



**Technische
Universität
Braunschweig**

INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK

Technische Universität Braunschweig
Geschäftsführung: Prof. Dr. Holger Hopp

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

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Änderungen jederzeit möglich

Lehrveranstaltungen Wintersemester 2021/22

Studiengang MA English Studies

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

Beginn der Lehrveranstaltungen:	Montag,	25.10.21
Schließzeit Weihnachten (letzte LVA):	Mittwoch,	22.12.21
Wiederbeginn LVA:	Montag,	10.01.22
Ende der Lehrveranstaltungen:	Samstag,	19.02.22

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

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

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

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

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

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

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

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

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

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

Die Lehrenden des Seminars wünschen ein erfolgreiches Wintersemester 2021/22!

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Fakultatives Lehrangebot für alle Profile alte und neue PO

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 324

Mi 19:00 – 21:00, BBB (Online)

First Meeting: 27.10.2021 (via Big Blue Button)

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

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

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

Our projects of the upcoming terms include:

1) NEW PROJECT:

A *Midsummer Night's Online Stream*: Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience

2) "Shakespeare@School"

Part of our Transmedia Storytelling project: A *Midsummer Night's Online Stream* will be created specifically for classroom engagement.

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

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

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

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

Modul M1 “Teaching English” (Gym)

alte und neue PO

Modulinformation

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

Modulaufbau:

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

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Autonomous Learning in the Inclusive EFL Classroom – 4412 153

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

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

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

Literature:

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

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

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

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

- - -

Prof. Dr. A. Kubanek:

Comparing Teaching at Primary vs. Secondary Level – 4412 519

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

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

Literature: t. b. a.

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

- - -

Prof. Dr. C. Becker:

Staging Foreign Language Learning – 4412 460

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

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

Literature: t. b. a.

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

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PD Dr. C. Meyer:

Teaching Media of Storytelling – 4412 518

SE, Do 18:30 – 20:00, WebEx (Online, synchron)

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

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

Literature: t. b. a.

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

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M. Wildhage:

Methods and Matrials for CLIL – 4412 461

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

CLIL steht für integriertes Fremdsprachen- und Sachfachlernen. Wer das Potential dieser Unterrichtsform ausschöpfen will, muss beide Elemente systematisch berücksichtigen und aufeinander beziehen. Mit Blick auf die Inhalte des jeweiligen Faches bedeutet dies die gezielte Erschließung der erweiterten fachlichen Perspektiven in der Dimension des interkulturellen Lernens. Der gezielte Aufbau fachsprachlicher Elemente steht im Mittelpunkt der

sprachlichen Lernprozesse. Insbesondere im Anfangsunterricht ist dabei aber eine Diskrepanz zwischen kognitiven und den fremdsprachlichen Möglichkeiten der Lernenden einzukalkulieren. Wie kann diese Lücke geschlossen werden und wie sollten Arbeitsmaterialien gestaltet sein, um das fachliche und fremdsprachliche Lernen zu erleichtern?

Ausgehend von einem didaktisch-methodischen Bezugsrahmen stehen praxisrelevante Fragen der Planung und Durchführung von Unterricht sowie der Materialanalyse und -aufbereitung im Mittelpunkt des Seminars. Folgende Schwerpunkte sind dabei geplant:

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

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

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

Literatur: t. b. a.

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

Modul M2 “Advanced English Studies” Gym

alte und neue PO

Modulinformation

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

Modulaufbau:

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

* in einem der beiden LV wird die Prüfungsleistung erbracht

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Advanced English Linguistics

Dr. Sarah McMonagle:

Language, Literacy and New Media – 4412 554

SE, Mi 18:30 – 20:00, BBB (online, synchron)

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

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

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

References:

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

Themenbereich: Advanced Literary and Cultural Studies

Prof. Dr. E. Voigts:

Case Studies in Adaptation – 4412 241

SE, Do 18:30 – 20:00 (online, synchron)

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

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

Case studies will include novelizations, adaptations of Shakespeare (e.g. *Hamlet*, *The Tempest*, *Titus Andronicus*, *Romeo and Juliet*), adaptations of comic books (e.g. *Watchmen*,

Sin City), audiobooks and meta-adaptations (e.g. *Tristram Shandy/A Cock and Bull Story, Adaptation.*), adaptations of children's books as comics or games (*Alice in Wonderland*), popular genres and franchises (Sherlock, Ripperature) and a comparison of stage adaptations, re-writings and heritage adaptations (*Jane Eyre*).

