-bs.de](mailto:s.kingsbury@tu-bs.de)

S. Z. Khan-Owald

nach Vereinbarung: [s.khan-owald@tu-bs.de](mailto:s.khan-owald@tu-bs.de)

J. Tavares

nach Vereinbarung: [j.tavares@tu-braunschweig.de](mailto:j.tavares@tu-braunschweig.de)

M. Wildhage

nach Vereinbarung: [m.wildhage@tu-bs.de](mailto:m.wildhage@tu-bs.de)

### **Emeriti**

Prof. a. D. Dr. C. Gnutzmann

nach Vereinbarung: [c.gnutzmann@tu-bs.de](mailto: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