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
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).


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

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

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

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


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

Die Lehrenden des Seminars wünschen ein erfolgreiches Wintersemester 2022/23!
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Modulinformation Praxisblock
Vorbereitung Praxisphase
Vorbereitung Praxisphase G Englisch: Planung und Analyse von Englischunterricht (G) – 4412 240

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MODUL M1 “TEACHING ENGLISH” HR
Modulinformation
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Teaching Reading and Writing – 4412 190
School Exchange Programmes and Exchange/Internationalisation in Initial Teacher Training – 4412 209
Methods and Materials for CLIL – 4412 461
EFL Science and Technology – 4412 473

MODUL “PRAXISPHASE” HR
Modulinformation
Modulinformation Praxisblock
Vorbereitung Praxisphase
Vorbereitung Praxisphase HR Englisch: Planung und Analyse von Englischunterricht – 4412 279

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Dr. M. Marcsek-Fuchs:
TUBS-Players: English Theatre Group – 4412 324
Mi 19:15 – 21:00, Bl 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).
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

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<th>Art und Bezeichnung des Moduls</th>
<th>Teaching English (Gym)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pflicht-/Wahlpflichtmodul</td>
<td>Pflichtmodul</td>
</tr>
<tr>
<td>Semester/Studienjahr laut Studienplan</td>
<td>Schwerpunktfach: 1. + 2. Sem.</td>
</tr>
<tr>
<td>Credits</td>
<td>9 LP</td>
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Modulaufbau:

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

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

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

Literature:

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

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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).

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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, Rezension/Produktion - Fachmethodische Arbeitsweisen im Umgang mit unterschiedlichen Materialien und entsprechende Sprachfunktionen – Systematische Wortschatzarbeit
- Unterrichtsmaterialien:
- Unterrichtspraxis:
  - Kriterien für die Planung von CLIL-Unterricht – methodische Fragen der Unterrichtsdurchführung

Die einzelnen Aspekte werden anhand konkreter Beispiele aus der CLIL-Unterrichtspraxis erarbeitet. Sekundärliteratur und Material werden rechtzeitig über StudIP bekanntgegeben bzw. im Rahmen des Seminars zur Verfügung gestellt.

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

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).
thinking, involved both in global collaboration as well as in local civic and cultural action. In this seminar, students will learn to critically reflect on different models of future thinking, they will learn to analyze various cultural and global cultural discourses on science and technology, and they will learn to apply and develop skills and competences that form the bedrock of EFL teaching and learning to these discourses in order to support and develop future thinking that aligns with education for sustainable development.

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

To enrol, please sign up in Stud.IP. Registration opens September 30\textsuperscript{th}, 2022 (9a.m./09:00).
Modul M2 “Advanced English Studies” Gym
alte und neue PO

Modulinformation

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<th>Advanced English Studies (Gym)</th>
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</thead>
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<tr>
<td>Pflicht-/Wahlpflichtmodul</td>
<td>Pflichtmodul</td>
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<tr>
<td>Credits</td>
<td>6 LP</td>
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Modulaufbau:

<table>
<thead>
<tr>
<th>Winter</th>
<th>Sommer</th>
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<tr>
<td>Die LV können wahlweise im Winter oder Sommer besucht werden.</td>
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<tr>
<td>1 LV Linguistics (2 SWS)</td>
<td>1 LV Literary Studies (2 SWS)</td>
</tr>
</tbody>
</table>

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
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:

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 reimagined 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:**


To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).
Modul FP “Fachpraktikum Master Gym”
(alte und neue PO)

Modulinformation

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

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<tr>
<th>Winter</th>
<th>Sommer</th>
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<tr>
<td>Fachspezifisch jährlich im SoSe oder jährlich im WS.</td>
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<td>2x2 SWS:</td>
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<tr>
<td>a) S: Fach 1</td>
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<td>b) S: Fach 2</td>
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<tr>
<td>Leistung:</td>
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<tr>
<td>SL: Portfolio</td>
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LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung
SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden
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:**

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).
If you want to do your internship in English, please contact me before the start of term to talk about possible schools.

