



INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK

Technische Universität Braunschweig

Geschäftsleitung: Prof. Dr. Rüdiger Heinze

Abt. für Literatur- und Kulturwissenschaft

Abt. für Englische Sprachwissenschaft

Abt. für Englische Sprache und ihre Didaktik

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Änderungen jederzeit möglich

Lehrveranstaltungen Wintersemester 2022/23

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, 24.10.22

Schließzeit Weihnachten (letzte LVA):

Donnerstag, 22.12.22

Wiederbeginn LVA:

Montag, 09.01.23

Ende der Lehrveranstaltungen:

Samstag, 18.02.23

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

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

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

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

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

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

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

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

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

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

Die Lehrenden des Seminars wünschen ein erfolgreiches Wintersemester 2022/23!

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Fakultatives Lehrangebot für alle Profile

alte und neue PO

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 324

Mi 19:15 – 21:00, BI 80.303/304 (MakerSpace) oder BBB (Online)

First Meeting: 02.11.2022 (via Big Blue Button)

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

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

Acting experience is not necessary. Rehearsals and workshops are usually held once or twice a week in the evenings online via Big Blue Button/MakerSpace (as soon as that is possible). 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 30th, 2022 (9a.m./09:00).

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

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

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

Modulinformation

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

Modulaufbau:

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Autonomous Learning in the Inclusive EFL Classroom – 4412 153

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

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:

Benson, Phil(2001): *Teaching and Researching Autonomy in Language Learning*. Edinburgh Gate: Longman.

Benson, Phil / Voller, Peter(1997): *Autonomy & Independence in Language Learning*. Edinburgh Gate: Longman.

Little, David (1991): *Learner Autonomy. Definitions, Issues and Problems*. Dublin: Authentik.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Prof. Dr. A. Kubanek:

School Exchange Programmes and Exchange/Internationalisation in Initial Teacher Training – 4412 209

SE, Di 16:45 – 18:15, BI 80.303/304 (MakerSpace)

Probably all of you will participated in a class trip to London, a school exchange with one of the partner schools, or done a school year abroad. As a school student, one participates, prepares a presentation, the family might host a partner from the other school. But when did all these initiatives originate? How have they changed over the decades - from the Bildungsreise of a wealthy teenager accompanied by his private tutor to Italy...to re-education after the Second World War, international summer camps, official school partnerships as steps of reconciliation between Germany and France , to companies organising class trips, to the e-twinning programme of the European Union. How do the organising teachers see their workload, what do psychological studies say about the long-term effects?

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

M. Wildhage:

Methods and Materials for CLIL – 4412 461

SE, Do 09:45 – 11:15, 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:
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.

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

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Modul M2 “Advanced English Studies” Gym

alte und neue PO

Modulinformation

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

Modulaufbau:

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

* in einem der beiden LV wird die Prüfungsleistung erbracht

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Advanced English Linguistics

Dr. Sarah McMonagle:
Language, Literacy and New Media – 4412 554
SE, Mo 15:00 – 16:30, BI 85.9

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:

New London Group. 1996. "A Pedagogy of Multiliteracies: Designing Social Futures." *Harvard Educational Review* 66: 60–93.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Themenbereich: Advanced Literary and Cultural Studies

Dr. M. Marcsek-Fuchs:
London in Literature and Film – 4412 060
SE, Do 11:30 – 13:00, BI 97.11

What do the *Paddington*, *Harry Potter*, *Sherlock*, and *James Bond* films have in common? They are all based on literary works, and use London as their settings; at times, also as their film locations. Peter Ackroyd describes this megacity as "a labyrinth, half of stone, half of flesh" – a metaphor which shows how architecture, infrastructure and the lived experience by (today) more than 9 million people stemming from diverse cultures blend into a whole. Today's metropolis is a palimpsest of many past Londons, and a canvas for many stories in the literary and filmic imagination.

This course will investigate not only literary texts featuring London, but also their filmic adap-

tations to study the many ways the fictional accounts of the urban experience have been re-imagined and medially constructed for the (silver) screen. After starting with some earlier texts of 'Literary London' (by authors like Blake and Wordsworth), the course will come up with a selection of examples to be investigated. The list can include but is not limited to such adapted texts as the ones mentioned above, plus Dickens's *Oliver Twist*, Oscar Wilde's *Ideal Husband*, Virginia Woolf's *Mrs Dalloway*, Alan Moore's graphic novel *From Hell*, Monica Ali's *Brick Lane*, and Helen Fielding's *Bridget Jones' Diary*. Additionally, we will have a look at biopics and docufiction representing the respective London authors, artists and historical landmarks, such as the films *Shakespeare in Love*, *Oscar Wilde*, *King's Speech*, *Stage Beauty*, or the series *Desperate Romantics*. As a final step we will take a glimpse at tourist sites that stem from literary and filmic representations, such as the Sherlock Museum or King's Cross and Paddington Stations.

The selection of texts, films and touristic sites will be decided on together in the first weeks of the term.

