



INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK

Technische Universität Braunschweig
Geschäftsführung: Prof. Dr. Holger Hopp

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

**D-38106 Braunschweig
Bienroder Weg 80
(Gebäude links vom Eingang)**

Telefon 05 31/3 91-87 12
Telefon 05 31/3 91-87 01
Telefon 05 31/3 91-87 12

Stand 28.03.2025

Änderungen jederzeit möglich

Lehrveranstaltungen Sommersemester 2025

Studiengang MA English Studies

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

Beginn der Lehrveranstaltungen:	Montag,	07.04.25
Exkursionswoche:	Sonntag,	08.06.25 bis Sonntag, 15.06.25
Ende der Lehrveranstaltungen:	Samstag,	19.07.25
Feiertage in Niedersachsen:	Montag,	20.04.25 (Ostermontag)
	Donnerstag,	01.05.25 (Tag der Arbeit)
	Donnerstag,	29.05.25 (Christi Himmelfahrt)
	Montag,	09.06.25 (Pfingstmontag)

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 2025!

INHALTSVERZEICHNIS

FAKULTATIVES LEHRANGEBOT FÜR ALLE PROFILE	7
TUBS-Players: English Theatre Group – 4412 111.....	7
London Exkursion – 4412 420	8
KURSE FÜR DEN STUDIENGANG „MASTER OF EDUCATION LEHRAMT FÜR GYMNASIUM“	9
MODUL M1 “TEACHING ENGLISH” (GYM)	9
Modulinformation.....	9
Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658	8
Teaching Literature – 4412 612	8
Teaching Climate Change Literature and Media – 4412 537	9
Picturing the Unimaginable – Empowering critical thinking through visual Holocaust children’s literature to inspire unity, resilience and hope – 4412 687	9
Gender and Sexual Diversity in English Language Education – 4412 631	10
CLIL in der Praxis – 4412 402.....	11
Scaffolding Language Teaching – 4412 628.....	12
MODUL M2 “ADVANCED ENGLISH STUDIES” (GYM)	13
Modulinformation.....	13
<i>Themenbereich: Advanced English Linguistics</i>	13
Theories of Second Language Acquisition – 4412 025	13
<i>Themenbereich: Advanced Literary and Cultural Studies</i>	13
Short Stories – 4412 170	13
MODUL FP “FACHPRAKTIKUM MASTER GYM”	15
Modulinformation.....	15
Fachpraktikum Gym – 4412 800	18
DIFFERENZIERUNGSBEREICH	19
AUFBAUMODUL 1 “PERIODS AND GENRES”	19
Modulinformation.....	19
Survey Course II: Irish Literature – 4412 095.....	20
Survey Course II: American Literature II – 4412 091	20
Survey Course II: British Literature – Romanticism to New English Literatures (Group A) – 4412 092	21
Survey Course II: British Literature – Romanticism to New English Literatures (Group B) – 4412 093	21
AUFBAUMODUL 2 “ANALYZING ENGLISH: SYSTEM AND DEVELOPMENT/ VARIATION”	23
Modulinformation	23
<i>Themenbereich: Systems of Language and Communication</i>	24

Contrastive Grammar – 4412 037	24
<i>Themenbereich: Developmental and Linguistic Variation</i>	24
Second Language Acquisition – 4412 023	24
First Language Acquisition – 4412 020	25
Contrastive Grammar – 4412 037	24
AUFBAUMODUL 4 “INTERMEDIATE LANGUAGE SKILLS: READING AND WRITING“	26
Modulinformation.....	26
German-English Translation (Group A) – 4412 442	32
German-English Translation (Group B) – 4412 443	32
Grammar II (Group A) – 4412 166	33
Grammar II (Group B) – 4412 167	33
Writing II – 4412 495	33
ERWEITERUNGSMODUL 3 “ADVANCED LITERARY AND CULTURAL STUDIES”	35
Modulinformation.....	35
Monstrosities? Stories of Monstrous Humans and Humane Monsters – 4412 078	36
Trees, Plants and Literature – 4412 543	36
King Arthur – 4412 122	37
Petromasculinity: Eco-critique meets Gender Studies – 4412 467	37
ERWEITERUNGSMODUL 5 “ADVANCED ENGLISH LINGUISTICS: CONTEXTS AND VARIATION”	39
Modulinformation.....	39
Heritage Language Acquisition – 4412 306	39
Varieties of English – 4412 027	39
The Mental Lexicon – 4412 047	39
ERWEITERUNGSMODUL 6 “ADVANCED LANGUAGE SKILLS: READING AND WRITING”	41
Modulinformation.....	41
Grammar III – 4412 168	43
Grammar III – 4412 169	43
Reading – 4412 445	43
Regional Studies II (Group A): African American Cinema – 4412 453	44
Regional Studies II (Group B): Great Britain: Britain’s Place in Europe – 4412 457 ...	44
KURSE FÜR DEN STUDIENGANG MASTER G UND HR	47
MODUL M1 “TEACHING ENGLISH” (G)	47
Modulinformation.....	47
Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658	52
Teaching Literature – 4412 612	52
Teaching Climate Change Literature and Media – 4412 537	53
Picturing the Unimaginable – Empowering critical thinking through visual Holocaust children’s literature to inspire unity, resilience and hope – 4412 687	53
Gender and Sexual Diversity in English Language Education – 4412 631	54
CLIL in der Praxis – 4412 402.....	55
Teaching English: Methods and Materials – 4412 617.....	56

Scaffolding Language Teaching – 4412 628	56
MODUL „PRAXISPHASE“ G	57
Modulinformation Praxisphase	57
Modulinformation Praxisblock	57
<i>Begleitung Praxisphase</i>	58
Begleitung Praxisphase G Englisch – 4412 807	58
<i>Betreuung der Praxisphase</i>	58
Betreuung Praxisphase G Englisch – 4412 808	58
<i>Nachbereitung der Praxisphase</i>	58
Nachbereitung Praxisphase G Englisch – 4412 812	58
MODUL “PROJEKT BAND” G	59
Modulinformation	59
Projektdurchführung Projektband Pro 2 G Englisch – 4412 813	60
MODUL M1 “TEACHING ENGLISH” HR	61
Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658	61
Teaching Literature – 4412 612	61
Teaching Climate Change Literature and Media – 4412 537	62
Picturing the Unimaginable – Empowering critical thinking through visual Holocaust children’s literature to inspire unity, resilience and hope – 4412 687	63
Gender and Sexual Diversity in English Language Education – 4412 631	63
CLIL in der Praxis – 4412 402	64
Teaching English: Methods and Materials – 4412 617	65
MODUL „PRAXISPHASE“ HR	66
Modulinformation	66
Modulinformation Praxisblock	66
<i>Begleitung der Praxisphase</i>	67
Begleitung Praxisphase HR Englisch – 4412 809	67
<i>Betreuung der Praxisphase</i>	67
Betreuung Praxisphase HR Englisch – 4412 810	67
<i>Nachbereitung der Praxisphase</i>	67
Nachbereitung Praxisphase HR Englisch – 4412 811	67
MODUL “PROJEKT BAND” HR	70
Modulinformation	70
Projektdurchführung Projektband Pro 2 HR Englisch – 4412 815	71
DIFFERENZIERUNGSBEREICH MASTER G UND HR	72
MODUL A5 “ADVANCED ENGLISH STUDIES	72

