Lehrveranstaltungen Wintersemester 2021/22

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, 25.10.21
Schließzeit Weihnachten (letzte LVA): Mittwoch, 22.12.21
Wiederbeginn LVA: Montag, 10.01.22
Ende der Lehrveranstaltungen: Samstag, 19.02.22
Das Institut für Anglistik und Amerikanistik ist in drei Abteilungen untergliedert:

- **die Abteilung für Literatur- und Kulturwissenschaft**
  (Leiter: Prof. Dr. Eckart Voigts),

- **die Abteilung für Englische Sprachwissenschaft**
  (Leiter: Prof. Dr. Holger Hopp) sowie

- **die Abteilung für Englische Sprache und ihre Didaktik**
  (Leiterin: Prof. Dr. Carmen Becker).


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!


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

Die Lehrenden des Seminars wünschen ein erfolgreiches Wintersemester 2021/22!
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Dr. M. Marcsek-Fuchs:
TUBS-Players: English Theatre Group – 4412 324
Mi 19:00 – 21:00, BBB (Online)

First Meeting: 27.10.2021 (via Big Blue Button)

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

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

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

Our projects of the upcoming terms include:

1) NEW PROJECT:
   A Midsummer Night’s Online Stream: Shakespeare’s classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience

2) “Shakespeare@School”
   Part of our Transmedia Storytelling project: A Midsummer Night’s Online Stream will be created specifically for classroom engagement.

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Kurse für den Studiengang „Master of Education Lehramt für Gymnasium“
gültig für Studierende English Studies Beginn WS 13/14 (alte PO) und WS 21/22 (neue PO)

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

Modulinformation

<table>
<thead>
<tr>
<th>Art und Bezeichnung des Moduls</th>
<th>Teaching English (Gym)</th>
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<tbody>
<tr>
<td>Pflicht-/Wahlpflichtmodul</td>
<td>Pflichtmodul</td>
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<tr>
<td>Credits</td>
<td>9 LP</td>
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Modulaufbau:

<table>
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<tr>
<th>Winter</th>
<th>Sommer</th>
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<tr>
<td>Verteilt auf zwei Semester</td>
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<tr>
<td>3 LV Advanced English Language Teaching/Didaktik (6 SWS)</td>
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Leistung:

Neue PO:

a) SL: Präsentation (10-15 Min.) oder schriftliche Arbeit (ca. 2-3 Seiten)
b) PL: Eine veranstaltungsbegleitende Hausarbeit (ca. 10 - 12 Seiten), ggf. mit Präsentation oder Multimediale Produktion

Alte PO:

PL: Veranstaltungsbegleitende englischsprachige Hausarbeit (mit Präsentation)

LP: Leistungspunkte             SE: Seminar
LV: Lehrveranstaltung           SL: Studienleistung
PL: Prüfungsleistung           SWS: Semesterwochenstunden
The concept of learner autonomy has become a true 'buzzword' in the EFL research community during the last two decades, but has not yet been widely implemented in language classrooms throughout Germany. Nevertheless, teachers face very heterogeneous inclusive classrooms and need to find new ways to challenge and foster students. This could be accomplished by shifting responsibility for learning to individual students and granting them more independence and autonomy. In this course, we will first focus on the theoretical principles behind the concept of learner autonomy and then explore different approaches and materials for autonomous learning in heterogeneous language classrooms. Furthermore, we will develop, implement and evaluate our own materials at one of our partner schools.

Hinweis: Dieser Kurs ist für das ZiEL-Zertifikat geöffnet.

Literature:

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3 p.m./15:00).

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Those of you who are teaching an EFL to adults know that some methods and games developed for primary FL are greatly appreciated by the adults who do not consider that too childish or un-cognitive. Teenagers who play digital strategy games know that often, their younger brothers (and sometimes sisters) stare at the monitor with a fascinated gaze. Where are true differences in teaching and learning when teenagers and children are compared? Are there strict separations in EFL didactics for different age groups? If not any longer – why not? Jerome Bruner stated that anything can be taught to anyone if it is done in an appropriate way. What is a child-oriented approach, what is a good approach for the teenage brain? The term paper can be a review of some background literature from psychology or EFL pedagogy, or more practically oriented.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3 p.m./15:00).

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Prof. Dr. C. Becker:
**Staging Foreign Language Learning – 4412 460**
SE, Di 09:45 – 11:15, Präsenz (BI 80.303/304, MakerSpace)

‘From the sage on the stage to the guide on the side’ describes the new challenges that have to be met by language teachers. In order to carry out the principles of ‘student and process orientation as well as learner autonomy’, a completely new direction in foreign language teaching is necessary. Staging Foreign Language Learning is an innovative concept to foster the development of an intercultural communicative competence using drama as well as a variety of methods and media in communicative situations. In this course we will first focus on the theoretical principles behind the concept of staging and then explore different methods and materials. Furthermore, we will develop, implement and evaluate our own staging courses, lessons, and materials.

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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PD Dr. C. Meyer:
**Teaching Media of Storytelling – 4412 518**
SE, Do 18:30 – 20:00, WebEx (Online, synchron)

This course aims to deepen our understanding of what makes serial forms of storytelling successful. In this course, we will examine serializations in and across different media from the nineteenth to 21st centuries, look at the historical circumstances that support serial structures, and explore the concept of seriality. We concentrate on popular, commercial forms of narrative such as serialized children’s literature, comics, television and film. The course will provide a toolbox of methods, theories and critical terms for analyzing media of storytelling as well as for teaching media and seriality in the EFL classroom.

Course requirements will be announced in the first session of the semester. Please check Stud-IP for announcements (the syllabus will be made available for download at the beginning of the semester). This is an online class. The WebEx link to this course will be announced on Stud.IP.

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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M. Wildhage:
**Methods and Materials for CLIL – 4412 461**
SE, Do 09:45 – 11:15, Präsenz (BI 80.303/304, MakerSpace)

CLIL steht für integriertes Fremdsprachen- und Sachfachlernen. Wer das Potential dieser Unterrichtsform ausschöpfen will, muss beide Elemente systematisch berücksichtigen und aufeinander beziehen. Mit Blick auf die Inhalte des jeweiligen Faches bedeutet dies die gezielte Erschließung der erweiterten fachlichen Perspektiven in der Dimension des interkulturellen Lernens. Der gezielte Aufbau fachsprachlicher Elemente steht im Mittelpunkt der
sprachlichen Lernprozesse. Insbesondere im Anfangsunterricht ist dabei aber eine Diskrepanz zwischen kognitiven und den fremdsprachlichen Möglichkeiten der Lernenden einzukalkulieren. Wie kann diese Lücke geschlossen werden und wie sollten Arbeitsmaterialien gestaltet sein, um das fachliche und fremdsprachliche Lernen zu erleichtern?
Ausgehend von einem didaktisch-methodischen Bezugsrahmen stehen praxisrelevante Fragen der Planung und Durchführung von Unterricht sowie der Materialanalyse und -aufbereitung im Mittelpunkt des Seminars. Folgende Schwerpunkte sind dabei geplant:

- Eckpunkte einer Didaktik
- Sprachliche Grundlagen inhaltlichen Lernens:
  Planungsfelder für die Integration von Sprache und Inhalt: fachlicher Diskurs, Rezeption/Produktion - Fachmethodische Arbeitsweisen im Umgang mit unterschiedlichen Materialien und entsprechende Sprachfunktionen – Systematische Wortschatzarbeit
- Unterrichtsmaterialien:
- Unterrichtspraxis:
  Kriterien für die Planung von CLIL-Unterricht – methodische Fragen der Unterrichtsdurchführung

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.