**Literature:**

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

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

**Modulinformation**

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<thead>
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<th>Art und Bezeichnung des Moduls</th>
<th>Aufbaumodul 1: Periods and Genres</th>
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<tbody>
<tr>
<td>Pflicht-/Wahlpflichtmodul</td>
<td>Pflichtmodul</td>
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<tr>
<td>Semester/Studienjahr laut Studienplan</td>
<td>1. Sem.</td>
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<tr>
<td>Credits</td>
<td>6 LP</td>
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**Modulaufbau**

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<th>Sommersemester</th>
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<td><strong>Survey Course I (WiSe)</strong></td>
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<tr>
<td><strong>Survey Course II (SoSe)</strong></td>
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<td>(2 x 2 SWS)</td>
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**Leistung:**
Beide POs: PL englischsprachige mündliche Prüfung

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LP: Leistungspunkte  SE: Seminar  
LV: Lehrveranstaltung SL: Studienleistung  
PL: Prüfungsleistung 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:**

**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. 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:**

**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).

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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:

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

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

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

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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:**

**Secondary literature:**

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

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### Modulinformation

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<td>Semester/Studienjahr laut Studienplan</td>
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### Modulaufbau

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

**Leistung:**

Neue PO: PL: Projekt mit Praxisanteil oder Klausur; SL: Präsentation oder Hausaufgabe

Alte PO: PL: Hausarbeit mit Präsentation

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

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**

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:**

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“**
(erneute PO)

**Modulinformation neue PO**

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<td>Credits</td>
<td>8 LP</td>
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**Modulaufbau**

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

**Abkürzungen:**

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

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

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

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).
- improve their translations with techniques involving voice, wordplay, symbolism, and genre

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

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

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**N. N.:**

**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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**N. Ahlborn:**  
**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

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<td>Schwerpunktfach: nur für Master LGym o-</td>
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<td>der Fachwissenschaft: 2. Studienjahr</td>
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| Leistungspunkte | 8 LP |

#### Modulaufbau

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<tr>
<td>Folgende LV sind wahlweise im Winter oder Sommer zu belegen:</td>
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<tr>
<td>1 LV Grammar Exercises II (2 SWS)</td>
<td></td>
</tr>
<tr>
<td>1 LV Vocabulary Expansion II (2 SWS)</td>
<td></td>
</tr>
<tr>
<td>1 LV Communication Practice II (1 SWS)</td>
<td></td>
</tr>
<tr>
<td>PL: Hausaufgaben (take home tasks)</td>
<td></td>
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LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung  
SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden
Grammar Exercises II (Group A) – 4412 096
UE, Do 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, Mühlenpfordtstr. 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 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, Mühlenpfordtstr. 1, 38106 Braunschweig.

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

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

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).
Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”
(alte und neue PO)

Modulinformation

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<td>Neue PO:</td>
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<tr>
<td>Alte PO:</td>
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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:
Wikiinger in Serien – 4449 425
SE, Do 11:30 – 13:00, RR 58.4


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:

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

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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 Voigt), 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:**

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9p.m./09:00).
Erweiterungsmodul 5 “Advanced English Linguistics: Contexts and Variation”
alte PO (ab WS 2013/14) und neue PO (ab WS 2021/22)

Modulinformation

<table>
<thead>
<tr>
<th>Art und Bezeichnung des Moduls</th>
<th>Erweiterungsmodul 5 Advanced English Linguistics: Contexts and Variation</th>
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<td>Semester/Studienjahr laut Studienplan</td>
<td>Master 2./3. Semester</td>
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Modulaufbau

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<th>Sommersemester</th>
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<tr>
<td>2 LV Advanced English Linguistics (4 SWS)</td>
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<td>Neue PO:</td>
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<tr>
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<tr>
<td>PL: mündl. Prüfung in englischer Sprache</td>
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LP: Leistungspunkte  
LV: Lehrveranstaltung  
PL: Prüfungsleistung  
SE: Seminar  
SL: Studienleistung  
SWS: Semesterwochenstunden
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).

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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 automization, 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:**
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. 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 universalsities 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:**
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:**

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).
Erweiterungsmodul 6 “Advanced Language Skills: Reading and Writing”
neue PO (ab WS 2021/22)

Modulinformation neue PO

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<td>Semester/Studienjahr laut Studienplan</td>
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<td>Credits</td>
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Modulaufbau

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<td></td>
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<tr>
<td>1 LV Grammar III</td>
<td>1 LV von folgenden: Reading ODER Regional Studies II</td>
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Leistung:
PL: Präsentation

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

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

We will end with the 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).

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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 30\(^{th}\), 2022 (9a.m./09:00).

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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, Mühlenpfördtstr. 1, 38106 Braunschweig.