Please start reading Peter Ackroyd's *London – The Biography* and researching into the rich field of Literary/Filmic London before the first session.

Literature:

- Ackroyd, Peter. *London: The Biography*. London: Chatto & Windus, 2000.
Barth, A. (ed.). *London Stories*. Stuttgart: Reclam, 2013.
Briggs, Asa. *Victorian Cities*. London: Penguin, 1990.
Brunsdon, Charlotte. *London in Cinema: The Cinematic City since 1945*. London: BFI, 2007.
McLeod, John. *Postcolonial London. Rewriting the Metropolis*. London: Routledge, 2004.
Hiller, Geoffrey, et al. (eds). *An Anthology of London in Literature, 1558-1914*. Cham: Palgrave Macmillan, 2019
Pleßke, Nora. *The Intelligible Metropolis: Urban Mentality in Contemporary London*. Bielefeld: Transcript, 2014.
Pietrzak-Franger, Monika, Pleßke, Nora & Voigts, Eckart (eds.). *Transforming Cities. Discourses of Urban Change*. Heidelberg: Winter Verlag, 2018.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Modul FP “Fachpraktikum Master Gym”

(alte und neue PO)

Modulinformation

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

Modulaufbau:

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

LP: Leistungspunkte

LV: Lehrveranstaltung

PL: Prüfungsleistung

SE: Seminar

SL: Studienleistung

SWS: Semesterwochenstunden

Modul FP „Fachpraktikum Master Gym“

alte PO (ab WS 2013/14)

Prof. Dr. C. Becker:

Fachpraktikum Gym – 4412 183

Di 09:45 – 11:30, BI 80.303/304 (MakerSpace)

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

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

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Modul FP „Fachpraktikum Master Gym“

neue PO (ab WS 2021/22)

Prof. Dr. C. Becker:

Fachpraktikum Gym – 4412 183

Di 09:45 – 11:30, BI 80.303/304 (MakerSpace)

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

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

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Differenzierungsbereich

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

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. E. Voigts:

Survey Course I: British Literature – Beginnings to Romanticism (Group A) – 4412 055
SE, Do 16:45 – 18:15, BI 85.1

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:

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

Secondary literature:

For orientation in the field, please consult the standard literary histories (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 30th, 2022 (9a.m./09:00).

Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group B) – 4412 057
SE, Fr 13:15 – 14:45, BI 80.1

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:

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

Secondary literature:

For orientation in the field, please consult the standard literary histories (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 30th, 2022 (9a.m./09:00).

Dr. S. John:

Survey Course I: Irish Literature – 4412 268

SE, Di 11:30 – 13:00, BI 85.9

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:

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

Additional reading material will be announced at the beginning of the semester.

Suggested **secondary literature** for orientation in the field:

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

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

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Prof. Dr. R. Heinze:

Survey Course I: American Literature I – 4412 338

SE, Fr 11:30 – 13:00, BI 97.9

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

Primary literature:

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

Secondary literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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

(alte und neue PO)

Modulinformation

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

Modulaufbau

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

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. R. Carroll:

Phonetics & Phonology – 4412 483

SE, Mi 08:30 – 09:45, BI 85.2

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 phonological rules. Languages vary widely in their sound structures: their number and type of phonemes, 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 30th, 2022 (9a.m./09:00).

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Dr. H. Comes-Koch:

Morphology – 4412 359

SE, Mi 09:45 – 11:15, BI 85.8

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

Literature:

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

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Prof. Dr. H. Hopp:

Syntax – 4412 226

SE, Do 11:30 – 13:00, BI 80.1

This course is designed as an introduction to the most recent theory of generative syntax, The Minimalist Program (Chomsky 1995). The Minimalist Program explores the fascinating idea that language, in particular, syntax, is optimal and can be reduced to a small set of universal economy principles. The Minimalist Program aims towards a powerful and universal explanation of sentence structure across languages. This course will exemplify the rationale and the implementation of the Minimalist approach to syntax. Using plenty of examples from English and other languages, you will get a step-by-step introduction to syntactic categories and structure, principles of syntactic movement, and parameters of cross-linguistic differences in word order.

This course will provide you with a sound foundation in syntactic theory and analysis; it is ideal for students who enjoyed the syntax part of the Introduction course.

Literature:

Adger, D. (2003). *Core syntax: A Minimalist approach*. Oxford: Oxford University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Themenbereich: Developmental and Linguistic Variation

Dr. H. Comes-Koch:

Second Language Acquisition – 4412 003

SE, Fr 11:30 – 13:00, BI 85.2

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

Literature:

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

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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

Modulinformation neue PO

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

Modulaufbau

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

Leistung:

PL: 12 englischsprachige Hausaufgaben (je 1 Seite)

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Z. Khan-Owald:

German-English Translation (Group A) – 4412 443

UE, Mo 15:00 – 16:30, BI 80.301 (Konferenzraum)

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

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

Z. Khan-Owald:

German-English Translation (Group B) – 4412 546

UE, Do 11:30 – 13:00, Präsenz, BI 85.6

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

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

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

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Y. Li.:

Grammar II (Group A) – 4412 389

UE, Di 09:45 – 11:15, BI 80.301 (Konferenzraum)

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 30th, 2022 (9p.m./09:00).