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

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
**Modul M2 “Advanced English Studies” Gym**

**alte und neue PO**

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<td>Pflicht-/Wahlpflichtmodul</td>
<td>Pflichtmodul</td>
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<tr>
<td>Credits</td>
<td>6 LP</td>
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**Modulaufbau:**

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<th>Winter</th>
<th>Sommer</th>
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| Die LV können wahlweise im Winter oder Sommer besucht werden.  
1 LV Linguistics (2 SWS)  
1 LV Literary Studies (2 SWS) | |

**Leistung:**

**Neue PO:**

PL: veranstaltungsbegleitende englischsprachige Hausarbeit oder Referat*

**Alte PO:**

PL: Veranstaltungsbegleitende Hausarbeit (mit Präsentation) oder eine englischsprachige mündliche Prüfung*

* in einem der beiden LV wird die Prüfungsleistung erbracht

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**LP:** Leistungspunkte  
**LV:** Lehrveranstaltung  
**PL:** Prüfungsleistung  
**SE:** Seminar  
**SL:** Studienleistung  
**SWS:** Semesterwochenstunden
Themenbereich: Advanced English Linguistics

N.N.:
Language, Literacy and New Media – 4412 554
SE, Mi 18:30 – 20:00, BBB (online, synchron)

This seminar explores the impacts of new media on language learning, sociocultural representation and literacy development. Its theoretical starting point is the New London Group’s (1996) theory of ‘multiliteracies’ – a term coined to encapsulate two key trends in literacy development in late modernity: 1) the expanding range of communications channels and media; 2) increasing cultural and linguistic diversity (not least in classrooms). We will consider multiliteracies from contemporary perspectives, in particular the ‘super-diversity’ that characterises immigration societies and the ways in which Web 2.0 media have altered both the scope and frequency of language and literacy practices.

While surveying the affordances and challenges of Web 2.0 tools for learning, special attention will be paid to the sociotechnical aspects of language use online – i.e. how humans and the structures of society interact with and adapt technologies. We will examine various Web 2.0 tools such as blogs, wikis and social media, and how their interactive, multimodal and mobile features may facilitate (or hinder) learning and expression across both formal (e.g. at school) and informal (e.g. everyday browsing) settings. Taking a critical multilingual stance, the construction and consumption of information will be analysed from a linguistic perspective.

Throughout the seminar, participants will be encouraged to critically reflect on their own language and internet practices in learning processes.

References:

Themenbereich: Advanced Literary and Cultural Studies

Prof. Dr. E. Voigts:
Case Studies in Adaptation – 4412 241
SE, Do 18:30 – 20:00 (online, synchron)

This class is designed to complement the lecture series “Adaptation Studies”, but, of course, it can also be taken as a stand-alone class.

It brings into narrow focus the various aesthetic processes and cultural issues at stake in adapting texts in a globalized world – responding both to the pressure of actualizing texts for a specific cultural moment and to the increasing globalization of cultures. Areas covered are questions of terminology (adaptation, transmedia storytelling, intertextuality, intermediality, remediation, translation, appropriation, re-writing, remixing, reloading, parody, pastiche), genre (fantasy, Gothic, horror, science fiction, western, crime, romcom, teen movies), canon, adapting nations, cultures and ethnicities, teaching adaptation post-literary adaptation: cartoons and games.

Case studies will include novelizations, adaptations of Shakespeare (e.g. Hamlet, The Tempest, Titus Andronicus, Romeo and Juliet), adaptations of comic books (e.g. Watchmen,
*Sin City*, audiobooks and meta-adaptations (e.g. *Tristram Shandy/A Cock and Bull Story, Adaptation*), adaptations of children’s books as comics or games (*Alice in Wonderland*), popular genres and franchises (Sherlock, Ripperature) and a comparison of stage adaptations, re-writings and heritage adaptations (*Jane Eyre*).

**Secondary literature: t. b. a.**

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Modul FP “Fachpraktikum Master Gym”
(alte und neue PO)

Modulinformation

<table>
<thead>
<tr>
<th>Art und Bezeichnung des Moduls</th>
<th>Fachpraktikum Master Gym</th>
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<tbody>
<tr>
<td>Pflicht-/Wahlpflichtmodul</td>
<td>Pflichtmodul</td>
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<tr>
<td>Credits</td>
<td>9 LP</td>
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Modulaufbau:

<table>
<thead>
<tr>
<th>Winter</th>
<th>Sommer</th>
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</thead>
<tbody>
<tr>
<td>Fachspezifisch jährlich im SoSe oder jährlich im WS.</td>
<td></td>
</tr>
<tr>
<td>2x2 SWS:</td>
<td></td>
</tr>
<tr>
<td>a) S: Fach 1</td>
<td></td>
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<tr>
<td>b) S: Fach 2</td>
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</tr>
</tbody>
</table>

Leistung:

SL: Portfolio

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung
SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden
Modul FP „Fachpraktikum Master Gym“
alte PO (ab WS 2013/14)

Dr. J. Jakisch:
Fachpraktikum Gym – 4412 183
Fr 11:30 – 13:00, Präsenz, MakerSpace

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

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

If you want to do your internship in English, please contact me before the start of term to talk about possible schools.

**Literature:**

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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

Dr. J. Jakisch:
Fachpraktikum Gym – 4412 183
Fr 11:30 – 13:00, Präsenz, MakerSpace

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

1. The internship is done in English (meaning that you will mostly teach English and be accompanied by J. Jakisch). You will write a portfolio (FP1).
2. The internship is done in the other subject (meaning that your other subject is responsible for its organization). You will plan a novel English lesson (45 mins) and present it in class (FP2).
If you want to do your internship in English, please contact me before the start of term to talk about possible schools.

Literature:

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Differenzierungsbereich

Aufbaumodul 1 “Periods and Genres”
(alte und neue PO)

Modulinformation

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<td>Pflichtmodul</td>
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<tr>
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<td>Credits</td>
<td>6 LP</td>
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Modulaufbau

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<tr>
<th>Wintersemester</th>
<th>Sommersemester</th>
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<tbody>
<tr>
<td>Folgende LV sind zu belegen (auf Winter und Sommer zu verteilen):</td>
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</tr>
<tr>
<td><strong>Survey Course I (WiSe)</strong></td>
<td></td>
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<tr>
<td><strong>Survey Course II (SoSe)</strong></td>
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<tr>
<td>(2 x 2 SWS)</td>
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</tbody>
</table>

Leistung:

Beide POs: PL englischsprachige mündliche Prüfung

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung
SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden
Prof. Dr. E. Voigts:

**Survey Course I: British Literature – Beginnings to Romanticism (Group A) – 4412 055**
SE, Mo 18:30 – 20:00, Präsenz, BI 84.2

This course (the first in a two-part sequence) aims at providing a rough (and necessarily sketchy) overview over the key texts and periods of English literature from the Renaissance to Romanticism. Our starting point will be the merits, pitfalls and governing principles of writing literary histories. We will then focus on Medieval, Renaissance (Elizabethan, Jacobean, 1500 to 1660), Classicist Restoration, Augustan (1660 to 1789), up to Romantic literature (1790 to 1830).

**Primary literature:**

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

Dr. M. Marcsek-Fuchs:

**Survey Course I: British Literature – Beginnings to Romanticism (Group B) – 4412 057**
SE, Fr 13:15 – 14:45, Präsenz, BI 84.2

This survey course is designed as a rough overview over the literary history(ies) ranging from Medieval Literature to early Romanticism. Our literary as well as cultural journey will encompass poetry, drama, narrative fiction, essays, and culturally relevant critical texts. By discussing selected works ranging from the Middle Ages and the Renaissance to Pre-Romanticism, from Beowulf and William Shakespeare to Thomas Gray, we will trace lines of development and place these texts into their literary, as well as cultural contexts. This course will provide an opportunity to deepen analytical skills and to further an awareness of literature as a crucial part of rapidly changing times.

