



**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 16.03.2023

Änderungen jederzeit möglich

Lehrveranstaltungen Sommersemester 2023

Studiengang MA English Studies

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

Beginn der Lehrveranstaltungen:	Dienstag, 11.04.23
Exkursionswoche:	Sonntag, 28.05.23 bis Sonntag, 04.06.23
Ende der Lehrveranstaltungen:	Samstag, 22.07.23
Feiertage in Niedersachsen:	Montag, 01.05.23 (Tag der Arbeit)
	Donnerstag, 18.05.23 (Christi Himmelfahrt)
	Montag, 29.05.23 (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 2023!

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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 – 21:00, BI 80.303/304 (MakerSpace) oder BBB (Online)

First Meeting: 19.04.2023 (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 or in the MakerSpace. We shall use our online meetings to find new ways of digital theatre.

Our projects of the upcoming terms include:

1) NEW PROJECT:

A Midsummer Night's Online Stream - Continued:

Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience

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 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

London Exkursion – 4412 420

Termin: t. b. a.

First Meeting, only for the already enrolled group of the past winter term: t.b.a.

The excursion “Literary London” is on its way. From 28.05.-02.06.2023, a group of 24 students will be exploring Great Britain’s capital with the focus on its literary and cultural heritage. We will enjoy self-guided tours, visit exhibitions, experience a day at the Globe Theatre, venture on a daytrip to the University of Cambridge, and celebrate with an evening out at the theatre. For this, we have formed project groups that lead us through our literary/cultural quest. Further highlights of our trip are our Shakespeare day at the Globe Theatre and the visit to Girton College at Cambridge University.

The excursion is already fully booked, so unfortunately no new applicants are accepted in the summer term. If you wish to join the next London excursion, please enrol in the winter term 2023/24.

Literature:

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

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

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

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

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

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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

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

Modulaufbau:

Winter	Sommer
Verteilt auf zwei Semester	
3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
Leistung: 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 14th, 2023 (4p.m./16:00).

Prof. Dr. A. Kubanek:

The Guidelines for Foreign Language Teaching from the Council of Europe – 4412 476

SE, Di 13:15 – 14:45, BI 80.303/304 (MakerSpace)

In this class we will look at central documents which have been shaping foreign language teaching across Europe. We will look at the changes from the CEFR to the companion volume version 2020, for example the new pages about mediation and the additions in the descriptors for pre A1 and A1. We will try to understand the work behind the new version. We will look at the Autobiographies of Intercultural encounters, the framework of reference for pluralistic approaches to languages and cultures FREPA, eTwinning. In addition we will take into account various background publications from British Council and Goethe Institute. Further, how such expert knowledge is created and disseminated.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

M. Wildhage:

CLIL in der Praxis – 4412 401

SE, Blockseminar vom 27.-31.03.2023, 10:00-14:00 Uhr, 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: Dieses Seminar wird sowohl als B3-Vertiefungsseminar anerkannt als auch gleichzeitig als Einführungsseminar im Rahmen des Zertifizierungsprogramms CLIL TUBS (Content and Language Integrated Learning an der TU Braunschweig). Für nähere Informationen besuchen Sie bitte die Internetseite der Didaktik.

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 14th, 2023 (4p.m./16:00).

PD Dr. C. Meyer:

Teaching Graphic Narratives – 4412 210

SE, Do 16:45 – 18:15, BI 80.1

Comics and other forms of graphic narrative are cultural forms of representation and culture-historic means of visual-verbal communication that produce meaning. This seminar will provide an introduction and overview to the works of the broad category of 'graphic narrative'. The course will situate the respective texts in the historical and cultural contexts, while also surveying the works' artistic devices. It will offer an overview on the beginnings of comics as a mass medium in the US and in Europe, and will provide a toolbox of methods, theories and critical terms for analyzing comics as well as for teaching comics and comics literacy in the EFL classroom.

In this seminar students will

- a) acquire tools, concepts, methods and vocabulary for understanding, analyzing, and critically evaluating comics and other forms of graphic narrative;
- b) develop a comprehension of the artistic devices in comics, and of the different form(at)s and genres of comics;
- c) understand the beginnings and evolution as well as the cultural work (and significance) of the medium of comics;
- d) be introduced to the didactic potential of these texts in the context of an EFL classroom.

Course requirements will be announced in the first session of the semester. A reader will be made available at the beginning of the summer term; handouts and study questions will be uploaded on the e-learning platform. Please check Stud-IP for announcements.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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PD. Dr. C. Meyer:

Teaching English: Culture, Methods, Materials – 4412 212

SE, Fr 15:00 – 16:30, BI 80.1

The basic premise of this course is that teaching a foreign language is teaching culture. Together we will tackle how to teach culture(s) is linked to competing definitions for the concept of culture. This course will provide a survey of methods and approaches as well as media used in second and foreign language teaching, with a special focus on how to read, analyze and teach culture(s) in the EFL classroom. In this seminar we will tackle various angles of how we make meaning of and through culture and how culture informs related fields of inquiry, such as, for example, media studies, sociology, and foreign language pedagogy.