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Dr. K. E. Barnes:

Grammar II (Group B) – 4412 513

UE, Fr 11:30 – 13:00, BI 80.2

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

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Dr. T. Schrader.:

Writing II (Group A) – 4412 391

UE, Mi 18:30 – 20:00, BI 85.6

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

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

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Dr. S. McGury:

Writing II (Group B) – 4412 547

UE, Fr 13:15 – 14:45, BBB (Online)

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 30th, 2022 (9p.m./09:00).

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Aufbaumodul 4 “Intermediate Language Skills“

nur alte PO (ab WS 2013/14)

Modulinformation alte PO

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Y. Li.:

Grammar Exercises II (Group A) – 4412 096

UE, Di 09:45 – 11:15, BI 80.301 (Konferenzraum)

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, Mühlenpfadstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

Dr. K. E. Barnes:

Grammar Exercises II (Group B) – 4412 242

UE, Fr 11:30 – 13:00, BI 80.2

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

A. Böker:

Vocabulary Expansion (Group A) – 4412 078

UE, Mo 18:30 – 20:00, BI 85.6

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

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A. Rose:
Vocabulary Expansion II, Group B – 4412 229
UE, Mi 08:00 – 09:30, BI 80.2

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

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Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”

(alte und neue PO)

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunde

Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”

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

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

Wikinger in Serien – 4449 425

SE, Do 11:30 – 13:00, RR 58.4

Der mittelalterliche Norden Europas ist seit einigen Jahren immer wieder der Schauplatz von Fernsehserien. Von „Vikings“ über „Last Kingdom“ bis zu „Beforeigners“ tummeln sich Wikinger und Wikingerinnen über jeweils viele Staffeln hinweg in mehr oder weniger mittelalterlichen, aber zuweilen auch modernen Settings. In der Regel werden dabei nicht nur Fantasiewelten und vollkommen fiktive Handlungsstränge entworfen, vielmehr greifen die Autorinnen und Autoren auf historische Quellen wie Sagas, Annalen, Chroniken oder Heiligenvitien zurück und lassen historisch nachweisbare oder legendenhafte Personen auftreten.

Das Seminar wird sich in einem transdisziplinären Zugriff aus filmwissenschaftlicher, narratologischer und historischer Perspektive mit einigen dieser Serien auseinandersetzen. Leitende Fragen sind dabei u. a.: Wie werden vergangene Welten im Film konstruiert? Wozu dient der Rückgriff auf historische Quellen und was wird aus ihnen gemacht? Wie entwickeln sich Handlungsstränge und Personen über mehrere Staffeln hinweg? Wie wird auf Reaktionen des Publikums eingegangen? Warum lohnt es sich für Anglisten/Amerikanisten und Historiker:innen überhaupt, nächtelang fernzusehen?

Prüfungsleistungen können sowohl in der Anglistik als auch in der Geschichtswissenschaft abgelegt werden. Der Besuch des Seminars setzt neben den üblichen Anforderungen die Bereitschaft voraus, sich die behandelten Serien außerhalb der Veranstaltungszeiten anzuschauen und sich vor allem mit den Ansätzen und Fragestellungen der jeweils anderen Disziplin auseinanderzusetzen.

Literatur:

Einleitende Lektüre:

Anders Winroth, Die Wikinger. Das Zeitalter des Nordens, Stuttgart 2016.

Frank Kelleter, Populäre Serialität: Narration – Evolution – Distinktion. Bielefeld 2012.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

Prof. Dr. E. Voigts / Prof. Dr. B. Wahrig:

Digital Hub: International Perspectives on Environmental Humanities – 4412 270

SE, Do 15:00 – 16:30 (Online, WebEX) oder BI 80.1

This class seeks to establish a multinational network of research-based teaching in the environmental humanities on a variety of online platforms and toolsets. It will combine students' research from TU Braunschweig in co-operation with a set of international partners who have a background in interdisciplinary research in environmental and medical humanities, such as: Dr. Simone Müller (Rachel Carson Center, München), Prof. Dr. May-Brith Ohman Nielsen (U of Agder, Norway), and Prof. Dr. Monika Pietrzak-Franger (U of Vienna, Austria), and more. Efforts to deal with the climate and environmental crises need common and interdisciplinary efforts of science, society and the arts. The class will seek to create and consolidate climate literacy and environmental citizenship. The digital, online-only format in co-operation with international colleagues seeks to foster this type of citizenship as truly global. Hence also

awareness of global inequalities and power differences have to be taken into account and discussed in international environments.