**Primary literature:**

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Dr. K. E. Barnes:
Survey Course I: African American Literature – 4412 221
SE, Di 09:45 – 11:15, Präsenz, BI 84.1

This course is largely constructed around the voices and language used by black people themselves. The subject matter spans a very large temporal area, from the late-18th century to the present, which will give you a broad sweep of the African American literary landscape in a variety of genres. We will read these texts not only within race-specific contexts, but also – and perhaps more importantly – as American literature. The objectives of this course are: to give you an introduction to the vast array of prose, poetry, and drama that make up much of African American literature; to provide you the opportunity to explore the diverse nature of this literature; and to show you how African American literature deals with the ideas of Black social thought political protest, and efforts to initiate social change.

Literature:

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

Dr. S. John:
Survey Course I: Irish Literature – 4412 268
SE, Do 09:45 – 11:15, BBB (online)

This survey course provides an overview of the major periods and writers of modern Irish literature. After a brief introduction to writing prior to the nineteenth century, we will turn to the literature of Irish Romanticism, the Irish Literary Revival, Modernism and Postmodernism, and, finally, to contemporary times. We will not only discuss the aesthetic qualities of Irish poetry, drama, fiction, and other prose written in English but also take into account its political and cultural contexts. This involves, above all, Ireland’s journey towards independence from Britain and its cultural and linguistic heritage as a Celtic nation.

Literature:
Please purchase our textbook:
Additional reading material will be announced at the beginning of the semester.

Suggested secondary literature for orientation in the field:

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
### Modulinformation

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<th>Art und Bezeichnung des Moduls</th>
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</tr>
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<td>Pflichtmodul</td>
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<tr>
<td>Semester/Studienjahr laut Studienplan</td>
<td>1. Sem.</td>
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<tr>
<td>Credits</td>
<td>6 LP</td>
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</table>

### Modulaufbau

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

**Leistung:**

- **Neue PO:** PL: Projekt mit Praxisanteil oder Klausur; SL: Präsentation oder Hausaufgabe
- **Alte PO:** PL: Hausarbeit mit Präsentation

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung
SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden
Themenbereich: Systems of Language and Communication

Dr. H. Comes-Koch:

**Contrastive Grammar – 4412 280**
SE, Mo 08:00 – 09:30, BBB (Online, asynchron)

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:**

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Prof. Dr. H. Hopp:

**Semantics & Pragmatics – 4412 341**
SE, Mo 18:30 – 20:00, BBB (Online, synchron)

This course will discuss the central semantic and pragmatic approaches to meaning in language, introducing the main concepts and methods of the study of context-free (semantic) and contextually dependent (pragmatic) meaning. We will consider meaning at several levels (lexical, sentential, discourse) and discuss the relationship between grammar and meaning. In the first part of the course we will discuss a) the theory of lexical fields and sense relations, b) prototypical properties of lexical items and c) the theory of semantic components. We will then investigate the contextually dependent meaning based on culturally or situationally embedded frameworks of understanding words by their function, use and background knowledge. Finally, we will focus on a principle-governed interpretation of meaning based on discourse implicatures that accounts for the ambiguous and dynamic status of meaning caused by linguistic interactions.

**Literature:**

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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This course will introduce the participants to the study of the structure of words and the formation of new complex words in contemporary English. After a review of relevant basic linguistic terms for morphological analysis (word, lexeme, morpheme, prefix, suffix, root, stem, base), we will consider inflection as well as productive types of English word formation: a) derivational suffixation (*unfriendly, yuppiedom*) incl. conversion/zero derivation (*to tango, to email*) and b) compounding (*teapot, couch potato*). The particular status of non-syntagmatic processes of abbreviation like blending (*brunch*), initialism (*BBC*), acronyms (*NATO*), or clipping (*flu*) will be discussed as a contrast to compounding and derivation. We will use current theoretical frameworks to describe: (a) the regular word-internal structures, (b) their rule-based semantic interpretation, (c) general semantic changes as effects of word formation, and (d) pragmatic and other extra-linguistic blockings of word creation. We will also address the following questions: a) How do children acquire knowledge of word-formation processes and the meaning of complex words?, b) How are (complex) words represented and stored in the monolingual mental lexicon?

**Literature:**

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Themenbereich: Developmental and Linguistic Variation

Dr. H. Comes-Koch:
**Contrastive Grammar – 4412 280**
SE, Mo 08:00 – 09:30, BBB (Online, asynchron)

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:**

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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N. N.:
**Second Language Acquisition – 4412 003**
SE, Fr 13:15 – 14:45, Präsenz, BI 85.1

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

**Literature:**

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Aufbaumodul 4 “Intermediate Language Skills: Reading and Writing“
(neue PO)

Art und Bezeichnung des Moduls: Aufbaumodul 4: Intermediate Language Skills: Reading and Writing

<table>
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<tr>
<th>Pflicht-/Wahlpflichtmodul</th>
<th>Pflichtmodul</th>
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</thead>
<tbody>
<tr>
<td>Semester/Studienjahr laut Studienplan</td>
<td>1./2. Sem.</td>
</tr>
<tr>
<td>Credits</td>
<td>8 LP</td>
</tr>
</tbody>
</table>

Modulaufbau

Wintersemester | Sommersemester
---|---
Folgende LV sind wahlweise im Winter oder Sommer zu belegen:
Grammar II (2 SWS)
Writing II (2 SWS)
German-English Translation II (2 SWS)

Leistung:
PL: 12 englischsprachige Hausaufgaben (je 1 Seite)

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

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

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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S. Kingsbury:

**Grammar II (Group A) – 4412 389**  
UE, Do 08:00 – 09:30, Präsenz, 85.2

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

**Literature:**  
Grammar II Reader is available at the Copythek, Mühlenpförtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Dr. S. McGury:

**Grammar II (Group B) – 4412 513**  
UE, Fr 13:15 – 14:45, BBB (Online, synchron)

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, Mühlenpförtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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N. N.:

**Writing II (Group A) – 4412 391**  
UE, Mi 08:00 – 09:30, BBB (Online, synchron)

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

- - -

Dr. S. McGury:
Writing II (Group B) – 4412 547
UE, Do 16:45 – 18:15, Präsenz, Bl 85.2

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

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

- - -
**Aufbaumodul 4 “Intermediate Language Skills“**
*nur alte PO (ab WS 2013/14)*

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<td>Aufbaumodul 4 Intermediate Language Skills</td>
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<td>Pflichtmodul</td>
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<tr>
<td><strong>Semester/Studienjahr laut Studienplan</strong></td>
<td>Master 1. Studienjahr Schwerpunktfach: nur für Master LGym o- oder Fachwissenschaft: 2. Studienjahr</td>
</tr>
<tr>
<td><strong>Leistungspunkte</strong></td>
<td>8 LP</td>
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</table>

**Modulaufbau**

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<thead>
<tr>
<th>Wintersemester</th>
<th>Sommersemester</th>
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</thead>
<tbody>
<tr>
<td>Folgende LV sind wahlweise im Winter oder Sommer zu belegen:</td>
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</tr>
<tr>
<td>1 LV Grammar Exercises II (2 SWS)</td>
<td></td>
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<tr>
<td>1 LV Vocabulary Expansion II (2 SWS)</td>
<td></td>
</tr>
<tr>
<td>1 LV Communication Practice II (1 SWS)</td>
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<tr>
<td>PL: Hausaufgaben (take home tasks)</td>
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LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung  
SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden
J. Tavares:
**Communication Practice II (1 SWS) – 4412 115**
UE, Di 15:00 – 15:45, BBB (Online)

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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S. Kingsbury:
**Grammar Exercises II (Group A) – 4412 096**
UE, Do 08:00 – 09:30, Präsenz, BI 85.2

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Dr. S. McGury:
**Grammar Exercises II (Group B) – 4412 242**
UE, Fr 13:15 – 14:45, BBB (Online)

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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R. Auer:
**Vocabulary Expansion (Group A) – 4412 078**
UE, Di 11:30 – 13:00, BBB (Online)

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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P. Schnackenberg:
**Vocabulary Expansion II, Group B – 4412 229**
UE, Do 13:15 – 14:45, Präsenz, BI 97.1

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analyzing word parts, semantic mapping, and creating word consciousness. Students 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 September 29th, 2021 (3p.m./15:00).