Modulinformation.....	72
<i>Themenbereich: Literary and Cultural Studies</i>	73
Survey Course II: Irish Literature – 4412 095.....	73
Survey Course II: American Literature II – 4412 091	73
Survey Course II: British Literature – Romanticism to New English Literatures (Group A) – 4412 092	74
Survey Course II: British Literature – Romanticism to New English Literatures (Group B) – 4412 093	75
<i>Themenbereich: English Linguistics - Systems of Language and Communication</i>	75
Contrastive Grammar – 4412 037	76
<i>Themenbereich: English Linguistics - Developmental and Linguistic Variation</i>	76
Second Language Acquisition – 4412 023.....	77
Contrastive Grammar – 4412 037	77
First Language Acquisition – 4412 020	78
KOLLOQUIEN	79
Research Colloquium in Linguistics – 4412 003	79
Prof. Dr. C. Becker:	79
Kolloquium für Masterstudierende – 4412 001.....	80
Colloquium for B.A., M.A. and Ph.D-Theses in Literary and Cultural Studies – 4412 002	80
ÖFFNUNGSZEITEN UND SPRECHSTUNDEN	81
ÖFFNUNGSZEITEN DER ABTEILUNGSGESCHÄFTSZIMMER	81
SPRECHSTUNDEN IN DER VORLESUNGSFREIEN ZEIT (WiSe 2024/25)	81
SPRECHSTUNDEN IN DER VORLESUNGSZEIT (SoSe 2025)	82

Fakultatives Lehrangebot für alle Profile

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 111

Mi 19:15 – 22:00, BI 80.303/304 (MakerSpace) & Big Blue Button

Fr 16:45 – 18:15, BI 80.303/304 (MakerSpace) oder BBB (Online)

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

**First Meetings: Wednesday, 09.04.2025 (via Big Blue Button)
Friday, 11.04.2025 (MakerSpace / BI 80.303/304)**

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

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

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

Our projects of the upcoming terms include:

- 1) **NEW PROJECT: A *Midsummer Night's Online Stream* - Continued:**
Shakespeare's classic performed as a mix between digital, hybrid, participatory, and immersive theatre. Video conference meets green screen, and participatory theatre meets immersive performance...All this will enrich our live theatre version of Shakespeare's comedy...Come and help us bring this magical play to life on the screen and on campus. Furthermore, enjoy creating online games and other learning formats for our *MND(O)S*...
- 2) **“Shakespeare@School”**
As part our project *A Midsummer Night's (Online) Stream* we will create material specifically for classroom engagement and uni classes. Another highlight of the year is our school visit, where we help create a theatre centred project week for the EFL classroom. Both projects are a great and creative way of getting practical experience and enhancing your teaching skills in addition to your internships.

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 11th, 2025 (4p.m./16:00 Uhr).

Dr. M. Marcsek-Fuchs:

London Exkursion – 4412 420

EX, Fr 15:00 – 16:30 (1x monatlich), BI 85.8 oder online (Big Blue Button)

First Meeting, only for the already enrolled group of the past winter term: 18.04.2025

The excursion “Literary London” is on its way. From 08.06.-13.06.2025 a group of 21 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 2025. If you wish to join the next London excursion, please enrol in the winter term 2025/26.

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.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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

Modul M1 “Teaching English” (Gym)

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: 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	

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658

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

Intercultural citizenship education integrates two critical components: foreign-language education, which broadens perspectives beyond the classroom, and citizenship education, which typically focuses on local or national contexts within school communities. This approach emphasizes the development of intercultural communicative competence within foreign language education and encourages civic engagement within local communities or on a national level (Byram, Golubeva, Hui & Wagner, 2016; Porto, 2016). By fostering connections with a broader, more globalized world, such as on a European scale, this educational framework aims to bridge local and global perspectives.

Within this seminar, participants will explore the theoretical foundations of Intercultural Citizenship Education, with a specific focus on using picturebooks as a vehicle for promoting intercultural citizenship. The seminar will delve into the significance of picturebooks as aesthetic objects, discussing techniques such as read-alouds and mediation to enhance learning experiences. Through interactive sessions, participants will engage in hands-on activities centered around picturebooks that address intercultural and citizenship themes.

The seminar aims to deepen participants' understanding of intercultural citizenship education and to explore innovative strategies for promoting intercultural competence and active citizenship within educational contexts. Towards the end of the term, participants will collaborate to create a set of teacher resources centered around a selected picturebook, thereby integrating theoretical knowledge with practical application.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Dr. S. John:

Teaching Literature – 4412 612

SE, Mo 13:15 – 14:45, BI 85.2

This course will introduce students to critical terms for the study and analysis of different forms and contexts of literary texts and acquaint them with the didactic potential of literature in the context of an EFL classroom. During the course of the semester we will discuss various literary genres (e.g. short story, novel, poetry, play) from different contexts and periods of Anglophone literature. One focus will be on popular children's literature and contemporary Young Adult Fiction, and the question of how these texts can support language learning, the development of vocabulary, intercultural competence, critical literacy, and media literacy. We will consider literary texts in their respective cultural and historical contexts, develop tasks, discuss the role of the canon, and explore strategies for decolonising the curriculum in order to maintain the relevance of literature in the twenty-first-century classroom.

Course requirements will be announced in the first session of the semester. Reading materials will be made available in StudIP. Please check StudIP for updates.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. S. John:

Teaching Climate Change Literature and Media – 4412 537

SE, Di 16:45 – 18:15, BI 85.7

“Clearly, reading novels won’t save the planet. But facing the environmental crises we currently do, a case can and must be made that stories undoubtedly *do* matter and that literacy – essentially the ability to understand stories and make use of the transformative potential of this ability – matters greatly, too” (Bartosch, Hoydis and Gurr 1).

How can a novel, a poem, or a film help us to come to terms with climate change and environmental destruction? How can literary and audio-visual aesthetics sensitise readers to the needs of non-human habitats and life forms in the age of the Anthropocene? And how can teachers and learners critically and creatively approach these concerns in the EFL classroom? In this course we will tackle these questions by way of selected examples. Drawing on theoretical models from ecocriticism, ecocritical pedagogy, and the environmental humanities, the course will guide students to reflect on and develop concrete ideas of how to implement literary works – for example, “cli-fi” and Young Adult novels – and popular media, such as animated films, in education towards sustainability and climate action.