These are our guiding questions:

- How can we describe our ecological connections to the world around us? How have they been described in past and present cultures?
- What have been key ecocritical approaches and concerns in literary and cultural studies?
- What would a genuinely interdisciplinary learning through processes of critical analysis, careful looking, leading to environmental citizenship and environmental literacy look like?
- How can digital media and international learning environments help foster collaborative and conceptual processes to achieve these goals?
- How can we develop skills of critical reading, and critical engagement, to cultivate sensibilities for the human as well as non-human world?
- What methods of interdisciplinary research do we need to entangle humanities and technoscience approaches?
- How can we spread the culture of interdisciplinary engagement with pressing environmental issues through arts and culture?

We will seek to answer these questions by investigating a number of case studies, such as theoretical frameworks (from Merchant's "Death of Nature" to Haraway's "Staying with the Trouble", Bettina Wahrig), naming places, Yak herding and Yak dung (Siran Liang), the archaeology of plastics in a fluid world (May-Brith Ohman-Nielsen), global waste (Simone Müller), narratives of dirt, plague and cholera (Eckart Voigts), and pandemics, contagion and the media (Monika Pietrzak-Franger).

Literature:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

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Dr. M. Marcsek-Fuchs:

Digital Shakespeare(s) – Bridging Boundaries – 4412 578

SE, Fr 11:30 – 13:00, BI 80.1

Like many other theatres during the pandemic, the Globe Theatre in London and the Royal Shakespeare Company in Stratford-upon-Avon needed to relocate their performances to the internet. The same is true for much of their educational programmes and materials. Yet, it is not only since the Corona pandemic that 'all the world (wide web)'s been a stage' and that Shakespeare has gone viral on the Net. There are numberless Facebook, Twitter, and Instagram posts connected with the Bard and web adaptations of his plays. Plus, there is a great abundance of educational materials available on the websites of both the theatres and renowned Shakespeare libraries. This class will explore the representation(s) of Shakespeare on the internet and investigate how he and his plays have gone viral through adaptation and bottom-up fan activity. We will investigate digital Shakespeare projects that have been developed by the leading theatres, libraries, and museums before, during and after the pandemic. This includes online-performances, podcasts, lectures, Facebook, and Instagram accounts attributed to the Bard, theatre and library websites, and web adaptations of his plays as well as educational materials of and around the 'Shakespeare Universe'. Examples will include

such adaptations as Geeky Blonde's *Condensed Shakespeare* (a collection of one-woman Shakespeare adaptations), Kelly, Shekar, and Sullivan's *Titus and Dronicus* (Hamlet's case investigated by Sherlockian detectives), the mash-up *Blank Verse* as well as the very topical corona-versions called *Shakespeare in Isolation* and Robert Myles's *The Show Must Go Online*. Digital Shakespeare(s) help break cultural, social and medial boundaries. Thus, we will investigate how these products help connect the world.

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

Literature:

Primary Sources:

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

Secondary Sources / Recommended Reading:

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

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

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

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

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Erweiterungsmodul 5 “Advanced English Linguistics: Contexts and Variation”

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

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. V. Heyer:

Morphology and the Mental Lexicon – 4412 366

SE, Mo 15:00 – 16:30, PK 11.5

Selfie stick, blogger, ungoogleable,... Morphology allows us to create and understand an infinite number of new words derived from known component parts (e.g., *google-able*) but have you ever wondered how we process these forms in real time? Do we analyse the morphological structure or do we ignore it? This course deals with how morphologically complex words are represented in our mind/brain and how they are processed during language comprehension and production. Combining linguistic theory and psycholinguistic research, we will explore whether forms such as *walked* and *walker* are recognised as whole forms or decomposed into their component parts (i.e., *walk* plus *-ed/er*) and how properties of these forms (e.g., inflection vs. derivation, frequency/familiarity or transparency) influence processing. After an introduction to morphological theory and processing models, we will read and discuss original research papers that put linguistic theories to the test and investigate the psychological reality of morphological structure in our mind/brain.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

Prof Dr. H. Hopp:

The Psycholinguistics of Second Language Learning – 4412 227

SE, Mo 16:45 – 18:15, BI 80.1

While we all learn and/or teach foreign languages and try to be good at it, we rarely think about the cognitive mechanisms that subserve foreign and second language learning. In this course, we review recent psycholinguistic approaches to second language learning for child and adult L2 learners. With a focus on grammar learning, we discuss and assess the roles of priming, predictions, implicit and explicit learning, practice and automatization, interaction and different learning contexts on second language development.

Each week, we will read and discuss an overview paper on the psycholinguistics or applied linguistics of second language learning and then delve into one current study. By the end of the course, you will have gotten to know the major topics in current L2 psycholinguistics and applied linguistics. You will be able to evaluate the scope of different learning mechanisms in L2 acquisition and make links to teaching implications.

Literature:

Reading: Godfroid, A. & Hopp, H. (2022). *The Routledge Handbook of Second Language and Psycholinguistics*. Routledge.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

Dr. K. Von Holzen:

Listening in the L1 and the L2 – 4412 440

SE, Mi 09:45 – 11:15, BI 85.1

Understanding in languages we've grown up with comes easy (L1), but it's a challenge in languages we've learned later in life (L2). In this seminar, we will examine how speech processing is shaped by language experience and how this influences the recognition of spoken words. We will cover topics such as the universalities common to listening in all languages, how early development shapes listening to become language-specific, and how this can impact L2 listening later in life. Building up on and revising the basic concepts of phonetics and phonology that you have acquired in modules B2 (and A2) we will try to answer psycholinguistic questions such as:

- How do we extract words from speech?
- Why does accented speech pose a challenge to the word recognition system?
- How flexible is L2 speech perception?