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

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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, Mühlenpfördtstr. 1, 38106 Braunschweig.

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

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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 are will also create word logs and writing assignments based on the target vocabulary.

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

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

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C. Fletcher:
**Reading (Group B) – 4412 506**
UE, Do 08:00 – 09:30, BBB (Online)

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

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

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

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**Erweiterungsmodul 6 “Advanced Language Skills”**
alte PO (ab WS 2013/14)

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<td>Erweiterungsmodul 6 Advanced English Language Skills</td>
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<tr>
<td><strong>Credits</strong></td>
<td>6 LP</td>
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**Modulaufbau**

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<td><strong>2 Seminare (2 x 2 SWS) sind zu belegen.</strong></td>
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<tr>
<td>1 LV German-English Translation</td>
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<tr>
<td>1 LV von folgenden: Advanced Language Practice ODER landeskundliche LV</td>
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**Leistung:**

PL: sprachpraktische Klausur

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LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung
SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden
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).

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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, Mühlenpfordtstr. 1, 38106 Braunschweig.

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

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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, Mühlenpfordtstr. 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 Lillies of the Field (1963), Sidney Poitier accepted, on behalf of the countless unsung African-American artists, by acknowledging the “long journey to this moment.”

This class will take you on a journey of African American Cinema beginning with the blatant racism of D.W. Griffith’s *The Birth of a Nation* (1915), a film respected as an epic milestone, but simultaneously reviled as the blueprint for black film stereotypes that would appear throughout the 20th century. We will also look at the much forgotten African American film industry of the early to mid-20th century before moving on to the period of “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).
# Modul M1 “Teaching English” G

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

## Modulinformation

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Master 1. + 2. Sem. (alte PO) |
| Credits                       | 9 LP               |

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**Leistung:**

a) SL: Präsentation oder schriftliche Arbeit

b) PL: Eine veranstaltungsbegleitende Hausarbeit (ggf. mit Präsentation) oder Multimediale Produktion

## Modulaufbau (alte PO)

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**Leistung:**

PL: Veranstaltungsbegleitende englischsprachige Hausarbeit (mit Präsentation)

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**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:**


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

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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).

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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).

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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).

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**Modul „Praxisphase“ G**
alte PO (ab WS 2013/14) und neue PO (ab WS 2021/22)

### Modulinformation Praxisphase

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<tr>
<td>PL: Portfolio</td>
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<td>(über die gesamte Praxisphase)(15 LP.)</td>
<td></td>
<td>a) 2 SWS Vorbereitung (1. Sem.)</td>
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<td></td>
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<td>b) 1 SWS Begleitung (2. Sem.)</td>
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<td>c) 1 SWS Nachbereitung (Ende 2. oder 3. Sem.)</td>
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### Modulinformation Praxisblock

<table>
<thead>
<tr>
<th>Modul</th>
<th>Sommer</th>
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</thead>
<tbody>
<tr>
<td>Praxisblock Grundschule (20 LP)</td>
<td>Jährlich im Sommersemester, Dauer 1 Semester</td>
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<tr>
<td></td>
<td><strong>Teilnahmeveraussetzung/en:</strong></td>
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<tr>
<td></td>
<td>Teilnahme an praktikumsvorbereitenden Lehrveranstaltungen</td>
</tr>
</tbody>
</table>
This course serves to prepare for the so-called “Praxisblock” of the GHR 300 Master program. It is structured to utilize two aspects of didactic approaches in teaching and learning within the setting of English Foreign Language classes at primary school level. One will focus on teaching from the theoretical perspective, the other will situate them in a practical context. The course will be jointly planned and taught by a university teacher and a Fachseminarleiter/leiterin, as specified in the GHR outline.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).
**Modul “Projektband” G**
alte PO (ab WS 2013/14) und neue PO (ab WS 2021/22)

### Modulinformation

<table>
<thead>
<tr>
<th>Modul</th>
<th>Projektmodul 2: Projektdurchführung</th>
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</thead>
<tbody>
<tr>
<td>Veranstaltungen</td>
<td>Credits</td>
</tr>
<tr>
<td>2 SWS: a) LV 1</td>
<td>7</td>
</tr>
</tbody>
</table>

#### Semester
- 2. Sem.
- 1. Sem.

#### Dauer
- Jedes Sommersemester

#### Häufigkeit

#### Qualifikationsziele:

- Die Studierenden können ein auf den Englischunterricht bezogenes Projektkonzept in die Untersuchungspraxis umsetzen.
- Die Studierenden können ihre Forschungsmethoden entsprechend ihrer Fragestellung anwenden.
- Die Studierenden können ihre Erfahrungen und Erkenntnisse in ihrem Forschungsprojekt methodisch und theoretisch fundiert reflektieren.