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

Modulinformation

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LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung
SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunde
Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”
alte und neue PO

Prof. Dr. E. Voigts:
Ringvorlesung: Adaptation Studies – 4412 507
SE, Di 16:45 – 18:15, Webex (Online, synchron)

This lecture series will bring together an international set of renowned scholars to provide their different views on the current state of Adaptation Studies and provide glimpses into their current work. We will thus gain an overview of the state-of-the art in this field (and neighbouring fields such as intermediality/intertextuality, translation, appropriation and transmedia storytelling). It will complement the class “Case Studies in Adaptation”, but, of course, it can also be taken as a stand-alone class. The final list of speakers will be published before the beginning of term. As the speakers will come from all four corners of the world, we will have to work with online tools (webex) and, if necessary, also with asynchronous screen casts.

Literature: t. b. a. – Lectures will be in English.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

- - -

Prof. Dr. E. Voigts:
British-Jewish Theatre since the 1950s – 4412 549
SE, Do 11:30 – 13:00, Präsenz, BI 97.9

The post-WWII landscape of British theatre productions has been shaped to a large extent by dramatists and directors of Jewish cultural heritage (e.g. Harold Pinter, Tom Stoppard, Peter Brook, Mike Leigh, Julia Pascal). Many of these artists are children of immigrants who came to Britain and began to “import qualities into it which do not and cannot stem from the group itself” (Georg Simmel). A study of how Jewish ethnic and cultural qualities have been inscribed into mainstream contemporary British theatre has not yet been undertaken, not least because British-Jewish identity tends to be under-emphasized by many artists. Taking note of these difficulties, this class aims to identify and assess Jewish cultural markers with regard to their consequences for theatrical practice. This seminar will be based on the results of the research project on Contemporary British-Jewish Theatre sponsored by the Volkswagenstiftung (2016-2019).

Primary Literature:
Harold Pinter, The Homecoming, The Birthday Party, Ashes to Ashes
Tom Stoppard, Leopoldstadt
Mike Leigh, Two Thousand Years
Patrick Marber, Closer, Howard Katz
Ryan Craig, The Holy Rosenbergs
Julia Pascal, Crossing Jerusalem, The Shylock Play
Diane Samuels, Kindertransport
Shelley Silas, Calcutta Kosher
Samantha Ellis, Cling to Me Like Ivy

Secondary Literature:
Dr. S. John / T. Kronschläger:
Die Klimakrise in Literatur und Unterricht: Anglistische und germanistische Perspektiven – 4412 553
SE, Do 15:00 – 16:30 (Online, synchron)


Der Kurs richtet sich an Studierende der Germanistik und Anglistik und wird bilingual unterrichtet. Mündliche und schriftliche Kompetenz in der englischen und deutschen Sprache werden vorausgesetzt. Aktive Teilnahme beinhaltet:

- Regelmäßige Teilnahme am Seminar und Beteiligung an den Diskussionen
- Lektüre der angegebenen Texte zur angegebenen Sitzung
- Teilnahme an einer Gruppe, die einen Sitzungsteil zur Interpretation eines ausgewählten Textes gestaltet und moderiert oder zu einem Text Aufgaben für den Unterricht vorbereitet, in einer Sitzung mit dem Seminar erprobt und diskutiert.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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F. Sievers:
Die Sprache der Natur – nature writing in deutscher Übersetzung – 4412 562
SE, Di 11:30 – 13:00, Präsenz, RR 58.1

versuchen, Ausschnitte zu übersetzen. Im Vergleich mit der publizierten Übersetzung wollen wir uns mit der Relativität von Übersetzung beschäftigen und mit der Frage, was eine gute Übersetzung eigentlich ausmacht. Dazu werden wir uns die strukturellen Unterschiede zwischen den beiden Sprachen ansehen, kontrastive Grammatik betreiben, über idiomatische Wendungen und idiosynkratische Ausdrücke sprechen. Außerdem können wir gemeinsam eine Übersetzung eines längeren Auszugs aus einem noch nicht ins Deutsche übertragenen Texts anfertigen.


Gute Englischkenntnisse sind von Vorteil, aber keine Voraussetzung. Auch müssen die Teilnehmenden keine deutschen Muttersprachler:innen sein.

Bitte suchen Sie sich aus der u. g. Leseliste ein Buch aus und lesen Sie es bis zur ersten Sitzung (im Original oder in der Übersetzung). Wir werden nicht alle Bücher aus dieser Liste lesen, sie dient als Anregung, und das Seminar ist in jeder Hinsicht offen für Ihre Vorschläge und Wünsche!

**Literature:** fakultativ (s. o.):
- J. A. Baker, *The Peregrine/Der Wanderfalke*; Hanns Cibulka: *Sanddornzeit*
- Horatio Clare: *Down to the Sea in Ships; Orison for a Curlew*
- John Clare: *Journey out of Essex/Reise aus Essex*
- Roger Deakin: *Waterlog/Logbuch eines Schwimmers; Wildwood/Wilde Wälder*
- Kathleen Jamie: *Findings; Sightlines; Surfacing; Esther Kinsky: Am Fluß*
- Jessica Lee: *Two Trees Make a Forest/ Zwei Bäume machen einen Wald*
- Wilhelm Lehmann: *Bukolisches Tagebuch*
- Aldo Leopold: *A Sand County Almanac/Ein Jahr im Sand County*
- Amy Liptrot: *The Outrun/Nachtlichter*
- Anna Lowenhaupt Tsing: *The Mushroom at the End of the World/Der Pilz am Ende der Welt*
- Anneke Lubkowitz (Hg.): *Psychogeografie*
- Robert Macfarlane: *The Wild Places/Karte der Wildnis; The Old Ways/Alte Wege; Holloway/Hohlweg; Underland/Im Unterland*
- Robert Moor: *On Trails/Wo wir gehen. Unsere Wege durch die Welt*
- Helen Mort: *Division Street*
- Sumana Roy: *How I Became a Tree/Wie ich ein Baum wurde*
- Ruth Janette Ruck: *Along Came a Llama/Alas das Lama zu uns kam*
- Bernd Scherer / Jürgen Renn: *Das Anthropozän. Zum Stand der Dinge*
- Nan Shepherd: *The Living Mountain/Der lebende Berg*
- Iain Sinclair: *Edge of the Orison/Der Rand des Orizonts*
- Edward Thomas, *Wales; Poems (z.B. in Selected Poems and Prose)*
- H.D. Thoreau: *On Walking/Vom Spazieren; Vom Wandern; Lob der Wildnis; Tagebücher Band I*
- Mikael Vogel: *Dodos auf der Flucht; Walt Whitman: Leaves of Grass/Grasblätter*
- Chris Yates: *Nightwalk/ Nachtwandern*

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Erweiterungsmodul 5 “Advanced English Linguistics: Contexts and Variation”
(alte und neue PO)

### Modulinformation

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### Modulaufbau

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**Neue PO:**
- PL Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)

**Alte PO:**
- PL: mündl. Prüfung in englischer Sprache

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LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung  
SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden
In this course, we will focus on the language acquisition among children who start to acquire a second or foreign language between the ages of 4 and 8 years. As the start of foreign language instruction has been moved into childhood in many Western countries, it is ever more important to understand the nature and the developmental dynamics of child L2 acquisition.

From a formal linguistic perspective, we will compare processes and outcomes of child SLA to early simultaneous and successive bilingualism as well as to adult SLA. Key topics will be the role age of acquisition, the timing of acquisition, differential development, i.e. profile effects, in lexicon and grammar as well as the impacts of internal and external learner factors. Although the focus will be on L2/3 English, we will also consider the development of the first (heritage) language of bilingual learners who learn additional languages in childhood. Participants are required to have prior knowledge of second language acquisition, e.g. by having taken the A2 course on SLA.