Objectives of this course are to prepare students for the participation in critical debates surrounding the historical contexts and modes of analysis of different cultural products and practices of the US by developing an understanding of the issues and questions dealt with in Cultural Studies, and by applying these skills to selected topic areas and cultural products/ phenomena/ practices in the context of historical developments and current critical debates. Students will become familiar with a variety of meanings, questions, and different conceptions of 'culture', critical schools of thought, and areas of study, and media-specific forms and methods of cultural analysis. Further objectives are to develop a comprehension of the social and cultural constructions of such categories as gender, class, and race. Students will understand how these and other categories and discourses inform media representations (e. g. in

film or television series), and develop the ability to evaluate these representations. All of the topics will be presented with a view to school and adult education.

Course requirements will be announced in the first session of the semester. A reader will be made available at the beginning of the summer term; handouts and study questions will be uploaded on the e-learning platform. Please check Stud-IP for announcements

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Modul M2 “Advanced English Studies” (Gym)

alte und neue PO

Modulinformation

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

Modulaufbau:

Winter	Sommer
Die LV können wahlweise im Winter oder Sommer besucht werden. 1 LV Linguistics (2 SWS) 1 LV Literary Studies (2 SWS)	
Leistung: 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

Hinweis:

Im WS 23/24 wird voraussichtlich kein linguistischer M2 Kurs angeboten.

Bitte berücksichtigen Sie das bei der Stundenplan-Erstellung.

Themenbereich: Advanced English Linguistics

Prof. Dr. Holger Hopp:

Theories of Second Language Acquisition – 4412 028

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 14th, 2023 (4p.m./16:00).

Themenbereich: Advanced Literary and Cultural Studies

Prof. Dr. R. Heinze:

Advanced Analysis – 4412 375

SE, Do 11:30 – 13:00, BI 85.8

In this course, we will first review basic, and then, building on this, move on to more advanced analytical skills for analyzing different literary forms and media, from poetry, drama and narrative fiction to comics, movies and TV series, using up-to-date literary theory and methodology. All texts will be made available in class.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Modul FP “Fachpraktikum Master Gym”

(alte und neue PO)

Modulinformation

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

Modulaufbau:

Winter	Sommer
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) und neue PO (ab WS 2021/22)

Prof. Dr. C. Becker:

Fachpraktikum Gym – 4412 183

SE Di 09:45 – 11:15, 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 **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 14th, 2023 (4p.m./16:00).

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Differenzierungsbereich

Aufbaumodul 1 “Periods and Genres”

(alte und neue PO)

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. E. Voigts:

Survey Course II: Irish Literature – 4412 095

SE, Mo 16:45 – 18:15, BI 85.1

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

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

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

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

Literature:

Please purchase our textbook:

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

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

Suggested secondary literature for orientation in the field:

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

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

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

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Dr. M. Marcsek-Fuchs:

Survey Course II: British Literature – Romanticism to New English Literatures

(Group A) – 4412 092

SE, Do 11:30 – 13:00, BI 97.11

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

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

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

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

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

Primary literature:

Our textbook will be:

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 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze:

Survey Course II: American Literature II – 4412 091

SE, Fr 11:30 – 13:00, BI 97.9

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

Primary Literature:

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

Secondary Literature:

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

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

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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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>Zwei Seminare (2 x 2 SWS) sind zu belegen, die die folgenden Bereiche abdecken (werden im Sommer- und Wintersemester angeboten):</p> <p>Bereich: Systems of Language and Communication (empfohlen im WS) Synchrone Betrachtung des englischen Sprachsystems als System der Kommunikation</p> <p>Bereich: Developmental and Linguistic Variation (empfohlen im SoSe) Sprachvariation aus Sicht der (sprachlichen) Entwicklung eines Menschen (Spracherwerb), einer Sprachgemeinschaft (Sprachgeschichte), sowie Entwicklung sprachlicher Diversität (Sprachkontraste).</p> <p>Leistung: 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. H. Comes-Koch:

Contrastive Grammar – 4412 037

SE, Do 11:30 – 13:00, BI 85.3

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

Literature:

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

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Themenbereich: Developmental and Linguistic Variation

Dr. V. Heyer:

First Language Acquisition – 4412 020

SE, Di 15:00 – 16:30, BI 85.9

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

What do these errors tell us about language and how children acquire it? We will look at lots of data from children to address this and the following questions:

- What is special about language in relation to other cognitive skills?
- How is language represented in the brain, and how does the brain develop in children?
- Is there an innate component to language acquisition?
- What types of input are necessary for children to acquire language?
- How do children learn language sounds, words and sentences?
- Why do children acquire languages much more easily than adults?

Literature:

Becker, M & Ud Deen, K. (2020). *Language acquisition and development*. MIT Press.

Clark, E. V. (2016). *First language acquisition* (3rd ed.). Cambridge University Press.