Secondary literature: t. b. a.

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

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Modul FP “Fachpraktikum Master Gym”

(alte und neue PO)

Modulinformation

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

Modulaufbau:

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Modul FP „Fachpraktikum Master Gym“

alte PO (ab WS 2013/14)

Dr. J. Jakisch:

Fachpraktikum Gym – 4412 183

Fr 11:30 – 13:00, Präsenz, MakerSpace

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

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

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

Literature:

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

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

Modul FP „Fachpraktikum Master Gym“

neue PO (ab WS 2021/22)

Dr. J. Jakisch:

Fachpraktikum Gym – 4412 183

Fr 11:30 – 13:00, Präsenz, MakerSpace

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

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

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

Literature:

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

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

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Differenzierungsbereich

Aufbaumodul 1 “Periods and Genres”

(alte und neue PO)

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. E. Voigts:

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

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

Primary literature:

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

Secondary literature:

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

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

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

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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, Präsenz, BI 84.2

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

Primary literature:

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

Secondary literature:

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

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

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Dr. K. E. Barnes:

Survey Course I: African American Literature – 4412 221

SE, Di 09:45 – 11:15, Präsenz, BI 84.1

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

Literature:

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

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

Dr. S. John:

Survey Course I: Irish Literature – 4412 268

SE, Do 09:45 – 11:15, BBB (online)

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

Literature:

Please purchase our textbook:

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

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

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

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

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

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

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

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

(alte und neue PO)

Modulinformation

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

Modulaufbau

Wintersemester	Sommersemester
<p>Zwei Seminare (2 x 2 SWS) sind zu belegen, die die folgenden Bereiche abdecken (werden im Sommer- und Wintersemester angeboten):</p> <p>Bereich: Systems of Language and Communication (empfohlen im WS) Synchrone Betrachtung des englischen Sprachsystems als System der Kommunikation</p> <p>Bereich: Developmental and Linguistic Variation (empfohlen im SoSe) Sprachvariation aus Sicht der (sprachlichen) Entwicklung eines Menschen (Spracherwerb), einer Sprachgemeinschaft (Sprachgeschichte), sowie Entwicklung sprachlicher Diversität (Sprachkontraste).</p> <p>Leistung: Neue PO: PL: Projekt mit Praxisanteil oder Klausur; SL: Präsentation oder Hausaufgabe Alte PO: PL: Hausarbeit mit Präsentation</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Systems of Language and Communication

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 280

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

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

Literature:

König, E. & Gast, V. (2012). *Understanding English-German contrasts* (3 ed.). Erich Schmidt Verlag.

Plus selected videos on LingTUtor.

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

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Prof. Dr. H. Hopp:

Semantics & Pragmatics – 4412 341

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

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

Literature:

Saeed, J. I. (2016). *Semantics*. (4 ed.). Blackwell.

Plus selected videos on [LingTUtor](#).

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

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Dr. V. Heyer:

Morphology – 4412 359

SE, Di 15:00 – 16:30, Präsenz, BI 85.1

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

Literature:

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

König, E. & Gast, V. (2012). *Understanding English-German contrasts* (3 ed.). Erich Schmidt Verlag.

Plus selected videos on LingTUtor.

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

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Dr. R. Carroll:

Phonetics & Phonology – 4412 483

SE, Fr 11:30 – 13:00, Präsenz, BI 85.3

Phonetics and phonology are concerned with the ways in which humans produce and hear speech. They thus represent the science of speech sounds and the theory behind 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 29th, 2021 (3p.m./15:00).

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Themenbereich: Developmental and Linguistic Variation

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 280

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

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

Literature:

König, E. & Gast, V. (2012). *Understanding English-German contrasts* (3 ed.). Erich Schmidt Verlag.

Plus selected videos on LingTUtor.

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

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Dr. H. Comes-Koch:

Second Language Acquisition – 4412 003

SE, Do 11:30 – 13:00, Präsenz, BI 84.2

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

Literature:

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

Plus selected videos on LingTUtor.