Course requirements will be announced in the first session of the semester. Reading materials will be made available in StudIP. Please check StudIP for updates.

Literature:

Suggested secondary literature for orientation in the field:

Armstrong, Anne K. *Communicating Climate Change: A Guide for Educators*. Cornell University Press, 2018.

Bartosch, Roman, Julia Hoydis, and Jens Martin Gurr. *Climate Change Literacy*. Cambridge University Press, 2023. Open access: DOI: <https://doi.org/10.1017/9781009342032>

Garrard, Greg, ed. *Teaching Ecocriticism and Green Cultural Studies*. Palgrave Macmillan, 2012.

Goodbody, Axel and Adeline Johns-Putra, eds. *Cli-Fi: a Companion*. Peter Lang, 2019.

Hintz, Carrie. *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. Routledge, 2013.

Johns-Putra, Adeline. *Climate Change and the Contemporary Novel*. Cambridge University Press, 2019.

Mayer, Sylvia, and Graham Wilson, eds. *Ecodidactic Perspectives on English Language, Literatures and Cultures*. WVT, 2006.

Zapf, Hubert, ed. *Handbook of Ecocriticism and Cultural Ecology*. De Gruyter, 2016.

- - -



Dr. T. Gruenbaum:

Picturing the Unimaginable – Empowering critical thinking through visual Holocaust children’s literature to inspire unity, resilience and hope – 4412 687

SE, Di 16:45 – 18:15 vom 14.05. – 27.05.2025, BI 97.1

und als Blockseminar in der Exkursionswoche 10.-11.06.2025

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

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

A. Beck, M. Ed.:

Gender and Sexual Diversity in English Language Education – 4412 631
SE, Fr 09:45 – 11:15, BI 80.303/304 (MakerSpace)



In this seminar, we will discuss how English language education is involved in (re)producing and transforming cis- and heteronormative understandings and meaning-making related to gender and sexual diversity.

After an introduction to key terminology and concepts, we will uncover existing tensions between inclusive and exclusionary practices by focusing on the impact of (missing) representation in EFL teaching materials and by critically reflecting on the intersections of language, literacy, identity and power. In this regard, we will discuss how discourses and representations of gender and sexual diversity remain to be socially challenged and contested, especially in view of current socio-political discourses, and how they are linked to censorship and book banning practices across educational contexts.

Following queer-informed approaches (e.g. Merse, 2017; Paiz, 2019) and critical literacy frameworks in English language education (e.g. Van Sluys et al., 2006), we will examine (de)constructions of gender and sexual diversity and engage with modes of (missing) representation in teaching materials. On this basis, the seminar will support students in developing practice-oriented, pedagogical implications and approaches to address gender and sexual identity-based inequity from an intersectional perspective to promote diversity and social justice in language classrooms (Ortaçtepe Hart, 2023).

Hinweis:

This course is open for the ZiEL-certificate TUBS (Zertifikat Englisch lehren und lernen), *Vertiefungsbereich*.

Literature:

All texts and materials will be provided on Stud.IP.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

M. Wildhage:

CLIL in der Praxis – 4412 402

SE, Blockseminar vom 02.-04.04.2025, 09:00-17:00 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:

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 11th, 2025 (4p.m./16:00 Uhr).

- - -

A. Smith:

Scaffolding Language Teaching – 4412 628

SE, Blockseminar, Do – Sa, 12. – 14.06.2024, 09:00 – 17:00, BI 80.2



The seminar will focus upon scaffolding languages competencies for the EFL classroom. We will look at methods useful for speaking, reading, listening and writing competencies. Furthermore, strategies for teaching grammar and lexis in the EFL will be covered.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Modul M2 “Advanced English Studies” (Gym)

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: PL: veranstaltungsbegleitende englischsprachige Hausarbeit oder Referat*	

* in einem der beiden LV wird die Prüfungsleistung erbracht

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Advanced English Linguistics

Prof. Dr. Holger Hopp:

Theories of Second Language Acquisition – 4412 025

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 11th, 2025 (4p.m./16:00 Uhr).

Themenbereich: Advanced Literary and Cultural Studies

Prof. Dr. E. Voigts:

Short Stories – 4412 170

SE, Do 11:30 – 13:00, BI 80.1

The short story is popular in teaching environments because, well, it is short. This course provides an overview of the English and American short story from its origins in the early 19th century to its current form. We will look at the development of the short story as a prose fiction form, and innovations by significant authors and genres (story of initiation, SF, the Gothic, detective fiction, realism etc.). We will lay a groundwork of skills to assess technique and craft in the short story form, such as plot structure, modes of characterization, and handling of narrative point of view. Discussing them as interventions at various social and cultural moments, we will seek to provide participants with enough reading experience to be able to form their own syllabus of stories. Readings will include key figures in the development of the form, such as (in no particular order) Edgar Allan Poe, Ernest Hemingway, Washington Irving, Nathaniel Hawthorne, Kate Chopin, Alice Walker, Doris Lessing, Ian McEwan, Angela Carter, Raymond Carver, Katherine Mansfield, James Joyce, Virginia Woolf, Joyce Carol Oates, Richard Wright, Herman Melville, Thomas Hardy, Arthur Conan Doyle, Ali Smith, Margaret Atwood or Chimamanda Ngozi Adichie. Please note that we will be discussing a large number of stories so that the stories might be short, but the reading list will be long.

Secondary Literature:

Michael Basseler, Ansgar Nünning (Eds.), *A History of the American Short Story: Genres - Developments - Model Interpretations*. ISBN 978-3-86821-302-7, 444 pp., paperback, € 35,00 (2011).

Emma Liggins, Andrew Maunder, Ruth Robbins, *The British Short Story*. The Red Globe Press, 2010. ISBN-13 : 978-0230551718.

Shaw, Valerie. *The Short Story. A Critical Introduction*. London: Longman, 1983.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Modul FP "Fachpraktikum Master Gym"

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

K. Fricke-Dietrich:

Fachpraktikum Gym – 4412 800

SE Di 18:30 – 20:00, BI 80.303/304 (MakerSpace)

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

1. The internship is done in English (meaning that you will mostly teach English and be accompanied by K. Fricke-Dietrich). 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). All of you will prepare and present English lesson plans (45 or 90 mins) and present it in class (FP2).

You will also prepare and deliver a project to Year 5 students in school on two mornings from approximately 8am - 1pm.

If you would like to do your internship in English, please contact me before the start of term to discuss possible schools.