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

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. H. Comes-Koch:

Second Language Acquisition (Group A) – 4412 023

SE, Do 11:30 – 13:00, BI 85.3

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

- What are the processes underlying language acquisition in general?
- Is there a difference between first and second language acquisition?
- What is the role of the first language?
- Are there individual differences between learners of the same second language?
- How do learners communicate in the second language?
- What is the role of instruction?

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

Literature:

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

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. H. Comes-Koch:

Contrastive Grammar – 4412 037

SE, Do 11:30 – 13:00, BI 85.3

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Aufbaumodul 4 “Intermediate Language Skills: Reading and Writing“

(neue PO)

Modulinformation neue PO

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

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: Grammar II (2 SWS) Writing II (2 SWS) German-English Translation (2 SWS)	
Leistung: 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 (Group A) – 4412 442

UE, Mo 15:00 – 16:30, BI 85.8

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 14th, 2023 (4p.m./16:00).

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Z. Khan-Owald:

German-English Translation (Group B) – 4412 443

UE, Do 11:30 – 13:00, BI 80.2

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

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

- explain the characteristics of the German tradition of translation
- translate German texts into English while taking cultural and historical considerations into account

- improve their translations with techniques involving voice, wordplay, symbolism, and genre

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Dr. K. E. Barnes:

Grammar II (Group A) – 4412 220

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 14th, 2023 (4p.m./16:00).

Y. Li:

Grammar II (Group B) – 4412 221

UE, Fr 11:30 – 13:00, BI 85.2

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 14th, 2023 (4p.m./16:00).

Dr. T. Schrader:

Writing II (Group A) – 4412 545

UE, Di 15:00 – 16:30, 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 discursive sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. T. Schrader:

Writing II (Group B) – 4412 547

UE, Fr 13:15 – 14:45, 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 discursive sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Aufbaumodul 4 “Intermediate Language Skills“

nur alte PO (ab WS 2013/14)

Bitte beachten: Der Kurs “Communication Practice II” wird letztmalig im SoSe 2023 angeboten!

Modulinformation alte PO

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

J. Tavares:

Communication Practice II (1 SWS) – 4412 115

UE, Mi 19:15 – 20:00, BI 80.2

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 14th, 2023 (4p.m./16:00).

Dr. K. E. Barnes:

Grammar Exercises II (Group A) – 4412 041

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 14th, 2023 (4p.m./16:00).

Y. Li:

Grammar Exercises II (Group B) – 4412 042

UE, Fr 11:30 – 13:00, BI 85.2

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 14th, 2023 (4p.m./16:00).

A. Rose:

Vocabulary Expansion II, Group A – 4412 078

UE, Mo 13:15 – 14:45, PK 11.5

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 14th, 2023 (4p.m./16:00).

A. Böker:

Vocabulary Expansion (Group B) – 4412 079

UE, Mo 18:30 – 20:00, BI 85.6

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 14th, 2023 (4p.m./16:00).

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

Modulinformation

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

Modulaufbau

Wintersemester	Sommersemester
<p>Folgende LV sind wahlweise im Winter oder Sommer zu belegen: 2 LV Literary and Cultural Studies (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: Semesterwochenstunde

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

Dr. S. John:

The Victorian Home – 4412 265

SE, Mo 16:45 – 18:15, RR 58.1

What did the Victorians do at home? How do literature and visual art represent interior spaces and the everyday lives of different social classes? Which social, cultural, and historical meanings inform notions of ‘being at home’?

In this course we will discuss a selection of literary texts and other media in order to analyse cultural constructions of the home and its interconnections with ideologies of, for example, gender, class, and work, in the Victorian period. Drawing on critical frameworks from material culture studies, gender studies and spatial theory, we will examine different sets of meanings that were assigned to the domestic sphere throughout the nineteenth century. Whenever appropriate, we will scrutinise the relevance of Victorian ideas of the home to twenty-first-century debates surrounding, for example, interior design and the housing crisis.

Three novels will be at the centre of our course:

Anne Brontë’s *Agnes Grey* (1847), which narrates the career of a governess in mid-Victorian Britain, Margaret Harkness’s *A City Girl* (1887), a late Victorian text set in the working-class neighbourhoods of London’s East End, and Edith Wharton’s *The Age of Innocence*, which, though first published in 1920, looks back at upper-class lifestyles in New York in the 1870s.

Literature:

Please purchase copies of *Agnes Grey* (Oxford World’s Classics, ISBN 978-0199296989) and *The Age of Innocence* (Penguin Classics, ISBN 978-0140189704) in advance to the semester and start reading the novels as soon as possible. Additional material will be made available via Stud.IP.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Prof. Dr. E. Voigts:

Cities – 4412 143

SE, Do 11:30 – 13:00, BI 85.9

The course will sketch the relationship between the city and literature from the perspective of English and American literature. Plenty of cities provide settings for literary works, but in order to qualify for this class the urban environment needs to function as “a presence and not simply a setting” (Burton Pike 8). We will thus read texts that engage with the “citiness” of cities (Ameel 2022).