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

Aufbaumodul 4 “Intermediate Language Skills: Reading and Writing“

(neue PO)

Modulinformation neue PO

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

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: Grammar II (2 SWS) Writing II (2 SWS) German-English Translation II (2 SWS)	
Leistung: PL: 12 englischsprachige Hausaufgaben (je 1 Seite)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Z. Khan-Owald:

German-English Translation (Group A) – 4412 443

UE, Mo 15:00 – 16:30, BBB (Online, synchron)

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

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

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

Literature: t. b. a.

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

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Z. Khan-Owald:

German-English Translation (Group B) – 4412 546

UE, Do 11:30 – 13:00, Präsenz, BI 80.1

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

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

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

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

Literature: t. b. a.

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

S. Kingsbury:

Grammar II (Group A) – 4412 389

UE, Do 08:00 – 09:30, Präsenz, 85.2

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

Literature:

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

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

Dr. S. McGury:

Grammar II (Group B) – 4412 513

UE, Fr 13:15 – 14:45, BBB (Online, synchron)

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

Literature:

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

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

E. van der Most:

Writing II (Group A) – 4412 391

UE, Mi 08:00 – 09:30, BBB (Online, synchron)

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

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

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

Literature: t. b. a.

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

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Dr. S. McGury:

Writing II (Group B) – 4412 547

UE, Do 16:45 – 18:15, Präsenz, BI 85.2

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

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

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

Literature: t. b. a.

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

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Aufbaumodul 4 “Intermediate Language Skills“

nur alte PO (ab WS 2013/14)

Modulinformation alte PO

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

J. Tavares:

Communication Practice II (1 SWS) – 4412 115

UE, Di 15:00 – 15:45, BBB (Online)

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

Literature: t. b. a.

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

S. Kingsbury:

Grammar Exercises II (Group A) – 4412 096

UE, Do 08:00 – 09:30, Präsenz, BI 85.2

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

Literature:

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

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

Dr. S. McGury:

Grammar Exercises II (Group B) – 4412 242

UE, Fr 13:15 – 14:45, BBB (Online)

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

Literature:

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

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

R. Auer:

Vocabulary Expansion (Group A) – 4412 078

UE, Di 11:30 – 13:00, BBB (Online)

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

Literature: t. b. a.

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

P. Schnackenberg:

Vocabulary Expansion II, Group B – 4412 229

UE, Do 13:15 – 14:45, Präsenz, BI 97.1

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

Literature: t. b. a.

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

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

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunde

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

Prof. Dr. E. Voigts:

International Lecture Series: Adaptation without Borders – 4412 507

SE, Di 16:45 – 18:15, Webex (Online, synchron)

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

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

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

Prof. Dr. E. Voigts:

British-Jewish Theatre since the 1950s – 4412 549

SE, Do 11:30 – 13:00, Präsenz, BI 97.9

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

Primary Literature:

Harold Pinter, *The Homecoming, The Birthday Party, Ashes to Ashes*

Tom Stoppard, *Leopoldstadt*

Mike Leigh, *Two Thousand Years*

Patrick Marber, *Closer, Howard Katz*

Ryan Craig, *The Holy Rosenbergs*

Julia Pascal, *Crossing Jerusalem, The Shylock Play*

Diane Samuels, *Kindertransport*

Shelley Silas, *Calcutta Kosher*

Samantha Ellis, *Cling to Me Like Ivy*

Secondary Literature:

Malkin, Jeanette, Eckart Voigts & Sarah J. Ablett. *A Companion to British-Jewish Theatre since the 1950s*. London: Bloomsbury, 2021.

Lawson, Peter. "Anglo-Jewish Theatre." *The Cambridge Dictionary of Judaism and Jewish Culture*. Cambridge: Cambridge University Press, 2011. 592-593. Print.
Behlau-Dengler, Ulrike. *Zakhor!: Remembering the British-Jewish Experience in British-Jewish Drama after 1945*. Trier: WVT, 2011. Print.