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Differenzierungsbereich

Aufbaumodul 1 “Periods and Genres”

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: 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, Di 09:45 – 11:15, BI 97.1

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 11th, 2025 (4p.m./16:00 Uhr).

Prof. Dr. R. Heinze:

Survey Course II: American Literature II – 4412 091

SE, Do 15:00 – 16:30, 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 11th, 2025 (4p.m./16:00 Uhr).

- - -

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 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 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:

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

Secondary literature:

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

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. M. Marcsek-Fuchs:

**Survey Course II: British Literature – Romanticism to New English Literatures
(Group B) – 4412 093**

SE, Fr 11:30 – 13:00, 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 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:

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

Secondary literature:

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

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

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

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 2 Analyzing English: System and Variability
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	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: PL: Projekt mit Praxisanteil oder Klausur; SL: Präsentation oder Hausaufgabe</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Systems of Language and Communication

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 037

SE, Do 11:30 – 13:00, BI 85.9

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 11th, 2025 (4p.m./16:00 Uhr).

Themenbereich: Developmental and Linguistic Variation

Dr. H. Comes-Koch:

Second Language Acquisition – 4412 023

SE, Mo 09:45 – 11:15, BI 85.8



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.

Hinweis: Dieses Seminar ist für das CLIL-Zertifikat TUBS (*Content and Language Integrated Learning an der TU Braunschweig*) geöffnet. Für nähere Informationen besuchen Sie bitte die Internetseite der Didaktik.

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 11th, 2025 (4p.m./16:00 Uhr).

Dr. K. Von Holzen:

First Language Acquisition – 4412 020

SE, Do 16:45 – 18:15, BI 85.3

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.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Aufbaumodul 4 “Intermediate Language Skills: Reading and Writing“

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 4: Intermediate Language Skills: Reading and Writing
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	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

A. Rietze:

German-English Translation (Group A) – 4412 442

UE, Mo 18:30 – 20:00, BI 80.1

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 11th, 2025 (4p.m./16:00 Uhr).

- - -

J. Barner:

German-English Translation (Group B) – 4412 443

UE, Mi 15:00 – 16:30, BI 85.6

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 11th, 2025 (4p.m./16:00 Uhr).

H. Elstad:

Grammar II (Group A) – 4412 166

UE, Mo 16:45 – 18:15, BI 85.6

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 11th, 2025 (4p.m./16:00 Uhr).

Dr. K. E. Barnes:

Grammar II (Group B) – 4412 167

UE, Fr 15:00 – 16:30, BI 80.1

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 11th, 2025 (4p.m./16:00 Uhr).

H. Elstad:

Writing II – 4412 495

UE, Di 15:00 – 16:30, BI 80.2

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

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunde

Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”

A. Walder:

Monstrosities? Stories of Monstrous Humans and Humane Monsters – 4412 078

SE, Mo 15:00 – 16:30, BI 85.3

What makes a monster? What stories do monsters have to tell, and what can we learn from them? In this course, we will seek out the monster in its various forms to explore its cultural significance and to gain an understanding of the social anxieties, social critiques and hopes that lurk in its shadows. Students will be introduced to general monster theory, learn about the specific histories of more conventional monsters such as vampires, werewolves and zombies, and be introduced to trauma studies, ecocriticism and queer studies, among others. Departing from the vampire and werewolf, students will then explore the monstrosity of cannibalism and critically engage with forms of monstrous nature. Moving on from humane monsters, we will then look at monstrous humans in both their written and screened form – engaging with trauma theory, African identities and white horror.

The aim of the course is not only to introduce students to the multiple forms of monstrosity, but also to highlight the vast possibilities of engaging with the monster through different theoretical lenses. Including monstrous productions from both the Global North and the Global South, students will learn about the malleability of monstrous imagery in addressing a range of social issues, revealing the monster’s potential to reflect both human conditions and culturally specific fears.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Prof. Dr. E. Voigts:

Trees, Plants and Literature – 4412 543

SE, Mo 18:30 – 20:00, BI 85.1

This course explores the interconnections between plants and humans via representation in literature. It therefore connects to the growing body of texts and subgenres in 'nature writing' about landscapes and the natural world since and before Robert Macfarlane and what has been termed 'critical plant studies'. As a recent publication (Duckworth/Herb 2023) argues: "While plants tend to be backgrounded as sessile, expendable, and of less narrative interest than animals and humans, the field of critical plant studies approaches them as living beings worthy of attention."

A key text in the growing literature of trees is Richard Powers's *The Overstory* (2018), which we will take as one starting point. The course will investigate the ways in which plants, trees and forests have been transformed in human imagination, in mythological and religious systems, from the cedar trees in the Mesopotamian Gilgamesh epos and the Old Testament, the tree of knowledge in the biblical Garden of Eden, the ash tree Yggdrasil in Norse mythology, to more contemporary revisions of arboreal world-building in J.R.R. Tolkien's *The Lord of the Rings*. The course will then juxtapose the long tradition of literary engagements with plants and trees with more recent writing that addresses environmental issues emerging from human influence on the natural world, engaging with the growing number of explorations of

plants in literature and may even touch on "plant horror" (Keetley 2016) and "plant science fiction" (Bishop et al. 2020).

Literature:

Powers, R. (2018). *The Overstory: A Novel*. New York: W.W. Norton & Company.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Prof. Dr. R. Heinze / Prof. Dr. T. Scharff:

King Arthur – 4412 122

SE, Do 11:30 – 13:00, BI 97.9

Kooperationskurs mit dem Institut für Geschichtswissenschaft

King Arthur remains one of the most widely received medieval figures to this day. Our image of Arthur goes back to the 12th century, in which Arthur saw the light of day both as a historical personality and as a literary figure. On the basis of older traditions, he was placed in the "History of the Kings of Britain" in the work of the historian Geoffrey of Monmouth, while the poet Chrétien de Troyes became the founder of the Arthurian novels, in which Arthur became the ideal ruler. Both narrative strands were extremely successful, and the king himself as well as the knights of his round table, the "wizard" Merlin and the "fairy" Morgane became part of cultural knowledge in the Middle Ages, partly as historical characters and partly as fictional characters. With the beginning of the modern era, however, the preoccupation with King Arthur did not end. Rather, it was continually adapted to temporal circumstances and needs, with media change processes playing a major role, from the invention of printing to film to computer games. The seminar is intended to trace the medieval roots of Arthurian stories and receptions through the interaction of medieval history and English philology and to explore the further transmission and changes of Arthurian material up to the present day. The participants can decide in which subject they would like to perform.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

S. U. Kriegel:

Petromasculinity: Eco-critique meets Gender Studies – 4412 467

SE, Blockseminar, Fr 21.03.2025, 16:00 – 19:00, online

Fr 11.04.2025, 16:00 – 19:00, online

Fr 16.05.2025, 10:00 – 18:00, BI 85.9

Sa 17.05.2025, 10:00 – 18:00, BI 85.9

We live in an age of multiple crisis where basic gender equality is as much under threat as the earth's climate. Why not combine different approaches to think through the looming Armageddon in search for alternatives to humanity's demise – or at least a better understanding of it?