Inevitably, there will be a clear emphasis on “alpha” cities, such as London and New York, but forays into the literature of other cities, and other types of city (such as the industrial city (Dickens’ *Hard Times*) or the fictional city and the fantastic city, secondary cities and cities on a more global scale will also be discussed. Literary genres will be varied, from poetry such as Blake’s “London”, Wordsworth’s “Composed upon Westminster Bridge, September 3, 1802”, or T.S. Eliot’s *The Waste Land* to novels such as Daniel Defoe’s *A Journal of the Plague Year*, Dickens’ *Oliver Twist*, Stevenson’s *Jekyll and Hyde*, James Joyce’s *Ulysses*, Virginia

Woolf's *Mrs Dalloway*, Zadie Smith's *White Teeth* or Paul Auster's *City of Glass*, or China Miéville's *The City & The City*. We will read from many city texts in extracts, including graphic novels such as Art Spiegelman's *In the Shadow of No Towers* or Bryan Talbot's *Alice in Sunderland* and Peter Ackroyd's *London. A Biography* or Olivia Laing's *The Lonely City*.

Introductory Reading:

Ameel, Lieven. (2022). *Literary Urban Studies: An Introduction*

Secondary literature:

Ackroyd, Peter. *London: The Biography*. Chatto & Windus, 2000.

Ameel, Lieven (ed.). *The Routledge Companion to Literary Urban Studies*. London: Routledge, 2022.

Finch, Jason. *Literary Urban Studies and How to Practice It*. Routledge, 2021.

Gurr, Jens Martin. *Charting Literary Urban Studies: Texts as Models of and for the City*. Routledge, 2021.

McNamara, Kevin R. (ed.) *The Cambridge Companion to the City in Literature*. Cambridge UP, 2014.

Pietrzak-Franger, Monika, Pleßke, Nora & Voigts, Eckart (eds.) 2018: *Transforming Cities. Discourses of Urban Change*. Winter Verlag.

Pleßke, Nora 2014: *The Intelligible Metropolis: Urban Mentality in Contemporary London*. Transcript.

Tambling, Jeremy (ed.). *The Palgrave Handbook of Literature and the City*. Palgrave Macmillan, 2016.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. L. Alexander:

American Women Writers (the '80s) – 4412 393

SE, 15:00 – 18:15, BI 80.301, 28.06.-14.07.2023, jeweils Mittwoch und Freitag

Why the 1980s? The 1970s was an era that seemed to hold much promise for women in the US and Europe. In the US Title IX passed, prohibiting discrimination on the basis of sex in educational programs receiving federal funds and the Equal Rights Amendment (ERA) was passed in Congress. In 1973, *Roe v. Wade* legalized abortion. But the momentum quickly slowed. The ERA required ratification in 38 states within 10 years of passage. It fell 3 states short. Women in the military were still restricted in their service and women in general still earned \$.75 for every \$1 men earned for the same jobs. In 1979 violence against women triggered Reclaim the Night marches in England, which spread to Take Back the Night marches in the US, and the formation of the Southall Black Sisters group. Violence against women, particularly indigenous women, was also an issue in Mexico and led to rallies and the formation of groups such as the Center for Research and Action for Women and the EZLN.

The literature by women written during the 1980s reflects concerns with loss of momentum toward equal rights, concerns about political backlash for gains made during the 1970s, and a concern about violence. We will be reading 5 books reflecting these concerns. They come from a variety of countries and ethnic groups, demonstrating the breadth women's fiction and the ability of fiction to capture the concerns an era.

Literature:

Angela Carter. *Nights at the Circus* (1984) (British)
Louise Erdrich. *Love Medicine* (1984) (Native American)
Margaret Atwood. *The Handmaid's Tale* (1985) (Canadian)
Gloria Naylor. *Mama Day* (1988) (African American)
Laura Esquivel. *Like Water for Chocolate*. (1989) (Mexican)

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze:

Apocalypse Now? The End of the World in Fiction and Film – 4412 074

SE, Fr 09:45 – 11:15, BI 97.9

Literally, "apocalypse" means the disclosure of something hidden or, in a Biblical context, the revelation of the future, often through a vision or dream. More often than not, that future is envisioned as the end of the world as we know it and thus (worldly) humanity, which is one reason why "apocalypse" and (post-)apocalyptic visions/writings have come to be popularly associated with disaster, catastrophe and ultimately the destruction of (almost) all human life.

Such visions have a long tradition in human (cultural) history; the *Gilgamesh* epos already invokes the threat of the dead coming through the gates of hell to eat the living. But apocalyptic visions not only tell us about the actual destruction of the world itself (and at a closer look, few spell out the complete destruction of really everything and everyone): they frequently also depict the world *before* the end of the world and the reasons and causes that lead to its destruction, as well as what happens *after*.

In this course, we will take a closer look at canonical, differing visions (mostly novels and films) of the end of the world as we know it. Participants are expected to have read the Book of Daniel and St. John's Revelation before the beginning of the course. Secondary literature and shorter texts will be distributed in class, and films will be screened (e. g. *Dawn of the Dead* (1978), *The Day After Tomorrow* (2004), *Don't Look Up* (2021), *The Quiet Earth* (1985)), while the works listed below should be purchased.