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

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Dr. S. John / T. Kronschläger:

Die Klimakrise in Literatur und Unterricht: Anglistische und germanistische Perspektiven – 4412 553

SE, Do 15:00 – 16:30 (Online, synchron)

Wie kann Literatur Klimawandel und Umweltzerstörung begreifbar machen? Wie können literarische Verfahren Leser:innen für die Bedürfnisse nichtmenschlicher Lebensräume und Lebensformen sensibilisieren? Welche Probleme stellen sich dem Schreiben über die Natur im Anthropozän? Und wie können Schüler:innen diese Fragen im Literaturunterricht kritisch und kreativ reflektieren? Das interdisziplinäre Seminar widmet sich diesem Themenkomplex aus Sicht der anglistischen Literaturwissenschaft und der germanistischen Literaturdidaktik. Ausgehend von aktuellen theoretischen Fragestellungen des Ecocriticism und der Environmental Humanities werden wir Texte verschiedener Gattungen (Lyrik, Drama, Erzähltexte, Essay) hinsichtlich ihrer Darstellung und kritischen Verarbeitung des menschlichen Wirkens auf Klima und Umwelt analysieren und diskutieren und überlegen welche Texte, welche Konzepte, aber auch welche Kompetenzen nötig sind, um Klimawandel auch im Literaturunterricht zu thematisieren. Dabei werden wir über die Frage der Zugänge zu literarischen Texten mit Umweltthemen für Schüler:innen nachdenken und eigene Ansätze entwickeln.

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

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

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

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F. Sievers:

Die Sprache der Natur – nature writing in deutscher Übersetzung – 4412 562

SE, Di 11:30 – 13:00, Präsenz, BI 85.1

Reisebericht, Abenteuerroman, Tiertagebuch, Landschaftsbeschreibung, Naturlyrik, Essay, Anthropozäntheorie, Wandererzählung - das nature writing hat unzählige Facetten, die oft in einem einzigen Buch aufeinandertreffen. Von der Faszination eines J. A. Baker vom Wanderfalken über Robert Macfarlane mit seinen Erkundungen der Wildnis und des Unterlands bis hin zu den philosophisch-erzählerischen Betrachtungen von Robert Moor über Wege und Bewegung sehen wir uns eine faszinierende Palette literarischer Texte an. Wir wollen herausfinden, was das sprachlich Besondere an diesen Texten ist, und uns gemeinsam daran

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

Theoretische Texte zu Natur und Anthropozän sowie zur Übersetzungstheorie ergänzen das Seminar. Gerne würde ich auch mit Ihnen mein "Kleines Wörterbuch der unbenannten Naturphänomene" erweitern, in dem ich Begriffe vor Vorkommnisse in der Natur erfinde, die noch keinen Namen haben.

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

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

Literature: fakultativ (s. o.):

J. A. Baker, *The Peregrine/Der Wanderfalke*; Hanns Cibulka: *Sanddornzeit*

Horatio Clare: *Down to the Sea in Ships; Orison for a Curlew*

John Clare: *Journey out of Essex/Reise aus Essex*

Roger Deakin: *Waterlog/Logbuch eines Schwimmers; Wildwood/Wilde Wälder*

Kathleen Jamie: *Findings; Sightlines; Surfacing*; Esther Kinsky: *Am Fluß*

Jessica Lee: *Two Trees Make a Forest/ Zwei Bäume machen einen Wald*

Wilhelm Lehmann: *Bukolisches Tagebuch*

Aldo Leopold: *A Sand County Almanac/Ein Jahr im Sand County*

Amy Liptrot: *The Outrun/Nachtlichter*

Anna Lowenhaupt Tsing: *The Mushroom at the End of the World/Der Pilz am Ende der Welt*

Anneke Lubkowitz (Hg.): *Psychogeografie*

Robert Macfarlane: *The Wild Places/Karte der Wildnis; The Old Ways/Alte Wege; Holloway/Hohlweg; Underland/Im Unterland*

Robert Moor: *On Trails/Wo wir gehen. Unsere Wege durch die Welt*

Helen Mort: *Division Street*

Sumana Roy: *How I Became a Tree/Wie ich ein Baum wurde*

Ruth Janette Ruck: *Along Came a Llama/Als das Lama zu uns kam*

Bernd Scherer / Jürgen Renn: *Das Anthropozän. Zum Stand der Dinge*

Nan Shepherd: *The Living Mountain/Der lebende Berg*

Iain Sinclair: *Edge of the Orison/Der Rand des Horizonts*

Edward Thomas, *Wales; Poems (z.B. in Selected Poems and Prose)*

H.D. Thoreau: *On Walking/Vom Spazieren; Vom Wandern; Lob der Wildnis; Tagebücher Band I*

Mikael Vogel: *Dodos auf der Flucht*; Walt Whitman: *Leaves of Grass/Grasblätter*

Chris Yates: *Nightwalk/ Nachtwandern*

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

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Erweiterungsmodul 5 “Advanced English Linguistics: Contexts and Variation”

(alte und neue PO)

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof Dr. H. Hopp:

Child Second Language Acquisition – 4412 022

SE, Do 11:30 – 13:00, Präsenz, BI 84.1

In this course, we will focus on the language acquisition among children who start to acquire a second or foreign language between the ages of 4 and 8 years. As the start of foreign language instruction has been moved into childhood in many Western countries, it is ever more important to understand the nature and the developmental dynamics of child L2 acquisition.