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

**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).

---

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

<table>
<thead>
<tr>
<th>Art und Bezeichnung des Moduls</th>
<th>Teaching English HR</th>
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<tbody>
<tr>
<td>Pflicht-/Wahlpflichtmodul</td>
<td>Pflichtmodul</td>
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<tr>
<td>Semester/Studienjahr laut Studienplan</td>
<td>Master 1. + 3. Sem. (neue PO)</td>
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<td>Master 1. + 2. Sem. (alte PO)</td>
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<tr>
<td>Credits</td>
<td>9 LP</td>
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Modulaufbau (neue PO):

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<tbody>
<tr>
<td>Verteilt auf 1. und 3. Semester</td>
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<tr>
<td>3 LV Advanced English Language Teaching/Didaktik (6 SWS)</td>
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</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Winter</th>
<th>Sommer</th>
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<tr>
<td>Verteilt auf 1. und 2. Semester</td>
<td></td>
</tr>
<tr>
<td>3 LV Advanced English Language Teaching/Didaktik (6 SWS)</td>
<td></td>
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</tbody>
</table>

Leistung:

PL: Veranstaltungsbegleitende englischsprachige Hausarbeit (mit Präsentation)
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:**


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 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).
CLIL steht für integriertes Fremdsprachen- und Sachfachlernen. Wer das Potential dieser Unterrichtsform ausschöpfen will, muss beide Elemente systematisch berücksichtigen und aufeinander beziehen. Mit Blick auf die Inhalte des jeweiligen Faches bedeutet dies die gezielte Erschließung der erweiterten fachlichen Perspektiven in der Dimension des interkulturellen Lernens. Der gezielte Aufbau fachsprachlicher Elemente steht im Mittelpunkt der sprachlichen Lernprozesse. Insbesondere im Anfangsunterricht ist dabei aber eine Diskrepanz zwischen kognitiven und den fremdsprachlichen Möglichkeiten der Lernenden einzukalkulieren. Wie kann diese Lücke geschlossen werden und wie sollten Arbeitsmaterialien gestaltet sein, um das fachliche und fremdsprachliche Lernen zu erleichtern?

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

Folgende Schwerpunkte sind dabei geplant:

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

Die einzelnen Aspekte werden anhand konkreter Beispiele aus der CLIL-Unterrichtspraxis erarbeitet. Sekundärliteratur und Material werden rechtzeitig über StudIP bekanntgegeben bzw. im Rahmen des Seminars zur Verfügung gestellt.

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).
Dr. R. D. Jones:
**EFL Science and Technology – 4412 473**
SE, Fr 11:30 – 13:00, BI 85.6

Teaching English as a foreign language can provide learners with access to global cutting-edge research and developments in science and technology, as well as to specific cultural perspectives on the value and role of science and technology in the everyday lives of people around the world. This seminar will focus on the role of science and technology specifically for education for sustainable development, and it will center around the competence of future thinking, involved both in global collaboration as well as in local civic and cultural action. In this seminar, students will learn to critically reflect on different models of future thinking, they will learn to analyze various cultural and global cultural discourses on science and technology, and they will learn to apply and develop skills and competences that form the bedrock of EFL teaching and learning to these discourses in order to support and develop future thinking that aligns with education for sustainable development.

**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

<table>
<thead>
<tr>
<th>Modul</th>
<th>Winter</th>
<th>Sommer</th>
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<tbody>
<tr>
<td><strong>Praxisphase HR Englisch</strong></td>
<td>Jährlich im Wintersemester beginnend, Dauer 3 Semester</td>
<td>Für das Modul Praxisphase sind insgesamt 6 Lehrveranstaltungen zu besuchen, 3 in jedem Fach:</td>
</tr>
<tr>
<td>PL:</td>
<td></td>
<td>a) 2 SWS Vorbereitung (1. Sem.)</td>
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<tr>
<td>Portfolio</td>
<td></td>
<td>b) 1 SWS Begleitung (2. Sem.)</td>
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<tr>
<td>(über die gesamte Praxisphase)</td>
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<td>c) 1 SWS Nachbereitung (Ende 2. oder 3. Sem.)</td>
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### Modulinformation Praxisblock

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<th>Modul</th>
<th>Sommer</th>
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<tbody>
<tr>
<td><strong>Praxisblock Grundschule</strong></td>
<td>Jährlich im Sommersemester, Dauer 1 Semester</td>
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<td>(20 LP)</td>
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**Teilnahmevoraussetzung/en:**  
Teilnahme an praktikumsvorbereitenden Lehrveranstaltungen
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).