Primary Literature:

Stewart, G. *Earth Abides*. 1949. Any edition.
Clarke, A.C. *Childhood's End*. 1953. Any edition.
Shute, N. *On the Beach*. 1957. Any edition.
James, P.D. *Children of Men*. 1992. Any edition.
Atwood, M. *Oryx and Crake*. 2003. Any edition.
Rochette, J. & Lob, J. *Snowpiercer Vol. 1: The Escape*. Titan 2020.

Secondary Material will be made available online.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

(Post)-Covid Theatre: Globe and RSC go Viral – 4412 236

SE, Fr 11:30 – 13:00, BI 85.1

In 2020 and during national lockdown, the Globe Theatre and the Royal Shakespeare Company had to close their doors, and thus move much of their creative content as well as their educational activities to the world wide web. This did not only result in free online screenings of performances, but also in both furthering existing digital formats and developing new ones. Two weeks after the closing day, the Globe published several ways “to stay connected and share digital joy and wonder with [the] extended Globe family” (Blog post, 30.3.2020): such as a new series entitled “Love in Isolation”, new free Globe Player releases, new educational resources, and a special season of their podcast “Such Stuff”; all formats thematising the communal lockdown experience and allowing for innovative ways of online participation. Furthermore, many of the formats addressed and stressed topical issues, such as race, gender, mental health, and isolation during lockdown. Like for many other cultural institutions, this time inspired new theatrical forms and formats for both the Globe Theatre and the Royal Shakespeare Company, that continue to change their theatre productions even after returning to in-person performances.

This class will study the many ways in which both the Globe Theatre in London and the Royal Shakespeare Company in Stratford-upon-Avon used social media, YouTube and other digital platforms as their ‘stages’ during the lockdown. We shall also investigate how these digital formats were expanded and altered since the re-opening of the theatres. By studying both the creative and educational online material, students can start and continue their journey through the ‘Shakespeare universe’, since we will investigate Shakespeare’s life, times, works as well as the Bard’s reception in popular culture through the lens of online material.

Please read up on Shakespeare’s life and times before the first session. While the plays will be selected by the class during the first sessions, it will be helpful to revise or read at least one of following works beforehand: *Romeo and Juliet*, *Macbeth*, *A Midsummer Night’s Dream*, *Hamlet* or *The Tempest*.

Literature:

Primary Sources:

Shakespeare, William. *A Midsummer Night’s Dream, Hamlet, Macbeth, Much Ado about Nothing, Romeo and Juliet, The Tempest* (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 14th, 2023 (4p.m./16:00).

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Erweiterungsmodul 5 “Advanced English Linguistics: Contexts and Variation”

(alte und neue PO)

Modulinformation

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

Modulaufbau

Wintersemester	Sommersemester
<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

Dr. R. Carroll:

Challenges in Language Development – 4412 275

SE, Mo 09:45 – 11:15, BI 85.6

Language development begins at birth but does not end in adulthood. Rather, language knowledge and language use continue to develop and change throughout the lifespan. This class starts with a revision of monolingual and multilingual first and second language acquisition and language processing in typically developing populations. But what happens if things are not ideal? The second part of this class then focuses on non-typical populations and the various challenges they face in language acquisition and language processing. We will consider various types of challenges ranging from genetic disorders (e. g. developmental language disorder), via sensory impairments (e.g., deafness), to acquired cognitive (e. g. dementia) and language disorders (e.g., aphasia). We will identify differences from the typical population and discuss their implications in real-world communication situations (including school settings).

By the end of this class, students will have a broad understanding of select challenges and be sensitized to how these challenges language development and processing. This class offers many hands-on activities and provides insight into applications of the newly acquired knowledge. Familiarity with fundamental concepts of FLA, SLA, and/or psycholinguistics is beneficial.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Prof Dr. H. Hopp:

Varieties of English – 4412 027

SE, Do 11:30 – 13:00, BI 85.7

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

Literature:

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

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Erweiterungsmodul 6 “Advanced Language Skills: Reading and Writing”

(neue PO)

Modulinformation neue PO

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Y. Li:

Grammar III (Group A) – 4412 447

UE, Di 11:30 – 13:00, BI 80.2

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. K. E. Barnes:

Grammar III (Group B) – 4412 448

UE, Fr 11:30 – 13:00, BI 80.2

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Rose:

Reading (Group A) – 4412 444

UE, Mo 13:15 – 14:45, PK 11.5

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 14th, 2023 (4p.m./16:00).

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A. Böker:

Reading (Group B) – 4412 445

UE, Mo 18:30 – 20:00, BI 80.2

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analyzing word parts, semantic mapping, and creating word consciousness. Students 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 14th, 2023 (4p.m./16:00).