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

Literature: t. b. a.

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

Prof Dr. H. Hopp:

The Grammar of Englishes – 4412 281

SE, Do 16:45 – 18:15, BBB (Online)

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

Literature:

Siemund, P. (2013). *Varieties of English: A typological approach*. Cambridge: Cambridge University Press.

Plus selected videos on LingTutor.

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

Dr. H. Comes-Koch:

Bilingualism: Code-switching – 4412 459

SE, Fr 11:30 – 13:00, Präsenz, BI 84.2

In this seminar, we will focus on code-switching, a typical phenomenon of bilingual speech, which is commonly defined as “the ability on the part of bilinguals to alternate effortlessly between their two languages” (Bullock & Toribio, 2012, p.1). Research into code-switching has focused on the linguistic structure of code-switching, on its linguistic and social functions, on its acquisition, as well as cognitive and psycholinguistic processes involved in producing code-switched utterances.

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

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

Literature: t. b. a.

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

Erweiterungsmodul 6 “Advanced Language Skills: Reading and Writing”

(neue PO)

Modulinformation neue PO

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. E. Barnes:

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

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

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

This class will take you on a journey of African American Cinema beginning with the blatant racism of D.W. Griffith's *The Birth of a Nation* (1915), a film respected as an epic milestone, but reviled as the blueprint for black film stereotypes that would appear throughout the 20th century. We will also look at the much forgotten African American film industry of the early to mid-20th century before moving to the period of “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 29th, 2021 (3p.m./15:00).

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Dr. S. McGury:

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

UE, Do 08:00 – 09:30, Präsenz, BI 84.2

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

Literature:

Throughout this course, we will watch videos, listen to podcasts, music, and other audio materials, and read academic and newspaper articles as well as short stories, book excerpts, and poetry. All material and links will be made available through our course site. In prepara-

tion for the first class, you are welcome to listen to this 30-minute introduction to Asian American History: <https://asianamericanhistory101.libsyn.com/who-are-asian-americans>

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

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Dr. K. E. Barnes:

Grammar III (Group A) – 4412 448

UE, Mo 16:45 – 18:15, Präsenz, BI 85.8

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

Literature:

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

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

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N. N.:

Grammar III (Group B) – 4412 555

UE, Fr 11:30 – 13:00, BBB (Online, synchron)

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

Literature:

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

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

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R. Auer:

Reading (Group A) – 4412 449

UE, Di 11:30 – 13:00, BBB (Online, synchron)

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

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

Literature: t. b. a.

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

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P. Schnackenberg:

Reading (Group B) – 4412 506

UE, Do 13:15 – 14:45, Präsenz, BI 97.1

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

Literature: t. b. a.

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

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Erweiterungsmodul 6 “Advanced Language Skills”

(alte PO)

Modulinformation alte PO

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Z. Khan-Owald:

German-English Translation (Group A) – 4412 175

UE, Mo 15:00 – 16:30, BBB (Online, synchron)

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

Literature: t. b. a.

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

Z. Khan-Owald:

German-English Translation (Group B) – 4412 247

UE, Do 11:30 – 13:00, Präsenz, BI 80.1

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

Literature: t. b. a.

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

Dr. K. E. Barnes:

Advanced Language Practice (Group A) – 4412 534

UE, Mo 16:45 – 18:15, Präsenz, BI 85.8

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

Literature:

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

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

N. N.:

Advanced Language Practice (Group B) – 4412 350

UE, Fr 11:30 – 13:00, BBB (Online, synchron)

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

Literature:

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

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

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Dr. K. E. Barnes:

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

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

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

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can American film industry.

Literature: t. b. a.