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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

**Literature:**
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
In this seminar, we will focus on code-switching, a typical phenomenon of bilingual speech, which is commonly defined as “the ability on the part of bilinguals to alternate effortlessly between their two languages” (Bullock & Toribio, 2012, p.1). Research into code-switching has focused on the linguistic structure of code-switching, on its linguistic and social functions, on its acquisition, as well as cognitive and psycholinguistic processes involved in producing code-switched utterances.

We will start by defining code-switching and differentiating it from related terms, such as code-mixing, code-switching, borrowing. Next, we will look at the properties of codeswitching from various perspectives, answering the following questions:

- What are the linguistic properties of code-switching?
- Are there any grammatical constraints in the way we can combine two languages within one utterance?
- What are the socio-pragmatic functions of code-switching?
- What is the role of code-switching in bilingual language acquisition?
- What are the psycholinguistic processes underlying code-switching?

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Erweiterungsmodul 6 “Advanced Language Skills: Reading and Writing”
(neue PO)

Modulinformation neue PO

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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:  
Regional Studies II (Group A): African American Cinema – 4412 556  
UE, Mo 18:30 – 20:00, BBB (Online, synchron)  

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 “Blacksploration” 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 20th century when Black actors finally found themselves among the major box office stars of the day, and when actors such as Denzel Washington, Halle Berry and Whoopi Goldberg win Oscars for serious, high-profile and varied roles, showing that all aspects of the African American film industry were finally earning the respect that was long overdue.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Dr. S. McGury:  
Regional Studies II (Group B): Asian Americans in Contemporary America – 4412 557  
UE, Do 08:00 – 09:30, Präsenz, BI 84.2  

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Dr. K. E. Barnes:
Grammar III (Group A) – 4412 448
UE, Mo 16:45 – 18:15, Präsenz, BI 85.8

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 September 29th, 2021 (3p.m./15:00).

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N. N.:
Grammar III (Group B) – 4412 555
UE, Fr 11:30 – 13:00, BBB (Online, synchron)

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 September 29th, 2021 (3p.m./15:00).

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R. Auer:
Reading (Group A) – 4412 449
UE, Di 11:30 – 13:00, BBB (Online, synchron)

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 September 29th, 2021 (3p.m./15:00).

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P. Schnackenberg: **Reading (Group B) – 4412 506**
UE, Do 13:15 – 14:45, Präsenz, BI 97.1

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Erweiterungsmodul 6 “Advanced Language Skills”
(alte PO)

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Leistung:

PL: sprachpraktische Klausur

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung
SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden
Z. Khan-Owald:  
**German-English Translation (Group A) – 4412 175**
UE, Mo 15:00 – 16:30, BBB (Online, synchron)

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Z. Khan-Owald:  
**German-English Translation (Group B) – 4412 247**  
UE, Do 11:30 – 13:00, Präsenz, BI 80.1

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Dr. K. E. Barnes:  
**Advanced Language Practice (Group A) – 4412 534**  
UE, Mo 16:45 – 18:15, Präsenz, BI 85.8

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 September 29th, 2021 (3p.m./15:00).

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N. N.:
Advanced Language Practice (Group B) – 4412 350
UE, Fr 11:30 – 13:00, BBB (Online, synchron)

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 September 29th, 2021 (3p.m./15:00).

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Dr. K. E. Barnes:
Landeskunde II (Group A): African American Cinema – 4412 538
UE, Mo 18:30 – 20:00, BBB (Online, synchron)

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 simultaneously reviled as the blueprint for black film stereotypes that would appear throughout the 20th century. We will also look at the much forgotten African American film industry of the early to mid-20th century before moving on to the period of “Blacksplotiation” 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), and we will end by looking at films made in the 20th century when directors such as Spike Lee and Ava DuVernay would receive recognition for their work in the African American film industry.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Dr. S. McGury:
Landeskunde II (Group B): Asian Americans in Contemporary America – 4412 129
UE, Do 08:00 – 09:30, Präsenz, BI 84.2
Albeit the fastest growing ethnic group in the US, Asian Americans and their impact on contemporary America are often neglected in the US culture classroom. In this course, we will discover personal stories behind the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, Southeast Asian refugees after the Vietnam War, and other historic events. We will also discuss (their impact on) contemporary issues such as the "model minority myth", anti-Asian racism, and Asian American arts, and how recent developments such as the Myanmar military coup and the Atlanta spa shootings affect Asian Americans across the nation.

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Kurse für den Studiengang Master G und HR

**Modul M1 „Teaching English” G**
alte PO und neue PO

<table>
<thead>
<tr>
<th>Modulinformation</th>
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<tr>
<td>Art und Bezeichnung des Moduls</td>
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<tr>
<td>Pflicht-/Wahlpflichtmodul</td>
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| Semester/Studienjahr laut Studienplan | Master 1. + 3. Sem. (neue PO)  
Master 1. + 2. Sem. (alte PO) |
| Credits | 9 LP |

**Modulaufbau (neue PO)**

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<tr>
<td>3 LV Advanced English Language Teaching/Didaktik (6 SWS)</td>
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**Leistung:**

a) SL: Präsentation oder schriftliche Arbeit  
b) PL: Eine veranstaltungsbegleitende Hausarbeit (ggf. mit Präsentation) oder Multimediale Produktion

**Modulaufbau (alte PO)**

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**Leistung:**

PL: Veranstaltungsbegleitende englischsprachige Hausarbeit (mit Präsentation)
LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung
SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden
Prof. Dr. C. Becker:

**Autonomous Learning in the Inclusive EFL Classroom – 4412 153**

SE, Mo 09:45 – 11:15, BBB (online, synchron)

The concept of learner autonomy has become a true 'buzzword' in the EFL research community during the last two decades, but has not yet been widely implemented in language classrooms throughout Germany. Nevertheless, teachers face very heterogeneous inclusive classrooms and need to find new ways to challenge and foster students. This could be accomplished by shifting responsibility for learning to individual students and granting them more independence and autonomy. In this course, we will first focus on the theoretical principles behind the concept of learner autonomy and then explore different approaches and materials for autonomous learning in heterogeneous language classrooms. Furthermore, we will develop, implement and evaluate our own materials at one of our partner schools.

Dieser Kurs ist für das ZiEL-Zertifikat geöffnet.

**Literature:**


To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

---

Prof. Dr. A. Kubanek:

**Comparing Teaching at Primary vs. Secondary Level – 4412 519**

SE, Di 16:45 – 18:15, Präsenz, BI 84.1

Those of you who are teaching an EFL to adults know that some methods and games developed for primary FL are greatly appreciated by the adults who do not consider that too childish or un-cognitive. Teenagers who play digital strategy games know that often, their younger brothers (and sometimes sisters) stare at the monitor with a fascinated gaze. Where are true differences in teaching and learning when teenagers and children are compared? Are there strict separations in EFL didactics for different age groups? If not any longer – why not? Jerome Bruner stated that anything can be taught to anyone if it is done in an appropriate way. What is a child-oriented approach, what is a good approach for the teenage brain? The term paper can be a review of some background literature from psychology or EFL pedagogy, or more practically oriented.