The course offers the opportunity to engage with postcolonial African petrofiction from a gender and eco-critical perspective. The genre of petrofiction (Ghosh 1992) has recently gained more attention in the context of literary ecocriticism and the emerging Energy Humanities (Balkan 2021) because petrofiction explores the consequences of humanity's dependency on

oil. Especially in African petrofiction, questions of exploitation are central thus these narratives allow students to analyse how colonialism, environmental exploitation, and gender oppression intersect. Furthermore, African petrofiction offers the opportunity to familiarize students with anglophone literature outside the standard teaching canons of European universities while the genre facilitates discussions around imperialism, culture, and nature uncovering the importance of gender in the perception of these organising concepts.

Literature:

Cara Daggett conceptualisation of Petromasculinity (2018) will serve as a starting point to the course's discussions and will be supplemented by scholarship from the Energy Humanities (Wenzel 2016, Nixon 2011) and Ecofeminism (Turcotte 2011, Wilson 2014) to understand how the extraction of non-renewable energies relates to discourses of the possible End of Man (Joanna Zylińska 2018) and see where that path will lead us. The primary texts for the course will predominantly come from Western African, such as *Oil on Water* (Habila 2011) and *How Beautiful We Were* (Mbe 2021).

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Erweiterungsmodul 5 “Advanced English Linguistics: Contexts and Variation”

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
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: 2 LV Advanced English Linguistics (4 SWS)	
PL Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. Katsika:

Heritage Language Acquisition – 4412 306

SE, Mo 09:45 – 11:15, BI 85.9

This seminar explores heritage language acquisition, focusing on the linguistic, cognitive, and sociocultural factors that shape the development of a heritage speaker's bilingual competence. Heritage speakers are early bilinguals whose first language (L1) is a language that is spoken in their family, which is, however, different from the dominant language of the community. Through the analysis of specific examples of heritage languages around the globe, we will examine key theories of bilingual acquisition, compare heritage language development with second and first language acquisition, and analyze the impact of input, literacy, and societal attitudes on language maintenance in heritage speakers.

Literature:

Montrul, S. (2016). *The acquisition of heritage languages*. Cambridge University Press.

Polinsky, M. (2018). *Heritage languages and their speakers (Vol. 159)*. Cambridge University Press.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

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 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. R. Carroll:

The Mental Lexicon – 4412 047

SE, Fr 11:30 – 13:00, BI 85.3

Linguistic theories typically assume two major components of language: a lexicon that captures information about words, their components, and their meanings, and a grammar providing principles of combining the words into phrases and sentences. But how exactly do we get from a physical speech signal or a concatenation of letters to a proper interpretation of mean-

ing in real life? How are words stored in our mental lexicon? How is language processed if we have to toggle two or more languages? And how do we acquire (a new) language to begin with? This seminar focuses on the mental lexicon, its organization, and how the stored information can be accessed and processed in real time as people try to understand sentences and utterances. Relevant aspects include:

- Theories on the organizational structure of the lexicon
- Aspects of lexical access and models of word recognition
- Mental representations and computational processes in the brain
- Word acquisition
- The multilingual lexicon
- Experimental methods for investigating word processing.

A focus will be on spoken language processing, but comparisons of spoken and written input may be enlightening. Similarly, cross-linguistic comparisons may help to better grasp the important representational and processing aspects during word recognition and integration.

Literature:

Aitchison, J. (2012). *Words in the mind: An introduction to the mental lexicon (4th ed)*.

Oxford: Wiley-Blackwell.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Erweiterungsmodul 6 “Advanced Language Skills: Reading and Writing”

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. E. Barnes:

Grammar III (Group A) – 4412 168

UE, Do 18:30 – 20:00, 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 11th, 2024 (4p.m./16:00 Uhr).

A. Rose:

Grammar III (Group B) – 4412 169

UE, Fr 11:30 – 13:00, BI 97.1

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

A. Rose:

Reading – 4412 445

UE, Mi 13:15 – 14:45, BI 80.1

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. K. E. Barnes:

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

SE, Di 08:00 – 09:30, BI 80.1

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

This class will take you on a journey of African American Cinema beginning with the blatant racism of D.W. Griffith's The Birth of a Nation (1915), a film respected as an epic milestone, but reviled as the blueprint for black film stereotypes that would appear throughout the 20th century. We will also look at the much forgotten African American film industry of the early to mid-20th century before moving to the period of “Blacksploitation” or “Blaxploitation” films of the late 1960s and 70s. We will venture into the “New Black Wave”, beginning in the 1980s (led by directors such as Spike Lee and John Singleton).

We will end with the 21st century when Black actors finally found themselves among the major box office stars of the day, and when actors such as Chadwick Boseman, Viola Davis, Colman Domingo and Quvenzhané Wallis win Oscars for serious, high-profile and varied roles, showing that all aspects of the African American film industry were finally earning the respect that was long overdue.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

A. Rose:

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

SE, Fr 13:15 – 14:45, BI 97.1

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Kurse für den Studiengang Master G und HR

Modul M1 "Teaching English" (G)

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: 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	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658

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

Intercultural citizenship education integrates two critical components: foreign-language education, which broadens perspectives beyond the classroom, and citizenship education, which typically focuses on local or national contexts within school communities. This approach emphasizes the development of intercultural communicative competence within foreign language education and encourages civic engagement within local communities or on a national level (Byram, Golubeva, Hui & Wagner, 2016; Porto, 2016). By fostering connections with a broader, more globalized world, such as on a European scale, this educational framework aims to bridge local and global perspectives.

Within this seminar, participants will explore the theoretical foundations of Intercultural Citizenship Education, with a specific focus on using picturebooks as a vehicle for promoting intercultural citizenship. The seminar will delve into the significance of picturebooks as aesthetic objects, discussing techniques such as read-alouds and mediation to enhance learning experiences. Through interactive sessions, participants will engage in hands-on activities centered around picturebooks that address intercultural and citizenship themes.