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

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Dr. S. McGury:

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

UE, Do 08:00 – 09:30, Präsenz, BI 84.2

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

Literature:

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

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

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Kurse für den Studiengang Master G und HR

Modul M1 "Teaching English"

G

alte PO und neue PO

Modulinformation

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

Modulaufbau (neue PO)

Winter (1. Sem)	Winter (3. Sem.)
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LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

Verteilt auf 1. und 3. Semester

3 LV Advanced English Language Teaching/Didaktik (6 SWS)

Leistung:

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

Modulaufbau (alte PO)

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

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Autonomous Learning in the Inclusive EFL Classroom – 4412 153

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

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

Dieser Kurs ist für das ZiEL-Zertifikat geöffnet.

Literature:

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

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

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

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

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Prof Dr. A. Kubanek:

Comparing Teaching at Primary vs. Secondary Level – 4412 519

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

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

Literature: t. b. a.

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

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Prof. Dr. C. Becker:

Staging Foreign Language Learning – 4412 460

SE, Di 09:45 – 11:15, Präsenz, MakerSpace

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

Literature: t. b. a.

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

Prof. Dr. A. Kubanek:

Creating Intercultural, Ethical Teaching Material – 4412 313

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

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

Literature: t. b. a.

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

Modul "Praxisphase" G

alte und neue PO

Modulinformation Praxisphase

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

Modulinformation Praxisblock

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

Vorbereitung Praxisphase

S. Horn / I. Baumgärtel:

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

SE, Fr 13:15 – 14:45, Präsenz, BI80.303/304, MakerSpace

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

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

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Modul "Projektband" G

alte und neue PO

Modulinformation

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

Prof. Dr. A. Kubanek:

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

SE, Mo. 13:15 – 14:45, Präsenz, BI 84.1

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

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

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Prof Dr. A. Kubanek:

Nachbereitung Projektband Pro 3 G Englisch – 4412 274

SE, nach individueller Absprache

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

Literature: Depends on the topic of their research.

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

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Modul M1 "Teaching English" HR

(alte und neue PO)

Modulinformation

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

Modulaufbau (neue PO):

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Modulaufbau (alte PO):

Winter	Sommer
Verteilt auf 1. und 2. Semester	
3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
Leistung: PL: Veranstaltungsbegleitende englischsprachige Hausarbeit (mit Präsentation)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Autonomous Learning in the Inclusive EFL Classroom – 4412 153

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

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

Dieser Kurs ist für das ZiEL-Zertifikat geöffnet.

Literature:

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

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

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

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

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Prof Dr. A. Kubanek:

Comparing Teaching at Primary vs. Secondary Level – 4412 519

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

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

Literature: t. b. a.

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

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Prof. Dr. C. Becker:

Staging Foreign Language Learning – 4412 460

SE, Di 09:45 – 11:15, Präsenz, BI80.303/304, MakerSpace

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

Literature: t. b. a.

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

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M. Wildhage:

Methods and Materials for CLIL – 4412 461

SE, Do 09:45 – 11:15, Präsenz, BI80.303/304, MakerSpace

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

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

Folgende Schwerpunkte sind dabei geplant:

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

- Unterrichtspraxis:

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

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

Dieser Kurs ist für das CLIL-Zertifikat geöffnet.

Literature: t. b. a.

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

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Prof. Dr. A. Kubanek:

Creating Intercultural, Ethical Teaching Material – 4412 313

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

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

Literature: t. b. a.

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

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Modul "Praxisphase" HR

alte und neue PO

Modulinformation

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

Modulinformation Praxisblock

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

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, BI80.303/304, 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:

15.11.2021

22.11.2021

06.12.2021

10.01.2022

17.01.2022

Literature: t. b. a.

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

Modul "Projektband" HR

alte und neue PO

Modulinformation

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

Prof. Dr. A. Kubanek:

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

SE, Mo 13:15 – 14:45 Präsenz, BI 84.1

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

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

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Prof Dr. A. 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 29th, 2021 (3p.m./15:00).