Literature:

Cutler, Anne (2012). *Native listening: Language experience and the recognition of spoken words* (1 ed.). Cambridge, MA, USA: MIT Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).

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Dr. H. Comes-Koch:

Bilingual First Language Acquisition – 4412 579

SE, Do 11:30 – 13:00, BI 85.8

In this seminar we will explore how children growing up with two languages from birth acquire the two languages simultaneously and how they learn to use the two languages appropriately when communicating with other people. A recurrent question in research on bilingual first language acquisition is whether the children acquire the two languages separately (i.e. their acquisition patterns are identical to monolingual patterns) or whether there is some kind of interaction/interdependence in the development of the two languages. We will address this question looking at the levels of phonology, morpho-syntax and vocabulary. We will also discuss which factors influence the development of the two languages (e.g. type and amount of input in the two languages) and will discuss possible explanations for different rates of development (unequal development) or different outcomes (e.g. receptive bilingualism). Apart from acquiring the lexical and structural aspects of the two languages children also have to learn how to use the two languages in accordance with socio-pragmatic norms. So we will also address the acquisition of language choice patterns of simultaneous bilingual children. Finally, we will focus on code-switching, a typically bilingual phenomenon that requires linguistic and socio-pragmatic competence on the part of the speaker. We will look at how bilingual children acquire this competence and whether / how this is related to the general development in the two languages.

Literature:

De Houwer, A. (2009). *Bilingual first language acquisition*. Multilingual Matters.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Erweiterungsmodul 6 “Advanced Language Skills: Reading and Writing”

neue PO (ab WS 2021/22)

Modulinformation neue PO

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. E. Barnes:

Regional Studies II (Group A): African American Cinema – 4412 556

SE, Mo 13:15 – 14:45, BI 80.1

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

This class will take you on a journey of African American Cinema beginning with the blatant racism of D.W. Griffith's *The Birth of a Nation* (1915), a film respected as an epic milestone, but 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 “Blacksxploitation” 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 30th, 2022 (9a.m./09:00).

Dr. S. McGury:

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

SE, Fr 15:00 – 16:30, BBB (Online)

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 30th, 2022 (9a.m./09:00).

Dr. K. E. Barnes:

Grammar III (Group A) – 4412 448

UE, Mo 16:45 – 18:15, BI 80.2

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Dr. S. McGury:

Grammar III (Group B) – 4412 555

UE, Fr 11:30 – 13:00, BBB (Online)

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

A. Böker:

Reading (Group A) – 4412 449

UE, Mo 18:30 – 20:00, BI 85.6

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in

rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analyzing word parts, semantic mapping, and creating word consciousness. Students will also create word logs and writing assignments based on the target vocabulary.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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A. Rose:

Reading (Group B) – 4412 506

UE, Mi 08:00 – 09:30, BI 80.2

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Erweiterungsmodul 6 “Advanced Language Skills”

alte PO (ab WS 2013/14)

Modulinformation alte PO

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Z. Khan-Owlad:

German-English Translation – 4412 175

UE, Do 15:00 – 16:30, BI 85.6

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 30th, 2022 (9a.m./09:00).

Dr. K. E. Barnes:

Advanced Language Practice (Group A) – 4412 534

UE, Mo 16:45 – 18:15, BI 80.2

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Dr. S. McGury:

Advanced Language Practice (Group B) – 4412 350

UE, Fr 11:30 – 13:00, BBB (Online)

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Dr. K. E. Barnes:

Landeskunde II (Group A): African American Cinema – 4412 538

SE, Mo 13:15 – 14:45, BI 80.1

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

This class will take you on a journey of African American Cinema beginning with the blatant racism of D.W. Griffith’s *The Birth of a Nation* (1915), a film respected as an epic milestone, but simultaneously reviled as the blueprint for black film stereotypes that would appear throughout the 20th century. We will also look at the much forgotten African American film industry of the early to mid-20th century before moving on to the period of “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), 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 30th, 2022 (9a.m./09:00).

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Dr. S. McGury:

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

SE, Fr 15:00 – 16:30, BBB (Online)

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 30th, 2022 (9a.m./09:00).