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Dr. K. E. Barnes:

Regional Studies II (Group A): African Americans: Race and Sports – 4412 450

UE, Do 18:30 – 20:00, BI 80.1

Sport continues to carry a significant relationship with African-Americans. The structure and grandeur of sports in the U.S. systemically impacts the construction of African-Americans identity. For many African Americans, sports are a way of life, a spaceship out of the pitfalls of poverty, a platform for cultural heroes, and/or a display of African aesthetics. For others, it is a neo-colonial institution that perpetuates self-destruction. In this course, we will examine the direct relationship between sports and African-American life and culture. Additionally, we look to better understand the racial experiences of African-Americans by using the context of sports to explore many salient issues in American society such as racism, blind patriotism, capitalism, sexism, violence, oppression, etc. This will allow students to see both the cultural agency of African Americans and the pervasiveness of racial oppression that exist in and out of sports. Lastly, we use an intersectional approach to address additional topics around ethnicity, gender, sexuality, age, disability and class.

In this course, students will analyze the experience of race in U.S. sports (that is the lived experience of race) in relationship to its historical, cultural, social, economic, and political dynamics. They will also identify, analyze, discuss and critique theories regarding race and ethnic relations in U.S. sports. Students will develop critical thinking and analytical skill.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Y. Li:

Regional Studies II (Group B): Asian Americans in Contemporary America – 4412 451
UE, Fr 15:00 – 16:30, BI 85.1

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 14th, 2023 (4p.m./16:00).

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Erweiterungsmodul 6 “Advanced Language Skills” (alte PO)

Modulinformation alte PO

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

Modulaufbau

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

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Y. Li:

Advanced Language Practice (Group A) – 4412 350

UE, Di 11:30 – 13:00, BI 80.2

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Dr. K. E. Barnes:

Advanced Language Practice (Group B) – 4412 351

UE, Fr 11:30 – 13:00, BI 80.2

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Z. Khan-Owald:

German-English Translation – 4412 175

UE, Do 16:45 – 18:15, 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 14th, 2023 (4p.m./16:00).

Dr. K. E. Barnes:

Landeskunde II (Group A): African Americans: Race and Sports – 4412 128

UE, Do 18:30 – 20:00, BI 80.1

Sport continues to carry a significant relationship with African-Americans. The structure and grandeur of sports in the U.S. systemically impacts the construction of African-Americans identity. For many African Americans, sports are a way of life, a spaceship out of the pitfalls of poverty, a platform for cultural heroes, and/or a display of African aesthetics. For others, it is a neo-colonial institution that perpetuates self-destruction. In this course, we will examine the direct relationship between sports and African-American life and culture. Additionally, we look to better understand the racial experiences of African-Americans by using the context of sports to explore many salient issues in American society such as racism, blind patriotism, capitalism, sexism, violence, oppression, etc. This will allow students to see both the cultural agency of African Americans and the pervasiveness of racial oppression that exist in and out of sports. Lastly, we use an intersectional approach to address additional topics around ethnicity, gender, sexuality, age, disability and class.

In this course, students will analyze the experience of race in U.S. sports (that is the lived experience of race) in relationship to its historical, cultural, social, economic, and political dynamics. They will also identify, analyze, discuss and critique theories regarding race and ethnic relations in U.S. sports. Students will develop critical thinking and analytical skill.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Y. Li:

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

UE, Fr 15:00 – 16:30, BI 85.1

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 14th, 2023 (4p.m./16:00).

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Kurse für den Studiengang Master G und HR

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.)	Jährlich im Wintersemester: Dauer: 3 Semester Für das Modul Praxisphase sind insgesamt 6 Lehrveranstaltungen zu besuchen, 3 in jedem Fach: a) 2 SWS Vorbereitung (1. Sem.) b) 1 SWS Begleitung (2. Sem.) c) 1 SWS Nachbereitung (Ende 2. oder 3. Sem.)	

Modulinformation Praxisblock

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

Modul M1 "Teaching English" (G)

alte und neue PO

Modulinformation

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

Modulaufbau:

Winter	Sommer
Verteilt auf zwei Semester 3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
Leistung: 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:

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 14th, 2023 (4p.m./16:00).

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Prof. Dr. A. Kubanek:

The Guidelines for Foreign Language Teaching from the Council of Europe – 4412 476

SE, Di 13:15 – 14:45, BI 80.303/304 (MakerSpace)

In this class we will look at central documents which have been shaping foreign language teaching across Europe. We will look at the changes from the CEFR to the companion volume version 2020, for example the new pages about mediation and the additions in the descriptors for pre A1 and A1. We will try to understand the work behind the new version. We will look at the Autobiographies of Intercultural encounters, the framework of reference for pluralistic approaches to languages and cultures FREPA, eTwinning. In addition we will take into account various background publications from British Council and Goethe Institute. Further, how such expert knowledge is created and disseminated.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Smith:

Storytelling in the EFL Classroom – 4412 288

SE, Blockseminar, 01.-03.06.2023, Do-Sa 09:00 – 17:00, BI 80.303/304 (MakerSpace)

The course provides information about the theories behind storytelling and how it can be applied in the primary school classroom. Practical examples will be used, and we will look at how to plan and conduct storytelling lessons.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Modul „Praxisphase“ G