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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 Advanced English Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. Semester
Credits	LP 6

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Literary and Cultural Studies

Prof. Dr. E. Voigts:

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

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

Primary literature:

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

Secondary literature:

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

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

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

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

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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, Präsenz, BI 84.2

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

Primary literature:

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

Secondary literature:

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

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

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

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

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Dr. K. E. Barnes:

Survey Course I: African-American Literature – 4412 221

SE, Di 09:45 – 11:15, Präsenz, BI 84.1

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

Primary Literature:

The Norton Anthology of African American Literature. Henry Louis Gates, Jr., et al. (Norton) [ISBN: 9780393977783]

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

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

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Dr. S. John:

Survey Course I: Irish Literature – 4412 268

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

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

Primary literature:

Please purchase our textbook:

Regan, Stephen, ed. *Irish Writing: An Anthology of Irish Literature in English 1789-1939*. Ox-

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

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

Suggested secondary literature for orientation in the field:

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

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

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

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

English Linguistics

Themenbereich: Systems of Language and Communication

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 280

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

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

Literature:

König, E. & Gast, V. (2012). *Understanding English-German contrasts* (3 ed.). Erich Schmidt Verlag.

Plus selected videos on LingTUtor.

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

Prof. Dr. H. Hopp:

Semantics & Pragmatics – 4412 341

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

This course will discuss the central semantic and pragmatic approaches to meaning in language, introducing the main concepts and methods of the study of context-free (semantic) and contextually dependent (pragmatic) meaning. We will consider meaning at several levels (lexical, sentential, discourse) and discuss the relationship between grammar and meaning. In the first part of the course we will discuss a) the theory of lexical fields and sense relations, b) prototypical properties of lexical items and c) the theory of semantic components. We will

then investigate the contextually dependent meaning based on culturally or situationally embedded frameworks of understanding words by their function, use and background knowledge. Finally, we will focus on a principle-governed interpretation of meaning based on discourse implicatures that accounts for the ambiguous and dynamic status of meaning caused by linguistic interactions.

Literature:

Saeed, J. I. (2016). *Semantics*. (4 ed.). Blackwell.
Plus selected videos on LingTUtor.

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

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Dr. V. Heyer:

Morphology – 4412 359

SE, Di 15:00 – 16:30, Präsenz, BI 85.1

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

Literature:

Lieber, R. (2016). *Introducing morphology* (2 ed.). Cambridge University Press.
König, E. & Gast, V. (2012). *Understanding English-German contrasts* (3 ed.). Erich Schmidt Verlag.

Plus selected videos on LingTUtor.

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

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Dr. R. Carroll:

Phonetics & Phonology – 4412 483

SE, Fr 11:30 – 13:00, Präsenz, BI 85.3

Phonetics and phonology are concerned with the ways in which humans produce and hear speech. They thus represent the science of speech sounds and the theory behind phonological rules. Languages vary widely in their sound structures: their number and type of pho-

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

Literature: t. b. a.

Plus selected videos on LingTUtor.

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

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Themenbereich: Developmental and Linguistic Variation

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 280

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

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

Literature:

König, E. & Gast, V. (2012). *Understanding English-German contrasts* (3 ed.). Erich Schmidt Verlag.

Plus selected videos on LingTUtor.

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

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Dr. Henrike Comes-Koch:

Second Language Acquisition – 4412 003

SE, Do 11:30 – 13:00, Präsenz, BI 84.2

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

Literature:

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

Plus selected videos on LingTUtor.

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

Kolloquien

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Prof. Dr. C. Becker:

Kolloquium für Masterstudierende – 4412 430

SE, Mo 14:00 – 15:00, Präsenz, BI 80.303/304, Makerspace

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

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

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Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 432

KOL, Mo 11:30 – 13:00, BBB (Online)

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

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

- - -

Prof. Dr. A. Kubanek:

Kolloquium für Masterstudierende (M.Ed.): Key Questions of ELT – 4412 171

KOL, Mo 15:00 – 16:30, Präsenz, BI 80.303/304, MakerSpace

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

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

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Prof. Dr. E. Voigts:

Colloquium for B.A., M.A. and Ph.D. Theses in Literary and Cultural Studies – 4412 514

KOL, Blockseminar, WebEx (online)

Vorbesprechung: Di 02.11.2021, 18:30 – 21:00; WebEx (online)

Termine: Sa 15.01.2022 und 22.01.2022, 10:00 – 18:00, WebEx (online)

Our colloquium is tailor-made for students preparing a thesis (B.A., M.A., PhD) in Literary and Cultural Studies. Topics will be arranged with regard to participants' preferences, and as an overall theme we will survey new methodologies and research paradigms in Literary and Cultural Studies.