The seminar aims to deepen participants' understanding of intercultural citizenship education and to explore innovative strategies for promoting intercultural competence and active citizenship within educational contexts. Towards the end of the term, participants will collaborate to create a set of teacher resources centered around a selected picturebook, thereby integrating theoretical knowledge with practical application.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. S. John:

Teaching Literature – 4412 612

SE, Mo 13:15 – 14:45, BI 85.2

This course will introduce students to critical terms for the study and analysis of different forms and contexts of literary texts and acquaint them with the didactic potential of literature in the context of an EFL classroom. During the course of the semester we will discuss various literary genres (e.g. short story, novel, poetry, play) from different contexts and periods of Anglophone literature. One focus will be on popular children's literature and contemporary Young Adult Fiction, and the question of how these texts can support language learning, the development of vocabulary, intercultural competence, critical literacy, and media literacy. We will consider literary texts in their respective cultural and historical contexts, develop tasks, discuss the role of the canon, and explore strategies for decolonising the curriculum in order to maintain the relevance of literature in the twenty-first-century classroom.

Course requirements will be announced in the first session of the semester. Reading materials will be made available in StudIP. Please check StudIP for updates.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. S. John:

Teaching Climate Change Literature and Media – 4412 537

SE, Di 16:45 – 18:15, BI 85.7

“Clearly, reading novels won’t save the planet. But facing the environmental crises we currently do, a case can and must be made that stories undoubtedly *do* matter and that literacy – essentially the ability to understand stories and make use of the transformative potential of this ability – matters greatly, too” (Bartosch, Hoydis and Gurr 1).

How can a novel, a poem, or a film help us to come to terms with climate change and environmental destruction? How can literary and audio-visual aesthetics sensitise readers to the needs of non-human habitats and life forms in the age of the Anthropocene? And how can teachers and learners critically and creatively approach these concerns in the EFL classroom? In this course we will tackle these questions by way of selected examples. Drawing on theoretical models from ecocriticism, ecocritical pedagogy, and the environmental humanities, the course will guide students to reflect on and develop concrete ideas of how to implement literary works – for example, “cli-fi” and Young Adult novels – and popular media, such as animated films, in education towards sustainability and climate action.

Course requirements will be announced in the first session of the semester. Reading materials will be made available in StudIP. Please check StudIP for updates.

Literature:

Suggested secondary literature for orientation in the field:

Armstrong, Anne K. *Communicating Climate Change: A Guide for Educators*. Cornell University Press, 2018.

Bartosch, Roman, Julia Hoydis, and Jens Martin Gurr. *Climate Change Literacy*. Cambridge University Press, 2023. Open access: DOI: <https://doi.org/10.1017/9781009342032>

Garrard, Greg, ed. *Teaching Ecocriticism and Green Cultural Studies*. Palgrave Macmillan, 2012.

Goodbody, Axel and Adeline Johns-Putra, eds. *Cli-Fi: a Companion*. Peter Lang, 2019.

Hintz, Carrie. *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. Routledge, 2013.

Johns-Putra, Adeline. *Climate Change and the Contemporary Novel*. Cambridge University Press, 2019.

Mayer, Sylvia, and Graham Wilson, eds. *Ecodidactic Perspectives on English Language, Literatures and Cultures*. WVT, 2006.

Zapf, Hubert, ed. *Handbook of Ecocriticism and Cultural Ecology*. De Gruyter, 2016.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. T. Gruenbaum:

Picturing the Unimaginable – Empowering critical thinking through visual Holocaust children’s literature to inspire unity, resilience and hope – 4412 687

SE, Di 16:45 – 18:15 vom 14.05. – 27.05.2025, BI 97.1



und als Blockseminar in der Exkursionswoche 10.-11.06.2025

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

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

A. Beck, M. Ed.:

Gender and Sexual Diversity in English Language Education – 4412 631
SE, Fr 09:45 – 11:15, BI 80.303/304 (MakerSpace)



In this seminar, we will discuss how English language education is involved in (re)producing and transforming cis- and heteronormative understandings and meaning-making related to gender and sexual diversity.

After an introduction to key terminology and concepts, we will uncover existing tensions between inclusive and exclusionary practices by focusing on the impact of (missing) representation in EFL teaching materials and by critically reflecting on the intersections of language, literacy, identity and power. In this regard, we will discuss how discourses and representations of gender and sexual diversity remain to be socially challenged and contested, especially in view of current socio-political discourses, and how they are linked to censorship and book banning practices across educational contexts.

Following queer-informed approaches (e.g. Merse, 2017; Paiz, 2019) and critical literacy frameworks in English language education (e.g. Van Sluys et al., 2006), we will examine (de)constructions of gender and sexual diversity and engage with modes of (missing) representation in teaching materials. On this basis, the seminar will support students in developing practice-oriented, pedagogical implications and approaches to address gender and sexual identity-based inequity from an intersectional perspective to promote diversity and social justice in language classrooms (Ortaçtepe Hart, 2023).

Hinweis:

This course is open for the ZiEL-certificate TUBS (Zertifikat Englisch lehren und lernen), *Vertiefungsbereich*.

Literature:

All texts and materials will be provided on Stud.IP.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -



M. Wildhage:

CLIL in der Praxis – 4412 402

SE, Blockseminar vom 25.-28.03.2024, 09:00-17:00 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 11th, 2025 (4p.m./16:00 Uhr).

- - -

A. Smith:

Teaching English: Methods and Materials – 4412 617

SE, Blockseminar, Do – Sa, 27. – 29.03.2025, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

The course provides information about a variety of methods which can be employed in the EFL classroom. The main focus will be upon speaking and listening competencies and the strategies that can be employed to teach them.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

A. Smith:

Scaffolding Language Teaching – 4412 628

SE, Blockseminar, Do – Sa, 12. – 14.06.2025, 09:00 – 17:00, BI 80.2



The seminar will focus upon scaffolding languages competencies for the EFL classroom. We will look at methods useful for speaking, reading, listening and writing competencies. Furthermore, strategies for teaching grammar and lexis in the EFL will be covered.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Modul „Praxisphase“ G

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 807

SE, Do 16:45 - 20:00, BI 80.303/304 (MakerSpace) bzw. BI 80.301 (Konferenzraum)

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: 06.03.2025

20.03.2025

03.04.2025

24.04.2025

15.05.2025

12.06.2025

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Betreuung der Praxisphase

K. Taeger / S. Horn:

Betreuung Praxisphase G Englisch – 4412 808

Termin nach Absprache

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Nachbereitung der Praxisphase

K. Taeger / S. Horn:

Nachbereitung Praxisphase G Englisch – 4412 812

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

Termin: 26.06.2025

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Modul "Projektband" G

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 813

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 5th, 2024 (4p.m./16:00 Uhr).

- - -

Modul M1 “Teaching English” HR

Prof. Dr. C. Becker:

Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658

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

Intercultural citizenship education integrates two critical components: foreign-language education, which broadens perspectives beyond the classroom, and citizenship education, which typically focuses on local or national contexts within school communities. This approach emphasizes the development of intercultural communicative competence within foreign language education and encourages civic engagement within local communities or on a national level (Byram, Golubeva, Hui & Wagner, 2016; Porto, 2016). By fostering connections with a broader, more globalized world, such as on a European scale, this educational framework aims to bridge local and global perspectives.