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

Modulinformation

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

Begleitung Praxisphase

K. Taeger / S. Horn:

Begleitung Praxisphase G Englisch – 4412 214

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

02.03.2023, 09.03.2023, 23.03.2023, 13.04.2023, 27.04.2023, 11.05.2023, 08.06.2023

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: 02.03.2023

09.03.2023

23.03.2023

13.04.2023

27.04.2023

11.05.2023

08.06.2023

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

- - -

Betreuung der Praxisphase

K. Taeger / S. Horn:

Betreuung Praxisphase G Englisch – 4412 216

Termin nach Absprache

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Nachbereitung der Praxisphase

K. Taeger / S. Horn:

Nachbereitung Praxisphase G Englisch – 4412 285

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

Termin: 29.06.2023

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Modul "Projektband" G

alte und neue PO

Modulinformation

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

Prof. Dr. A. Kubanek:

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 14th, 2023 (4p.m./16:00).

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Modul M1 “Teaching English” HR

alte PO und neue PO (ab WS 21/22)

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:

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 14th, 2023 (4p.m./16:00).

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Prof Dr. A. Kubanek:

The Guidelines for Foreign Language Teaching from the Council of Europe – 4412 476

SE, Di 13:15 – 14:45, BI 80.303/304 (MakerSpace)

In this class we will look at central documents which have been shaping foreign language teaching across Europe. We will look at the changes from the CEFR to the companion volume version 2020, for example the new pages about mediation and the additions in the descriptors for pre A1 and A1. We will try to understand the work behind the new version. We will look at the Autobiographies of Intercultural encounters, the framework of reference for pluralistic approaches to languages and cultures FREPA, eTwinning. In addition we will take into account various background publications from British Council and Goethe Institute. Further, how such expert knowledge is created and disseminated.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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A. Smith:

Storytelling in the EFL Classroom – 4412 288

SE, Blockseminar, 01.-03.06.2023, Do-Sa 09:00 – 17:00, BI 80.303/304 (MakerSpace)

The course provides information about the theories behind storytelling and how it can be applied in the primary school classroom. Practical examples will be used, and we will look at how to plan and conduct storytelling lessons.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Modul „Praxisphase“ HR

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

Modulinformation

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

Modul “Praxisphase” HR

alte PO und neue PO (ab WS 21/22)

Begleitung der Praxisphase

A. Smith / A. Winter:

Begleitung Praxisphase HR Englisch – 4412 427

SE, Mo 16:45 – 19:15, BI 80.303/304 (MakerSpace)

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

Literature: t. b. a.

Termine: 27.02.2023 / 06.03.2023 / 15.05.2023 / 22.05.2023

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Betreuung der Praxisphase

A. Smith / A. Winter:

Betreuung Praxisphase HR Englisch – 4412 224

Termin nach Absprache

Betreuung der Studierenden in den Schulen im Tandem mit Lehrbeauftragten.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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 14th, 2023 (4p.m./16:00).

Modul "Projektband" HR

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

Modulinformation

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

Prof. Dr. A. Kubanek:

Projektdurchführung Projektband Pro 2 HR Englisch – 4412 428

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 14th, 2023 (4p.m./16:00).

Differenzierungsbereich Master G und HR

Modul A5 “Advanced English Studies

alte und neue PO

Modulinformation

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

Modulaufbau

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

Survey Course II: Irish Literature – 4412 095

SE, Mo 16:45 – 18:15, BI 85.1

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

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

The syllabus will be available on Stud.IP in advance of the semester.
Caveat: the course has a heavy reading load, so start reading early.

Literature:

Please purchase our textbook:

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

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

Suggested secondary literature for orientation in the field:

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

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

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

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Dr. M. Marcsek-Fuchs:

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

SE, Do 11:30 – 13:00, BI 97.11

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

This course is designed as a rough overview of British literary and cultural history from the late 18th century to the present day. We shall discuss the impact of the French Revolution on the writers of the early 19th century, compare the first and second generations of Ro-

romantic poets, and witness different stages of development in gothic fiction. Furthermore, we will analyse literary debates on crucial issues of the Victorian era, discuss textual reactions to both World Wars, and witness the change of discourses from Modernism to Post-modernism. Authors will range from William Blake to Lord Byron, from Matthew Arnold to Dante Gabriel Rossetti, from Oscar Wilde to Tom Stoppard, and from Virginia Woolf to Salman Rushdie. Such concepts as metafictionality and postcolonialism(s) will close our outlook into present day fiction. By reading and analysing a wide selection of works, students will also deepen their analytical skills of both literary and cultural texts. With a wide notion of 'text' in mind, we shall compare literary works to filmic adaptations as well as intermedial encounters between texts and visual arts, like in the works of the Pre-Raphaelites.

The syllabus will be available on Stud.IP in advance of the semester.
Caveat: the course has a heavy reading load, so start reading early.

Primary literature:

Our textbook will be:

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 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze:

Survey Course II: American Literature II – 4412 091

SE, Fr 11:30 – 13:00, BI 97.9

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

Primary Literature:

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

Secondary Literature:

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

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

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. M. Marcsek-Fuchs:

Survey Course II: British Literature – Romanticism to New English Literatures (Group B) – 4412 094

SE, Fr 13:15 – 14:45, BI 85.1

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

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

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

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

Primary literature:

Our textbook will be:

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 14th, 2023 (4p.m./16:00).