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

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

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

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

Öffnungszeiten und Sprechstunden

Öffnungszeiten der Abteilungsgeschäftszimmer

Abt. Literatur- und Kulturwissenschaft

A. Kaminsky Mo – Fr 09:00 – 11:00 Uhr

Abt. Englische Sprachwissenschaft

D. Hauer Mo/Mi/Do 10:00 – 12:00 Uhr

Di 11:00 – 15:00 Uhr

Abt. Englische Sprache und ihre Didaktik

A. Kaminsky s.o.

Sprechstunden in der vorlesungsfreien Zeit (WiSe 2021/22)

Abt. Literatur- und Kulturwissenschaft

R. Auer nach Vereinbarung: Anmeldung per StudIP

Dr. K. E. Barnes Mittwoch, 28.07.21 09:00 – 11:00 Uhr

Mittwoch, 22.09.21 09:00 – 11:00 Uhr

Mittwoch, 20.10.21 09:00 – 11:00

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

Prof. Dr. R. Heinze Dienstag, 02.03.21 10:00 – 12:00 Uhr

Dienstag, 16.03.21 10:00 – 12:00 Uhr

Dienstag, 30.03.21 10:00 – 12:00 Uhr

und nach Vereinbarung (r.heinze@tu-bs.de)

Dr. S. John Dienstag, 23.02.21 15:30 – 17:00 Uhr

Dienstag, 16.03.21 15:30 – 17:00 Uhr

Dienstag, 23.03.21 15:30 – 17:00 Uhr

und nach Vereinbarung: Anmeldung per StudIP

Dr. M. Marcsek-Fuchs Mittwoch, 24.02.21 10:30 – 12:30 Uhr

Mittwoch, 03.03.21 10:30 – 12:30 Uhr

Mittwoch, 17.03.21 10:30 – 12:30 Uhr
Mittwoch, 07.04.21 10:30 – 12:30 Uhr
und nach Vereinbarung: Anmeldung per StudIP

C. Sternberg nach Vereinbarung: Anmeldung per StudIP

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

Abt. Englische Sprache und ihre Didaktik

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

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

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

Dr. R. D. Jones beurlaubt

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

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

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

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

S. Sturm siehe Ankündigung in Stud.IP

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

Abt. Englische Sprachwissenschaft

Dr. R. Carroll siehe Ankündigung in Stud.IP

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

Dr. V. Heyer siehe Ankündigung in Stud.IP

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

Dr. Sarah McMonagle siehe Ankündigung in Stud.IP

Lehrbeauftragte

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R. Auer	nach Vereinbarung: robin.auer@tu-braunschweig.de
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S. Kingsbury	nach Vereinbarung: s.kingsbury@tu-bs.de
S. Z. Khan-Owald	nach Vereinbarung: s.khan-owald@tu-bs.de
P. Schnackenberg	nach Vereinbarung
F. Sievers	nach Vereinbarung: f.sievers@tu-bs.de
C. Sternberg	nach Vereinbarung: Anmeldung per StudIP
J. Tavares	nach Vereinbarung: j.tavares@tu-braunschweig.de
M. Wildhage	nach Vereinbarung: m.wildhage@tu-bs.de
A. Winter	nach Vereinbarung: a.winter@tu-bs.de

Emeriti / im Ruhestand

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

Sprechstunden in der Vorlesungszeit (WiSe 2021/22)

Abt. Literatur- und Kulturwissenschaft

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

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker	nach Vereinbarung: c.becker@tu-bs.de
W. Evers	nach Vereinbarung: w.harms@tu-bs.de
Dr. J. Jakisch	Donnerstag, 09:30 – 10:30 Uhr
Dr. R. D. Jones	beurlaubt

Prof. Dr. A. Kubanek	Dienstag,	09:00 – 10:30 Uhr
Dr. C. Meyer	nach Vereinbarung:	c.meyer2@tu-bs.de
Dr. S. McGury	nach Vereinbarung:	s.mcgury@tu-bs.de
A. Smith, M.A.	nach Vereinbarung:	a.smith@tu-bs.de
S. Sturm	Donnerstag,	15:00 – 16:00 Uhr
K. A. Täger	nach Vereinbarung:	a.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

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

Lehrbeauftragte

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Emeriti

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Prof. a. D. Dr. H. Janßen	siehe Termine in Stud.IP	
Prof. em. Dr. H.-J. Possin	nach Vereinbarung	
Prof. a. D. Dr. V. Link	nach Vereinbarung	