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Kurse für den Studiengang Master G und HR

Modul M1 “Teaching English” G

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

Modulinformation

Art und Bezeichnung des Moduls	Teaching English G
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. + 3. Sem. (neue PO) Master 1. + 2. Sem. (alte PO)
Credits	9 LP

Modulaufbau (neue PO)

Winter (1. Sem)	Winter (3. Sem.)
Verteilt auf 1. und 3. Semester	
3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
Leistung:	
a) SL: Präsentation oder schriftliche Arbeit b) PL: Eine veranstaltungsbegleitende Hausarbeit (ggf. mit Präsentation) oder Multimediale Produktion	

Modulaufbau (alte PO)

Winter	Sommer
Verteilt auf zwei Semester	
3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
Leistung:	
PL: Veranstaltungsbegleitende englischsprachige Hausarbeit (mit Präsentation)	

LP: Leistungspunkte
PL: Prüfungsleistung
SL: Studienleistung

LV: Lehrveranstaltung
SE: Seminar
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Autonomous Learning in the Inclusive EFL Classroom – 4412 153

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

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:

Benson, Phil(2001): *Teaching and Researching Autonomy in Language Learning*. Edinburgh Gate: Longman.

Benson, Phil / Voller, Peter(1997): *Autonomy & Independence in Language Learning*. Edinburgh Gate: Longman.

Little, David (1991): *Learner Autonomy. Definitions, Issues and Problems*. Dublin: Authentik.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Prof Dr. A. Kubanek:

Teaching Reading and Writing – 4412 190

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

The primary EFL classroom focuses on listening and speaking competences. The attitude towards the necessity of learning to read and write in English has changed - more of these two competences is expected from the children. What are proven ways of introducing them? How are so - called Easy Readers structured, how can beginners do first steps in digital literacy (in a narrow sense as being able to decipher content, be aware of the graphic distribution of information on a web page, etc. And how can learners struggling with reading and writing in L1 be supported when embarking on their English-language journey?

For the secondary level we will look at international reading skills assessments, look at strategies to make EFL reading effective, we will analyse what makes non-fiction texts easy or difficult, work on creative writing activities and look at contemporary poetry.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Prof. Dr. A. Kubanek:

School Exchange Programmes and Exchange/Internationalisation in Initial Teacher Training – 4412 209

SE, Di 16:45 – 18:15, BI 80.303/304 (MakerSpace)

Probably all of you will participated in a class trip to London, a school exchange with one of the partner schools, or done a school year abroad. As a school student, one participates, prepares a presentation, the family might host a partner from the other school. But when did all these initiatives originate? How have they changed over the decades - from the Bildungsreise of a wealthy teenager accompanied by his private tutor to Italy...to re-education after the Second World War, international summer camps, official school partnerships as steps of reconciliation between Germany and France, to companies organising class trips, to the e-twinning programme of the European Union. How do the organising teachers see their workload, what do psychological studies say about the long-term effects?

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

A. Smith:

Storytelling in the EFL Classroom – 4412 288

Blockseminar, 23. - 25.02.2023, 09:00 – 17:00, Raum t. b. a.

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

Literature:

A literature list will be provided in the course.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Modul “Praxisphase“ G

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

Modulinformation Praxisphase

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

Modulinformation Praxisblock

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

Vorbereitung Praxisphase

K. Täger / S. Horn / I. Baumgärtel:

**Vorbereitung Praxisphase G Englisch: Planung und Analyse von Englischunterricht
(G) – 4412 240**

SE, Fr 13:15 – 14:45, BI 80.303/304, 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/in, as specified in the GHR outline.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Modul “Projektband” G

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

Modulinformation

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

Prof. Dr. A. Kubanek:

Vorbereitung Projektband Pro 1 G Englisch: Researching English Teaching and Learning – 4412 219

SE, Mo 13:15 – 14:00, BI 80.303/304 (MakerSpace)

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.

Literature:

Literature will be announced during the course.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Prof Dr. A. Kubanek:

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 30th, 2022 (9a.m./09:00).

Modul M1 “Teaching English” HR

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

Modulinformation

Art und Bezeichnung des Moduls	Teaching English HR
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. + 3. Sem. (neue PO) Master 1. + 2. Sem. (alte PO)
Credits	9 LP

Modulaufbau (neue PO):

Winter (1. Sem)	Winter (3. Sem.)
Verteilt auf 1. und 3. Semester 3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
Leistung: a) SL: Präsentation oder schriftliche Arbeit b) PL: Eine veranstaltungsbegleitende Hausarbeit (ggf. mit Präsentation) oder Multimediale Produktion	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Modulaufbau (alte PO):

Winter	Sommer
Verteilt auf 1. und 2. Semester 3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
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, BI 80.303/304 (MakerSpace)

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:

Benson, Phil(2001): *Teaching and Researching Autonomy in Language Learning*. Edinburgh Gate: Longman.

Benson, Phil / Voller, Peter(1997): *Autonomy & Independence in Language Learning*. Edinburgh Gate: Longman.

Little, David (1991): *Learner Autonomy. Definitions, Issues and Problems*. Dublin: Authentik.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Prof Dr. A. Kubanek:

Teaching Reading and Writing – 4412 190

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

The primary EFL classroom focuses on listening and speaking competences. The attitude towards the necessity of learning to read and write in English has changed - more of these two competences is expected from the children. What are proven ways of introducing them? How are so - called Easy Readers structured, how can beginners do first steps in digital literacy (in a narrow sense as being able to decipher content, be aware of the graphic distribution of information on a web page, etc. And how can learners struggling with reading and writing in L1 be supported when embarking on their English-language journey?