Within this seminar, participants will explore the theoretical foundations of Intercultural Citizenship Education, with a specific focus on using picturebooks as a vehicle for promoting intercultural citizenship. The seminar will delve into the significance of picturebooks as aesthetic objects, discussing techniques such as read-alouds and mediation to enhance learning experiences. Through interactive sessions, participants will engage in hands-on activities centered around picturebooks that address intercultural and citizenship themes.

The seminar aims to deepen participants' understanding of intercultural citizenship education and to explore innovative strategies for promoting intercultural competence and active citizenship within educational contexts. Towards the end of the term, participants will collaborate to create a set of teacher resources centered around a selected picturebook, thereby integrating theoretical knowledge with practical application.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. S. John:

Teaching Literature – 4412 612

SE, Mo 13:15 – 14:45, BI 85.2

This course will introduce students to critical terms for the study and analysis of different forms and contexts of literary texts and acquaint them with the didactic potential of literature in the context of an EFL classroom. During the course of the semester we will discuss various literary genres (e.g. short story, novel, poetry, play) from different contexts and periods of Anglophone literature. One focus will be on popular children's literature and contemporary Young Adult Fiction, and the question of how these texts can support language learning, the development of vocabulary, intercultural competence, critical literacy, and media literacy. We will consider literary texts in their respective cultural and historical contexts, develop tasks, discuss the role of the canon, and explore strategies for decolonising the curriculum in order to maintain the relevance of literature in the twenty-first-century classroom.

Course requirements will be announced in the first session of the semester. Reading materials will be made available in StudIP. Please check StudIP for updates.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. S. John:

Teaching Climate Change Literature and Media – 4412 537

SE, Di 16:45 – 18:15, BI 85.7

“Clearly, reading novels won’t save the planet. But facing the environmental crises we currently do, a case can and must be made that stories undoubtedly *do* matter and that literacy – essentially the ability to understand stories and make use of the transformative potential of this ability – matters greatly, too” (Bartosch, Hoydis and Gurr 1).

How can a novel, a poem, or a film help us to come to terms with climate change and environmental destruction? How can literary and audio-visual aesthetics sensitise readers to the needs of non-human habitats and life forms in the age of the Anthropocene? And how can teachers and learners critically and creatively approach these concerns in the EFL classroom? In this course we will tackle these questions by way of selected examples. Drawing on theoretical models from ecocriticism, ecocritical pedagogy, and the environmental humanities, the course will guide students to reflect on and develop concrete ideas of how to implement literary works – for example, “cli-fi” and Young Adult novels – and popular media, such as animated films, in education towards sustainability and climate action.

Course requirements will be announced in the first session of the semester. Reading materials will be made available in StudIP. Please check StudIP for updates.

Literature:

Suggested secondary literature for orientation in the field:

Armstrong, Anne K. *Communicating Climate Change: A Guide for Educators*. Cornell University Press, 2018.

Bartosch, Roman, Julia Hoydis, and Jens Martin Gurr. *Climate Change Literacy*. Cambridge University Press, 2023. Open access: DOI: <https://doi.org/10.1017/9781009342032>

Garrard, Greg, ed. *Teaching Ecocriticism and Green Cultural Studies*. Palgrave Macmillan, 2012.

Goodbody, Axel and Adeline Johns-Putra, eds. *Cli-Fi: a Companion*. Peter Lang, 2019.

Hintz, Carrie. *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. Routledge, 2013.

Johns-Putra, Adeline. *Climate Change and the Contemporary Novel*. Cambridge University Press, 2019.

Mayer, Sylvia, and Graham Wilson, eds. *Ecodidactic Perspectives on English Language, Literatures and Cultures*. WVT, 2006.

Zapf, Hubert, ed. *Handbook of Ecocriticism and Cultural Ecology*. De Gruyter, 2016.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -



Dr. T. Gruenbaum:

Picturing the Unimaginable – Empowering critical thinking through visual Holocaust children’s literature to inspire unity, resilience and hope – 4412 687

SE, Di 16:45 – 18:15 vom 14.05. – 27.05.2025, BI 97.1

und als Blockseminar in der Exkursionswoche 10.-11.06.2025

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

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

A. Beck:

Gender and Sexual Diversity in English Language Education – 4412 631

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



In this seminar, we will discuss how English language education is involved in (re)producing and transforming cis- and heteronormative understandings and meaning-making related to gender and sexual diversity.

After an introduction to key terminology and concepts, we will uncover existing tensions between inclusive and exclusionary practices by focusing on the impact of (missing) representation in EFL teaching materials and by critically reflecting on the intersections of language, literacy, identity and power. In this regard, we will discuss how discourses and representations of gender and sexual diversity remain to be socially challenged and contested, especially in view of current socio-political discourses, and how they are linked to censorship and book banning practices across educational contexts.

Following queer-informed approaches (e.g. Merse, 2017; Paiz, 2019) and critical literacy frameworks in English language education (e.g. Van Sluys et al., 2006), we will examine (de)constructions of gender and sexual diversity and engage with modes of (missing) representation in teaching materials. On this basis, the seminar will support students in developing practice-oriented, pedagogical implications and approaches to address gender and sexual identity-based inequity from an intersectional perspective to promote diversity and social justice in language classrooms (Ortaçtepe Hart, 2023).

Hinweis: This course is open for the ZiEL-certificate TUBS (Zertifikat inklusiv Englisch lehren und lernen) im Vertiefungsbereich.

All texts and materials will be provided in class.

Literature:

- Gerlach, David. *Kritischer Fremdsprachenunterricht: Grundlagen, Ziele, Beispiele*. Narr, 2020.
- Lewison, Mitzi, Van Sluys, Katie, and Amy Seely Flint. "Researching critical literacy: A critical study of analysis of classroom discourse". *Journal of Literacy Research*, 38, 2, 2006, pp. 197-233.
- Nagy, Boldizsár M. *A Fairytale for Everyone*. Harper Collins Publishers, 2022.
- Ortaçtepe Hart, Deniz. *Social Justice and the Language Classroom: Reflection, Action, and Transformation*. Edinburgh University Press, 2023.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

M. Wildhage:

CLIL in der Praxis – 4412 402

SE, Blockseminar vom 02.-04.04.2025, 09:00-17:00 Uhr, BI 80.303/304 (Maker



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 gleichzei-

tig 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 11th, 2025 (4p.m./16:00 Uhr).