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

---
Prof. Dr. C. Becker:
Staging Foreign Language Learning – 4412 460
SE, Di 09:45 – 11:15, Präsenz, MakerSpace

‘From the sage on the stage to the guide on the side’ describes the new challenges that have to be met by language teachers. In order to carry out the principles of ‘student and process orientation as well as learner autonomy’, a completely new direction in foreign language teaching is necessary. Staging Foreign Language Learning is an innovative concept to foster the development of an intercultural communicative competence using drama as well as a variety of methods and media in communicative situations. In this course we will first focus on the theoretical principles behind the concept of staging and then explore different methods and materials. Furthermore, we will develop, implement and evaluate our own staging courses, lessons, and materials.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

---

Prof. Dr. A. Kubanek:
Creating Intercultural, Ethical Teaching Material – 4412 313
SE, Di 13:15 – 14:45, Präsenz, BI 84.2

In this course we will situate material development within the contexts of curricular demands, response to societal needs, future teachers’ biographical expertise (travels, multiculturalism, commitment), learner needs and motivational appeal. The plan is to create, in pairs or groups, one set of materials halfway through the course and another set by the end of the course. It will also be explored how such material could be added to a textbook unit or is only feasible as a separate entity. Ways of assessing learners’ work with the material will also be considered. The Hausarbeit consists of another teaching kit.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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### Modulinformation Praxisphase

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</tr>
<tr>
<td>PL:</td>
<td></td>
<td>a) 2 SWS Vorbereitung (1. Sem.)</td>
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<tr>
<td>Portfolio</td>
<td></td>
<td>b) 1 SWS Begleitung (2. Sem.)</td>
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<tr>
<td>(über die gesamte Praxisphase)</td>
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<td>c) 1 SWS Nachbereitung (Ende 2. oder 3. Sem.)</td>
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### Modulinformation Praxisblock

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<td>Teilnahmeveraussetzung/en:</td>
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<td></td>
<td>Teilnahme an praktikumsvorbereitenden Lehrveranstaltungen</td>
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Vorbereitung Praxisphase

N.N. / S. Horn / I. Baumgärtel:
Vorbereitung Praxisphase G Englisch: Planung und Analyse von Englischunterricht (G) – 4412 240
SE, Fr 13:15 – 14:45, Präsenz, BI80.303/304, MakerSpace

This course serves to prepare for the so-called “Praxisblock” of the GHR 300 Master program. It is structured to utilize two aspects of didactic approaches in teaching and learning within the setting of English Foreign Language classes at primary school level. One will focus on teaching from the theoretical perspective, the other will situate them in a practical context. The course will be jointly planned and taught by a university teacher and a Fachseminarleiter/leiterin, as specified in the GHR outline.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Modul “Projektband” G
alte und neue PO

Modulinformation

<table>
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<tr>
<th>Semester</th>
<th>Dauer</th>
<th>Häufigkeit</th>
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</table>

Qualifikationsziele:

- 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. Kabanek:
**Vorbereitung Projektband Pro 1 G Englisch: Researching English Teaching and Learning – 4412 219**
SE, Mo. 13:15 – 14:45, Präsenz, Bl 84.1

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Prof Dr. A. Kabanek:
**Nachbereitung Projektband Pro 3 G Englisch – 4412 274**
SE, nach individueller Absprache

In this seminar, the students are given support to write their research report. The research report can be transformed into a part of the Master thesis later, if the students considered their school research topic to be interesting and worth expanding. The seminar partly consists of individual support sessions which are to be arranged. The structure of the Pro 3 Bericht (which includes a summary of Pro 1 and a survey of the activities done to arrive at the stage of writing the report (logbook style)) will be explained.

**Literature:** Depends on the topic of their research.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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**Modul M1 “Teaching English” HR**

(alte und neue PO)

### Modulinformation

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| Semester/Studienjahr laut Studienplan | Master 1. + 3. Sem. (neue PO)  
                 Master 1. + 2. Sem. (alte PO) |
| Credits                         | 9 LP                |

### Modulaufbau (neue PO):

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**LP:** Leistungspunkte  
**LV:** Lehrveranstaltung  
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**SE:** Seminar  
**SL:** Studienleistung  
**SWS:** Semesterwochenstunden

### Modulaufbau (alte PO):

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**LP:** Leistungspunkte  
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**SE:** Seminar  
**SL:** Studienleistung  
**SWS:** Semesterwochenstunden
Prof. Dr. C. Becker:

**Autonomous Learning in the Inclusive EFL Classroom – 4412 153**
SE, Mo 09:45 – 11:15, BBB (Online, synchron)

The concept of learner autonomy has become a true 'buzzword' in the EFL research community during the last two decades, but has not yet been widely implemented in language classrooms throughout Germany. Nevertheless, teachers face very heterogeneous inclusive classrooms and need to find new ways to challenge and foster students. This could be accomplished by shifting responsibility for learning to individual students and granting them more independence and autonomy. In this course, we will first focus on the theoretical principles behind the concept of learner autonomy and then explore different approaches and materials for autonomous learning in heterogeneous language classrooms. Furthermore, we will develop, implement and evaluate our own materials at one of our partner schools.

Dieser Kurs ist für das ZiEL-Zertifikat geöffnet.

**Literature:**


To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

---

Prof Dr. A. Kubanek:

**Comparing Teaching at Primary vs. Secondary Level – 4412 519**
SE, Di 16:45 – 18:15, Präsenz, BI 84.1

Those of you who are teaching an EFL to adults know that some methods and games developed for primary FL are greatly appreciated by the adults who do not consider that too childish or un-cognitive. Teenagers who play digital strategy games know that often, their younger brothers (and sometimes sisters) stare at the monitor with a fascinated gaze. Where are true differences in teaching and learning when teenagers and children are compared? Are there strict separations in EFL didactics for different age groups? If not any longer – why not? Jerome Bruner stated that anything can be taught to anyone if it is done in an appropriate way. What is a child-oriented approach, what is a good approach for the teenage brain? The term paper can be a review of some background literature from psychology or EFL pedagogy, or more practically oriented.

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

---
‘From the stage on the stage to the guide on the side’ describes the new challenges that have to be met by language teachers. In order to carry out the principles of ‘student and process orientation as well as learner autonomy’, a completely new direction in foreign language teaching is necessary. Staging Foreign Language Learning is an innovative concept to foster the development of an intercultural communicative competence using drama as well as a variety of methods and media in communicative situations. In this course we will first focus on the theoretical principles behind the concept of staging and then explore different methods and materials. Furthermore, we will develop, implement and evaluate our own staging courses, lessons, and materials.

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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M. Wildhage:  
**Methods and Materials for CLIL – 4412 461**  
SE, Do 09:45 – 11:15, Präsenz, BI80.303/304, MakerSpace  
CLIL steht für integriertes Fremdsprachen- und Sachfachlernen. Wer das Potential dieser Unterrichtsform ausschöpfen will, muss beide Elemente systematisch berücksichtigen und aufeinander beziehen. Mit Blick auf die Inhalte des jeweiligen Faches bedeutet dies die gezielte Erschließung der erweiterten fachlichen Perspektiven in der Dimension des interkulturellen Lernens. Der gezielte Aufbau fachsprachlicher Elemente steht im Mittelpunkt der sprachlichen Lernprozesse. Insbesondere im Anfangsunterricht ist dabei aber eine Diskrepanz zwischen kognitiven und den fremdsprachlichen Möglichkeiten der Lernenden einzukalkulieren. Wie kann diese Lücke geschlossen werden und wie sollten Arbeitsmaterialien gestaltet sein, um das fachliche und fremdsprachliche Lernen zu erleichtern?

Ausgehend von einem didaktisch-methodischen Bezugsrahmen stehen praxisrelevante Fragen der Planung und Durchführung von Unterricht sowie der Materialanalyse und -aufbereitung im Mittelpunkt des Seminars.

Folgende Schwerpunkte sind dabei geplant:

- Eckpunkte einer Didaktik
- Sprachliche Grundlagen inhaltlichen Lernens:  
  *Planungsfelder für die Integration von Sprache und Inhalt: fachlicher Diskurs, Rezeption/Produktion - Fachmethodische Arbeitsweisen im Umgang mit unterschiedlichen Materialien und entsprechende Sprachfunktionen – Systematische Wortschatzarbeit*
- Unterrichtsmaterialien:  
  *Unterschiedliche Materialien und ihre Bezugsquellen – Schulbuchvergleich/Materialanalyse – Perspektivwechsel: kontrastive und komplementäre Materialarrangements - Strategien sprachlicher Unterstützung – Scaffolding – Exemplarische Erarbeitung eigener Materialien*
• Unterrichtspraxis:

*Kriterien für die Planung von CLIL-Unterricht – methodische Fragen der Unterrichtsdurchführung*

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.