For the secondary level we will look at international reading skills assessments, look at strategies to make EFL reading effective, we will analyse what makes non-fiction texts easy or difficult, work on creative writing activities and look at contemporary poetry.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Prof. Dr. A. Kubanek:

School Exchange Programmes and Exchange/Internationalisation in Initial Teacher Training – 4412 209

SE, Di 16:45 – 18:15, BI 80.303/304 (MakerSpace)

Probably all of you will participated in a class trip to London, a school exchange with one of the partner schools, or done a school year abroad. As a school student, one participates, prepares a presentation, the family might host a partner from the other school. But when did all these initiatives originate? How have they changed over the decades - from the Bildungsreise of a wealthy teenager accompanied by his private tutor to Italy...to re-education after the Second World War, international summer camps, official school partnerships as steps of reconciliation between Germany and France , to companies organising class trips, to the e-twinning programme of the European Union. How do the organising teachers see their work-load, what do psychological studies say about the long-term effects?

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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M. Wildhage:

Methods and Materials for CLIL – 4412 461

SE, Do 09:45 – 11:15, 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:

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 30th, 2022 (9a.m./09:00).

Modul “Praxisphase” HR

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

Modulinformation

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

Modulinformation Praxisblock

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

Vorbereitung Praxisphase

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

**Vorbereitung Praxisphase HR Englisch: Planung und Analyse von
Englischunterricht – 4412 279**

SE, Mo 16:45 – 21:00, Präsenz, BI 80.303/304 (MakerSpace)

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:

14.11.2022

21.11.2022

05.12.2022

09.01.2023

16.01.2023

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Modul “Projektband” HR

alte und neue PO

Modulinformation

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

Prof. Dr. A. Kubanek:

Vorbereitung Projektband Pro 1 HR Englisch: Researching English Teaching and Learning – 4412 284

SE, Mo 13:15 – 14:00, BI 80.303/304 (MakerSpace)

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 30th, 2022 (9a.m./09:00).

Prof. Dr. A. Kubanek:

Nachbereitung Projektband Pro 3 HR Englisch – 4412 287

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.

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 30th, 2022 (9a.m./09:00).

Differenzierungsbereich Master G und HR

Modul A5 “Advanced English Studies”

alte und neue PO

Modulinformation

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

Modulaufbau

Wintersemester	Sommersemester
Zwei Seminare (2 x 2 SWS) sind zu belegen, - aus dem Bereich <i>Literary and Cultural Studies</i> (sofern im BA A2 (<i>Linguistics</i>) absolviert wurde) - aus dem Bereich <i>Linguistics</i> (sofern im BA A1 (<i>Literary and Cultural Studies</i>) 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, Do 16:45 – 18:15, BI 85.1

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:

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

Secondary literature:

For orientation in the field, please consult the standard literary histories (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 30th, 2022 (9a.m./09:00).

Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group B) – 4412 057
SE, Fr 13:15 – 14:45, BI 80.1

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:

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

Secondary literature:

For orientation in the field, please consult the standard literary histories (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 30th, 2022 (9a.m./09:00).

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Dr. S. John:

Survey Course I: Irish Literature – 4412 268

SE, Di 11:30 – 13:00, BI 97.9

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*. Oxford World's Classics. Oxford: Oxford UP, 2008.

Additional reading material will be announced at the beginning of the semester.

Suggested secondary literature for orientation in the field:

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

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

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Prof. Dr. R. Heinze:

Survey Course I: American Literature I – 4412 388

SE, Fr 11:30 – 13:00, BI 97.9

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

Primary Literature:

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

Secondary literature:

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

Further texts will be announced in the beginning of the class.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

English Linguistics

Themenbereich: Systems of Language and Communication

Dr. R. Carroll:

Phonetics & Phonology – 4412 483

SE, Mi 08:00 – 09:30, BI 85.2

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 phonological rules. Languages vary widely in their sound structures: their number and type of phonemes, 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 30th, 2022 (9a.m./09:00).

Dr. H. Comes-Koch:
Morphology – 4412 359
SE, Mi 09:45 – 11:15, BI 85.2

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

Literature:

Lieber, R. (2021). *Introducing morphology* (3 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Prof. Dr. H. Hopp:
Syntax – 4412 226
SE, Do 11:30 – 13:00, BI 80.1

This course is designed as an introduction to the most recent theory of generative syntax, The Minimalist Program (Chomsky 1995). The Minimalist Program explores the fascinating idea that language, in particular, syntax, is optimal and can be reduced to a small set of universal economy principles. The Minimalist Program aims towards a powerful and universal explanation of sentence structure across languages. This course will exemplify the rationale and the implementation of the Minimalist approach to syntax. Using plenty of examples from English and other languages, you will get a step-by-step introduction to syntactic categories and structure, principles of syntactic movement, and parameters of cross-linguistic differences in word order.

This course will provide you with a sound foundation in syntactic theory and analysis; it is ideal for students who enjoyed the syntax part of the Introduction course.