- - -

A. Smith:

Teaching English: Methods and Materials – 4412 617

SE, Blockseminar, Do-Sa, 27.-29.03.2025, 09:00-17:00, BI 80.303/304 (MakerSpace)

The course provides information about a variety of methods which can be employed in the EFL classroom. The main focus will be upon speaking and listening competencies and the strategies that can be employed to teach them.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

A. Smith:

Scaffolding Language Teaching – 4412 628

SE, Blockseminar, Do – Sa, 12. – 14.06.2025, 09:00 – 17:00, BI 80.2

The seminar will focus upon scaffolding languages competencies for the EFL classroom. We will look at methods useful for speaking, reading, listening and writing competencies. Furthermore, strategies for teaching grammar and lexis in the EFL will be covered.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Modul „Praxisphase“ HR

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

Begleitung der Praxisphase

A. Smith / F. Walsh:

Begleitung Praxisphase HR Englisch – 4412 809

SE, Mo 16:45 – 18:15, BI 80.301 (Konferenzraum)

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: 07.04.2025 / 05.05.2025 / 12.05.2025 / 02.06.2025

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Betreuung der Praxisphase

A. Smith / F. Walsh:

Betreuung Praxisphase HR Englisch – 4412 810

Termin nach Absprache

Betreuung der Studierenden in den Schulen im Tandem mit Lehrbeauftragten.

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Nachbereitung der Praxisphase

A. Smith / K.-F. Walsh:

Nachbereitung Praxisphase HR Englisch – 4412 811

Blockseminar, Mi, 16.06.2025, 08:30 – 17:00, BI 82.006

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 5th, 2024 (4p.m./16:00 Uhr).

Modul "Projektband" HR

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 815

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 5th, 2024 (4p.m./16:00 Uhr).

- - -

Differenzierungsbereich Master G und HR

Modul A5 “Advanced English Studies

Modulinformation

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

Modulaufbau

Wintersemester	Sommersemester
Zwei Seminare (2 x 2 SWS) sind zu belegen, - 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)	
Leistung: PL: Mündliche Prüfung	

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, Di 09:45 – 11:15, BI 97.1

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 11th, 2025 (4p.m./16:00 Uhr).

Prof. Dr. R. Heinze:

Survey Course II: American Literature II – 4412 091

SE, Do 15:00 – 16:30, 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 11th, 2025 (4p.m./16:00 Uhr).

- - -

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 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 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:

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

Secondary literature:

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

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. M. Marcsek-Fuchs:

**Survey Course II: British Literature – Romanticism to New English Literatures
(Group B) – 4412 093**
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 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:

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

Secondary literature:

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

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

- - -

Themenbereich: English Linguistics - Systems of Language and Communication

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 037
SE, Do 11:30 – 13:00, BI 85.9

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 Ger-

man 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 11th, 2025 (4p.m./16:00 Uhr).

- - -

Themenbereich: English Linguistics - Developmental and Linguistic Variation

Dr. H. Comes-Koch:

Second Language Acquisition – 4412 023

SE, Mo 09:45 – 11:15, BI 85.8

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.

Hinweis: Dieses Seminar ist für das CLIL-Zertifikat TUBS (*Content and Language Integrated Learning an der TU Braunschweig*) geöffnet. Für nähere Informationen besuchen Sie bitte die Internetseite der Didaktik.

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 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. H. Comes-Koch:
Contrastive Grammar – 4412 037
SE, Do 11:30 – 13:00, BI 85.9

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 11th, 2025 (4p.m./16:00 Uhr).

- - -

Dr. K. Von Holzen:
First Language Acquisition – 4412 020
SE, Do 16:45 – 18:15, BI 85.3

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 11th, 2025 (4p.m./16:00 Uhr).

- - -

Kolloquien

alte und neue PO

Prof. Dr. H. Hopp:

Research Colloquium in Linguistics – 4412 003

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

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

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 11th, 2025 (4p.m./16:00 Uhr).

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 97.9

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

To enrol, please sign up in Stud.IP. Registration opens March 11th, 2025 (4p.m./16:00 Uhr).

Prof. Dr. H. Hopp	siehe Ankündigung in Stud.IP
Dr. D. Safak	siehe Ankündigung in Stud.IP
M. Schnieders, M. A.	siehe Ankündigung in Stud.IP
Dr. K. von Holzen	siehe Ankündigung in Stud.IP
Dr. S. Wulfert	siehe Ankündigung in Stud.IP

Lehrbeauftragte

J. Barner	nach Vereinbarung: j.barner@tu-bs.de
A. Böker	nach Vereinbarung: anne-katrin.boeker@tu-bs.de
D. Cattell	nach Vereinbarung: dean.cattell@tu-bs.de
K. Fricke-Dietrich	nach Vereinbarung: katharina.fricke-dietrich-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
L. Tamas	nach Vereinbarung: l.tamas@tu-bs.de
J. Tavares	nach Vereinbarung: j.tavares@tu-braunschweig.de
M. Wildhage	nach Vereinbarung: m.wildhage@tu-bs.de

Emeriti / im Ruhestand

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

Sprechstunden in der Vorlesungszeit (SoSe 2025)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes	Donnerstag,	14:00 – 16:00 Uhr
Prof. Dr. R. Heinze	Mittwoch,	10:00 – 11:00 Uhr
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr
Prof. Dr. E. Voigts	Dienstag,	11:30 – 13:30 Uhr
A. Walder	nach Vereinbarung:	siehe Ankündigung Stud.IP

Abt. Englische Sprache und ihre Didaktik

A. Beck, M. Ed.	Mittwoch, 15:00 – 16:00 Uhr Anmeldung über Stud.IP
Prof. Dr. C. Becker	nach Vereinbarung: c.becker@tu-bs.de
H. Elstad	nach Vereinbarung: hanna.elstad@tu-bs.de
Dr. S. John	nach Vereinbarung: st.john@tu-bs.de
Prof. Dr. A. Kubanek	nach Vereinbarung: a.kubanek@tu-bs.de
L. Plackties	nach Vereinbarung: l.plackties@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
Prof. Dr. H. Hopp	Dienstag, 15:00 – 16:30 Uhr
Dr. K. Katsika	siehe Ankündigung in Stud.IP
Dr. D. Safak	siehe Ankündigung in Stud.IP
Dr. K. von Holzen	siehe Ankündigung in Stud.IP

Lehrbeauftragte

J. Barner	nach Vereinbarung: j.barner@tu-bs.de
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. U. Kriegel	nach Vereinbarung: sophie.kriegel@tu-bs.de
S. Z. Khan-Owald	nach Vereinbarung: s.khan-owald@tu-bs.de
A. Rietze	nach Vereinbarung: a.rietze@tu-bs.de
A. Rose	nach Vereinbarung: andrew-john.rose@tu-bs.de
L. Tamas	nach Vereinbarung: l.tamas@tu-bs.de
J. Tavares	nach Vereinbarung: j.tavares@tu-braunschweig.de
M. Wildhage	nach Vereinbarung: m.wildhage@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