Dieser Kurs ist für das CLIL-Zertifikat geöffnet.

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

---

Prof. Dr. A. Kubanek:

**Creating Intercultural, Ethical Teaching Material – 4412 313**

SE, Di 13:15 – 14:45, Präsenz, Bl 84.2

In this course we will situate material development within the contexts of curricular demands, response to societal needs, future teachers' biographical expertise (travels, multiculturalism, commitment), learner needs and motivational appeal. The plan is to create, in pairs or groups, one set of materials halfway through the course and another set by the end of the course. It will also be explored how such material could be added to a textbook unit or is only feasible as a separate entity. Ways of assessing learners' work with the material will also be considered. The Hausarbeit consists of another teaching kit.

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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### Modul “Praxisphase” HR

#### Modulinformation

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<td>PL:</td>
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<td>a) 2 SWS Vorbereitung (1. Sem.)</td>
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<td>b) 1 SWS Begleitung (2. Sem.)</td>
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<td>(über die gesamte Praxisphase)</td>
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#### Modulinformation Praxisblock

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**Teilnahmevervoraussetzung/en:**

Teilnahme an praktikumsvorbereitenden Lehrveranstaltungen
This course serves to prepare students for the school internship. It focuses upon important aspects of teaching practice in the language learning school classroom. In addition, we will deal with lesson planning and procedure, as well as classroom management and differentiation.

Termine:
15.11.2021
22.11.2021
06.12.2021
10.01.2022
17.01.2022

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
## Modulinformation

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<td>Veranstaltungen</td>
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### Qualifikationsziele:

- 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:

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

---

In this seminar, the students are given support to write their research report. The research report can be transformed into a part of the Master thesis later, if the students considered their school research topic to be interesting and worth expanding. The seminar partly consists of individual support sessions which are to be arranged. The structure of the Pro 3 Bericht (which includes a summary of Pro 1 and a survey of the activities done to arrive at the stage of writing the report (logbook style) will be explained.

First meeting in second week of semester, Wednesday 9.00 outside of my office.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Modul A5 “Advanced English Studies
alte und neue PO

Modulinformation

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

Modulaufbau

| Wintersemester | Sommersemester |
| Zwei Seminare (2 x 2 SWS) sind zu belegen, |
| - aus dem Bereich Literary and Cultural Studies (sofern im BA A2 (Linguistics) absolviert wurde) |
| - aus dem Bereich Linguistics (sofern im BA A1 (Literary and Cultural Studies) absolviert wurde) |
| Leistung: |
| alte und neue PO: |
| 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 I: British Literature – Beginnings to Romanticism (Group A) – 4412 055
SE, Mo 18:30 – 20:00, Präsenz, BI 84.2

This course (the first in a two-part sequence) aims at providing a rough (and necessarily sketchy) overview over the key texts and periods of English literature from the Renaissance to Romanticism. Our starting point will be the merits, pitfalls and governing principles of writing literary histories. We will then focus on Medieval, Renaissance (Elizabethan, Jacobean, 1500 to 1660), Classicist Restoration, Augustan (1660 to 1789), up to Romantic literature (1790 to 1830).

Primary literature:

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

- - -

Dr. M. Marcsek-Fuchs:
Survey Course I: British Literature – Beginnings to Romanticism (Group B) – 4412 057
SE, Fr 13:15 – 14:45, Präsenz, BI 84.2

This survey course is designed as a rough overview over the literary history(ies) ranging from Medieval Literature to early Romanticism. Our literary as well as cultural journey will encompass poetry, drama, narrative fiction, essays, and culturally relevant critical texts. By discussing selected works ranging from the Middle Ages and the Renaissance to Pre-Romanticism, from Beowulf and William Shakespeare to Thomas Gray, we will trace lines of development and place these texts into their literary, as well as cultural contexts. This course will provide an opportunity to deepen analytical skills and to further an awareness of literature as a crucial part of rapidly changing times.

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

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

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Dr. K. E. Barnes:
Survey Course I: African-American Literature – 4412 221
SE, Di 09:45 – 11:15, Präsenz, BI 84.1

This course is largely constructed around the voices and language used by black people themselves. The subject matter spans a very large temporal area, from the late-18th century to the present, which will give you a broad sweep of the African American literary landscape in a variety of genres. We will read these texts not only within race-specific contexts, but also – and perhaps more importantly – as American literature. The objectives of this course are: to give you an introduction to the vast array of prose, poetry, and drama that make up much of African American literature; to provide you the opportunity to explore the diverse nature of this literature; and to show you how African American literature deals with the ideas of Black social thought, political protest, and efforts to initiate social change.

Primary literature:
Further texts will be announced in the beginning of the class.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Dr. S. John:
Survey Course I: Irish Literature – 4412 268
SE, Do 09:45 – 11:15, BBB (Online, synchron)

This survey course provides an overview of the major periods and writers of modern Irish literature. After a brief introduction to writing prior to the nineteenth century, we will turn to the literature of Irish Romanticism, the Irish Literary Revival, Modernism and Postmodernism, and, finally, to contemporary times. We will not only discuss the aesthetic qualities of Irish poetry, drama, fiction, and other prose written in English but also take into account its political and cultural contexts. This involves, above all, Ireland’s journey towards independence from Britain and its cultural and linguistic heritage as a Celtic nation.

Primary literature:
Please purchase our textbook:
Regan, Stephen, ed. Irish Writing: An Anthology of Irish Literature in English 1789-1939. Ox-
Additional reading material will be announced at the beginning of the semester.

Suggested secondary literature for orientation in the field:

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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**English Linguistics**

**Themenbereich: Systems of Language and Communication**

Dr. H. Comes-Koch:

**Contrastive Grammar – 4412 280**

SE, Mo 08:00 – 09:30, BBB (Online, asynchron)

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:**


Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Prof. Dr. H. Hopp:

**Semantics & Pragmatics – 4412 341**

SE, Mo 18:30 – 20:00, BBB (Online, synchron)

This course will discuss the central semantic and pragmatic approaches to meaning in language, introducing the main concepts and methods of the study of context-free (semantic) and contextually dependent (pragmatic) meaning. We will consider meaning at several levels (lexical, sentential, discourse) and discuss the relationship between grammar and meaning. In the first part of the course we will discuss a) the theory of lexical fields and sense relations, b) prototypical properties of lexical items and c) the theory of semantic components. We will
then investigate the contextually dependent meaning based on culturally or situationally em-
bedded frameworks of understanding words by their function, use and background
knowledge. Finally, we will focus on a principle-governed interpretation of meaning based on
discourse implicatures that accounts for the ambiguous and dynamic status of meaning
caused by linguistic interactions.

**Literature:**
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Dr. V. Heyer:
**Morphology – 4412 359**
SE, Di 15:00 – 16:30, Präsenz, BI 85.1

This course will introduce the participants to the study of the structure of words and the for-
mation of new complex words in contemporary English. After a review of relevant basic lin-
guistic terms for morphological analysis (word, lexeme, morpheme, prefix, suffix, root, stem,
base), we will consider inflection as well as productive types of English word formation: a) 
derivational suffixation (*unfriendly, yuppiedom*) incl. conversion/zero derivation (*to tango, to
e-mail*) and b) compounding (*teapot, couch potato*). The particular status of non-syntagmatic
processes of abbreviation like blending (*brunch*), initialism (*BBC*), acronyms (*NATO*), or clip-
ing (*flu*) will be discussed as a contrast to compounding and derivation. We will use current
theoretical frameworks to describe: (a) the regular word-internal structures, (b) their rule-
based semantic interpretation, (c) general semantic changes as effects of word formation,
and (d) pragmatic and other extra-linguistic blockings of word creation. We will also address
the following questions: a) How do children acquire knowledge of word-formation processes
and the meaning of complex words?, b) How are (complex) words represented and stored in
the monolingual mental lexicon?