Literature:

Adger, D. (2003). *Core syntax: A Minimalist approach*. Oxford: Oxford University Press.
Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Themenbereich: Developmental and Linguistic Variation

Dr. Henrike Comes-Koch:

Second Language Acquisition – 4412 003

SE, Fr 11:30 – 13:00, BI 85.2

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

Literature:

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

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Kolloquien

alte und neue PO

Prof. Dr. C. Becker:

Kolloquium für Masterstudierende – 4412 430

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

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 432

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

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Prof. Dr. A. Kubanek:

Kolloquium für Masterstudierende (M.Ed.): Current FLT Research and how results might help Teachers – 4412 171

KOL, Mo 15:00 – 16:00, 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 15.00 on Monday. We will meet at my office.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

Prof. Dr. R. Heinze:

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

KOL, Blockseminar, Fr 15:00 – 18:00 Uhr, BI 80.1

Erste Sitzung: t. b. a.

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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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 2022/23)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes Please register for an appointment via StudIP
und nach Vereinbarung (k.barnes@tu-bs.de)

Prof. Dr. R. Heinze Dienstag, 30.08.22 10:00 – 11:00 Uhr
Dienstag, 20.09.22 10:00 – 11:00 Uhr
Dienstag, 11.10.22 10:00 – 11:00 Uhr
und nach Vereinbarung; Anmeldung per StudIP

Dr. S. John Dienstag, 16.08.22 15:30 – 17:30 Uhr
Dienstag, 30.08.22 15:30 – 17:30 Uhr
Dienstag, 13.10.22 15:30 – 17:00 Uhr
und nach Vereinbarung; Anmeldung per StudIP

Dr. M. Marcsek-Fuchs Mittwoch, 24.08.22 10:30 – 12:30 Uhr
Mittwoch, 31.08.22 10:30 – 12:30 Uhr
Donnerstag, 22.09.22 10:30 – 12:30 Uhr
Donnerstag, 13.10.22 10:30 – 12:30 Uhr
und nach Vereinbarung; Anmeldung per StudIP

S. Schuray, M. A. Dienstag, 06.09.22 10:00 – 11:00 Uhr
Dienstag, 13.09.22 10:00 – 11:00 Uhr
Dienstag, 20.09.22 10:00 – 11:00 Uhr

und nach Vereinbarung; Anmeldung per StudIP

Prof. Dr. E. Voigts	Dienstag,	16.08.22	11:30 – 13:30 Uhr
	Dienstag,	23.08.22	11:30 – 13:30 Uhr
	Dienstag,	13.09.22	11:30 – 13:30 Uhr
	Dienstag,	20.09.22	11:30 – 13:30 Uhr
	und nach Vereinbarung; Anmeldung per StudIP		

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker	nach Vereinbarung:	c.becker@tu-bs.de
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Dr. S. McGury	nach Vereinbarung:	s.mcgury@tu-bs.de
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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
Dr. S. McMonagle	siehe Ankündigung in Stud.IP
Dr. K. Von Holzen	siehe Ankündigung in Stud.IP

Lehrbeauftragte

A. Böker	nach Vereinbarung:	anne-katrin.boeker@tu-bs.de
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S. Z. Khan-Owlad	nach Vereinbarung:	s.khan-owlad@tu-bs.de
Dr. S. McGury	nach Vereinbarung:	s.mcgury@tu-braunschweig.de
C. Sternberg	nach Vereinbarung:	Anmeldung per StudIP
J. Tavares	nach Vereinbarung:	j.tavares@tu-braunschweig.de
M. Wildhage	nach Vereinbarung:	m.wildhage@tu-bs.de

Emeriti / im Ruhestand

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

Sprechstunden in der Vorlesungszeit (WiSe 2022/23)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes	Mittwoch,	09:00 – 11:00 Uhr
Prof. Dr. R. Heinze	Donnerstag,	10:00 – 11:00 Uhr
Dr. S. John	Dienstag,	15:30 – 17:00 Uhr
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr
S. Schuray, M. A.	Dienstag,	09:30 – 10:30 Uhr
Prof. Dr. E. Voigts	Dienstag,	11:30 – 13:30 Uhr

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker	nach Vereinbarung: c.becker@tu-bs.de
Dr. J. Jakisch	Donnerstag, 09:30 – 10:30 Uhr
Dr. R. D. Jones	nach Vereinbarung: r.jones@tu-bs.de
Prof. Dr. A. Kubanek	Dienstag, 09:00 – 10:30 Uhr
Dr. S. McGury	nach Vereinbarung: s.mcgury@tu-bs.de
Y. Li	nach Vereinbarung: yunong.li@tu-bs.de
A. Smith, M.A.	nach Vereinbarung: a.smith@tu-bs.de
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	Dienstag, 15:00 – 16:30 Uhr

Dr. Sarah McMonagle	siehe Ankündigung in Stud.IP
D. Öwerdieck	siehe Ankündigung in Stud.IP
Dr. Katie Von Holzen	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