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Themenbereich: English Linguistics - Systems of Language and Communication

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 037

SE, Do 11:30 – 13:00, BI 85.3

The purpose of this course is to give an insight into language comparison with a clear focus

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

Literature:

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

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Themenbereich: English Linguistics - Developmental and Linguistic Variation

Dr. V. Heyer:

First Language Acquisition – 4412 020

SE, Di 15:00 – 16:30, BI 85.9

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

What do these errors tell us about language and how children acquire it? We will look at lots of data from children to address this and the following questions:

- What is special about language in relation to other cognitive skills?
- How is language represented in the brain, and how does the brain develop in children?
- Is there an innate component to language acquisition?
- What types of input are necessary for children to acquire language?
- How do children learn language sounds, words and sentences?
- Why do children acquire languages much more easily than adults?

Literature:

Becker, M & Ud Deen, K. (2020). *Language acquisition and development*. MIT Press.

Clark, E. V. (2016). *First language acquisition* (3rd ed.). Cambridge University Press.

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

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

Dr. H. Comes-Koch:

Second Language Acquisition (Group A) – 4412 023

SE, Do 11:30 – 13:00, BI 85.3

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

- What are the processes underlying language acquisition in general?
- Is there a difference between first and second language acquisition?
- What is the role of the first language?
- Are there individual differences between learners of the same second language?
- How do learners communicate in the second language?
- What is the role of instruction?

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

Literature:

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

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Dr. H. Comes-Koch:

Contrastive Grammar – 4412 037

SE, Do 11:30 – 13:00, BI 85.3

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

Literature:

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

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Kolloquien

alte und neue PO

Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 003

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

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

To enrol, please sign up in Stud.IP. Registration opens March 14th, 2023 (4p.m./16:00).

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Prof. Dr. C. Becker:

Kolloquium für Masterstudierende – 4412 001

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 14th, 2023 (4p.m./16:00).

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Prof. Dr. A. Kubanek:

Kolloquium für Masterstudierende (M.Ed.) – 4412 006

KOL, Di 16:45 – 17:15, 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 14th, 2023 (4p.m./16:00).

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Prof. Dr. R. Heinze:

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

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

Blockseminar ab Mai 2023

Erste Sitzung: t. b. a.

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

The colloquium will take place in as a "Blockseminar" beginning in May 2023: 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 14th, 2023 (4p.m./16:00).

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Abt. Englische Sprachwissenschaft

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

Lehrbeauftragte

A. Böker	nach Vereinbarung: anne-katrin.boeker@tu-bs.de
D. Cattell	nach Vereinbarung: dean.cattell@tu-bs.de
S. Kingsbury	nach Vereinbarung: s.kingsbury@tu-bs.de
S. Z. Khan-Owald	nach Vereinbarung: s.khan-owald@tu-bs.de
A. Rose	nach Vereinbarung: andrew-john.rose@tu-bs.de
J. Tavares	nach Vereinbarung: j.tavares@tu-braunschweig.de
M. Wildhage	nach Vereinbarung: m.wildhage@tu-bs.de
A. Winter	nach Vereinbarung: a.winter@tu-bs.de

Emeriti / im Ruhestand

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

Sprechstunden in der Vorlesungszeit (SoSe 2023)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes	Donnerstag,	10:00 – 12:00 Uhr
Prof. Dr. R. Heinze	Mittwoch,	10:00 – 11:00 Uhr

Dr. S. John	Dienstag,	11:00 – 12:30 Uhr
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr
S. Schuray, M. A.	Dienstag,	10:00 – 12:00 Uhr
Prof. Dr. E. Voigts	Dienstag,	11:30 – 13:30 Uhr

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker	nach Vereinbarung:	c.becker@tu-bs.de
Prof. Dr. A. Kubanek	nach Vereinbarung:	a.kubanek@tu-bs.de
Y. Li	Donnerstag,	10:00 – 12:00 Uhr
PD Dr. S. Meyer	nach Vereinbarung:	c.meyer2@tu-bs.de
A. Smith, M.A.	nach Vereinbarung:	a.smith@tu-bs.de
K. Taeger	nach Vereinbarung:	k.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

Dr. R. Carroll	siehe Ankündigung in Stud.IP
Dr. H. Comes-Koch	siehe Ankündigung in Stud.IP
Dr. V. Heyer	siehe Ankündigung in Stud.IP
Prof. Dr. H. Hopp	Dienstag, 15:00 – 16:30 Uhr
D. Öwerdieck	siehe Ankündigung in Stud.IP
K. von Holzen	siehe Ankündigung in Stud.IP

Lehrbeauftragte

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J. Tavares	nach Vereinbarung:	j.tavares@tu-braunschweig.de
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A. Winter	nach Vereinbarung:	a.winter@tu-bs.de

Emeriti

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