**Literature:**
Verlag.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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Dr. R. Carroll:
**Phonetics & Phonology – 4412 483**
SE, Fr 11:30 – 13:00, Präsenz, BI 85.3

Phonetics and phonology are concerned with the ways in which humans produce and hear
speech. They thus represent the science of speech sounds and the theory behind phonologi-
cal rules. Languages vary widely in their sound structures: their number and type of pho-
nemes, the shape of syllable structure, use of tonal contrasts, stress patterns, and so on. At the same time, all languages show striking similarities in the way they structure their sound systems. Phonology strives to understand the structure behind these differences across different speech systems. This seminar introduces the science of speech sounds and the theory behind phonological rules. How can we describe the pronunciation of a language? What do people do when they play language games? Why do loanwords sound so utterly differently from the way they sound in the donor language? How does the mind represent the phonological form of words? We will revisit the concepts of phonetics and phonology that were introduced in the B2 module but focus on rules and theoretical models that go beyond the descriptions of surface phenomena. Topics include acoustic, articulatory, and perceptual phonetics, distinctive feature theory, tones, suprasegmental phenomena, word stress, phonology above the word, as well as different theoretical approaches to explaining and predicting underlying structures.

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

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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**Themenbereich: Developmental and Linguistic Variation**

Dr. H. Comes-Koch:

**Contrastive Grammar – 4412 280**

SE, Mo 08:00 – 09:30, BBB (Online, asynchron)

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:**


Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

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

Literature:

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Kolloquien
alte und neue PO

Prof. Dr. C. Becker:
Kolloquium für Masterstudierende – 4412 430
SE, Mo 14:00 – 15:00, Präsenz, BI 80.303/304, Makerspace


To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

Prof. Dr. H. Hopp:
Linguistisches Kolloquium – 4412 432
KOL, Mo 11:30 – 13:00, BBB (Online)

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

Prof. Dr. A. Kubanek:
Kolloquium für Masterstudierende (M.Ed.): Key Questions of ELT – 4412 171
KOL, Mo 15:00 – 16:30, Präsenz, BI 80.303/304, MakerSpace

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

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).

Prof. Dr. E. Voigts:
Colloquium for B.A., M.A. and Ph.D. Theses in Literary and Cultural Studies – 4412 514
KOL, Blockseminar, WebEx (online)

Vorbesprechung: Di 02.11.2021, 18:30 – 21:00; WebEx (online)
Termine: Sa 15.01.2022 und 22.01.2022, 10:00 – 18:00, WebEx (online)
Our colloquium is tailor-made for students preparing a thesis (B.A., M.A., PhD) in Literary and Cultural Studies. Topics will be arranged with regard to participants’ preferences, and as an overall theme we will survey new methodologies and research paradigms in Literary and Cultural Studies.

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

The colloquium will take place in two units as a “Blockseminar” on two Saturdays:
There will be a mandatory introductory meeting on 2 November 2021, from 18:30 to 20:00 hrs on Webex.

**Di 02.11.21 – Vorbesprechung 18:30-21:00 Uhr**
**Sa 15.01.22 – Blockseminar I 10:00-18:00 Uhr**
**Sa 22.01.22 – Blockseminar II 10:00-18:00 Uhr**

To enrol, please sign up in Stud.IP. Registration opens September 29th, 2021 (3p.m./15:00).
Öffnungszeiten und Sprechstunden

Öffnungszeiten der Abteilungsgeschäftszimmer

Abt. Literatur- und Kulturwissenschaft
A. Kaminsky  
Mo – Fr 09:00 – 11:00 Uhr

Abt. Englische Sprachwissenschaft
D. Hauer  
Mo/Mi/Do 10:00 – 12:00 Uhr  
Di 11:00 – 15:00 Uhr

Abt. Englische Sprache und ihre Didaktik
A. Kaminsky s.o.

Sprechstunden in der vorlesungsfreien Zeit (WiSe 2021/22)

Abt. Literatur- und Kulturwissenschaft

R. Auer  
nach Vereinbarung: Anmeldung per StudIP

Dr. K. E. Barnes  
Mittwoch, 28.07.21 09:00 – 11:00 Uhr  
Mittwoch, 22.09.21 09:00 – 11:00 Uhr  
Mittwoch, 20.10.21 09:00 – 11:00 Uhr  
Please register for an appointment via StudIP und nach Vereinbarung (k.barnes@tu-bs.de)

Prof. Dr. R. Heinze  
Dienstag, 02.03.21 10:00 – 12:00 Uhr  
Dienstag, 16.03.21 10:00 – 12:00 Uhr  
Dienstag, 30.03.21 10:00 – 12:00 Uhr  
und nach Vereinbarung (r.heinze@tu-bs.de)

Dr. S. John  
Dienstag, 23.02.21 15:30 – 17:00 Uhr  
Dienstag, 16.03.21 15:30 – 17:00 Uhr  
Dienstag, 23.03.21 15:30 – 17:00 Uhr  
und nach Vereinbarung: Anmeldung per StudIP

Dr. M. Marcsek-Fuchs  
Mittwoch, 24.02.21 10:30 – 12:30 Uhr  
Mittwoch, 03.03.21 10:30 – 12:30 Uhr
C. Sternberg  
nach Vereinbarung: Anmeldung per StudIP

L. Tamas  
nach Vereinbarung: Anmeldung per StudIP

Prof. Dr. E. Voigts  
Mittwoch, 03.03.21 10:00 – 12:00 Uhr  
Mittwoch, 10.03.21 10:00 – 12:00 Uhr  
Mittwoch, 31.03.21 10:00 – 12:00 Uhr  
Mittwoch, 07.04.21 10:00 – 12:00 Uhr  
und nach Vereinbarung: Anmeldung per StudIP

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker  
nach Vereinbarung: c.becker@tu-bs.de

W. Evers  
nach Vereinbarung: w.harms@tu-bs.de

Dr. J. Jakisch  
nach Vereinbarung: j.jakisch@tu-bs.de

Dr. R. D. Jones  
beurlaubt

Prof. Dr. A. Kubanek  
Montag, 02.03.21 09:00 – 12:00 Uhr  
Montag, 16.03.21 09:00 – 12:00 Uhr  
Montag, 30.03.21 09:00 – 12:00 Uhr  
und nach Vereinbarung: a.kubanek@tu-bs.de

Dr. C. Meyer  
nach Vereinbarung: c.meyer2@tu-bs.de

Dr. S. McGury  
nach Vereinbarung: s.mcgury@tu-bs.de

A. Smith, M.A.  
nach Vereinbarung: a.smith@tu-bs.de

S. Sturm  
siehe Ankündigung in Stud.IP

K. A. Täger  
nach Vereinbarung: a.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

Dr. R. Carroll  
siehe Ankündigung in Stud.IP

Dr. H. Comes-Koch  
siehe Ankündigung in Stud.IP

Dr. V. Heyer  
siehe Ankündigung in Stud.IP

Prof. Dr. H. Hopp  
siehe Ankündigung in Stud.IP

N. N.  
siehe Ankündigung in Stud.IP

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S. Kingsbury  nach Vereinbarung: s.kingsbury@tu-bs.de
S. Z. Khan-Owald  nach Vereinbarung: s.khan-owald@tu-bs.de
J. Peters  nach Vereinbarung: jan.peters@tu-bs.de
P. Schnackenberg  nach Vereinbarung
J. Tavares  nach Vereinbarung: j.tavares@tu-braunschweig.de
M. Wildhage  nach Vereinbarung: m.wildhage@tu-bs.de
A. Winter  nach Vereinbarung: a.winter@tu-bs.de

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

Sprechstunden in der Vorlesungszeit (WiSe 2021/22)

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

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

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

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Prof. em. Dr. H.-J. Possin  nach Vereinbarung
Prof. a. D. Dr. V. Link  nach Vereinbarung