---
Modul “Projektband” HR
alte und neue PO

Modulinformation

<table>
<thead>
<tr>
<th>Modul</th>
<th>Projektmodul 2: Projektdurchführung</th>
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<tbody>
<tr>
<td>Veranstaltungen</td>
<td>Credits</td>
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<tr>
<td>2 SWS: a) LV 1</td>
<td>7</td>
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<tr>
<th>Semester</th>
<th>Dauer</th>
<th>Häufigkeit</th>
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</thead>
</table>

Qualifikationsziele:

- Die Studierenden können ein auf den Englischunterricht bezogenes Projektkonzept in die Untersuchungspraxis umsetzen.
- Die Studierenden können ihre Forschungsmethoden entsprechend ihrer Fragestellung anwenden.
- Die Studierenden können ihre Erfahrungen und Erkenntnisse in ihrem Forschungsprojekt methodisch und theoretisch fundiert reflektieren.

Sonstige Anforderungen:

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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).

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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).

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Differenzierungsbereich Master G und HR

Modul A5 “Advanced English Studies
alte und neue PO

Modulinformation

| Art und Bezeichnung des Moduls                              | Aufbaumodul 5  
<table>
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<tbody>
<tr>
<td>Pflicht-/Wahlpflichtmodul</td>
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</table>

Modulaufbau

<table>
<thead>
<tr>
<th>Wintersemester</th>
<th>Sommersemester</th>
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<tbody>
<tr>
<td><strong>Zwei Seminare (2 x 2 SWS)</strong> sind zu belegen,</td>
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<tr>
<td>- aus dem Bereich <em>Literary and Cultural Studies</em> (sofern im BA A2 (Linguistics) absolviert wurde)</td>
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<tr>
<td>- aus dem Bereich <em>Linguistics</em> (sofern im BA A1 (<em>Literary and Cultural Studies</em>) absolviert wurde)</td>
<td></td>
</tr>
</tbody>
</table>

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:

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:
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, Do 09:45 – 11:15, BBB (Online, synchron)

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

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

Suggested secondary literature for orientation in the field:

To enrol, please sign up in Stud.IP. Registration opens September 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:

Secondary literature:

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).

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English Linguistics

Themenbereich: Systems of Language and Communication

Dr. R. Carroll:
Phonetics & Phonology – 4412 483
SE, Mi 08:00 – 09:30, Bl 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 85.2

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:**

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:**

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:

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)


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:
**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).

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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).

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Prof. Dr. R. Heinze:
**Colloquium for B.A., M.A. and Ph.D. Theses in Literary and Cultural Studies – 4412 298**
KOL, Blockseminar, 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).
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
Dr. J. Jakisch
Dr. R. D. Jones
Prof. Dr. A. Kubanek
Dr. S. McGury
A. Smith, M.A.
S. Sturm
K. A. Täger

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a.smith@tu-bs.de
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a.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

Dr. R. Carroll
Dr. H. Comes-Koch
Dr. V. Heyer
Prof. Dr. H. Hopp
Dr. S. McMonagle
Dr. K. Von Holzen

siehe Ankündigung in Stud.IP
siehe Ankündigung in Stud.IP
siehe Ankündigung in Stud.IP
siehe Ankündigung in Stud.IP
siehe Ankündigung in Stud.IP
siehe Ankündigung in Stud.IP

Lehrbeauftragte

N. Ahlborn
A. Böker
C. Fletcher
S. Kingsbury
S. Z. Khan-Owald
Dr. S. McGury
C. Sternberg

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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
A. Smith, M.A. nach Vereinbarung: a.smith@tu-bs.de
S. Sturm Donnerstag, 15:00 – 16:00 Uhr
K. A. Täger nach Vereinbarung: a.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft
Dr. R. Carroll 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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siehe Termine in Stud.IP

Prof. em. Dr. H.-J. Possin  
nach Vereinbarung

Prof. a. D. Dr. V. Link  
nach Vereinbarung