



**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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Stand 26.09.2024

Änderungen jederzeit möglich

Lehrveranstaltungen Wintersemester 2024/25

Studiengang MA Lehramt Englisch

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

| | | |
|---------------------------------------|-------------|----------|
| Beginn der Lehrveranstaltungen: | Montag, | 14.10.24 |
| Reformationstag (Feiertag): | Donnerstag, | 31.10.24 |
| Schließzeit Weihnachten (letzte LVA): | Samstag, | 21.12.24 |
| Wiederbeginn LVA: | Montag, | 06.01.25 |
| Ende der Lehrveranstaltungen: | Samstag, | 01.02.25 |

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

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

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

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

Für Termine, aktuelle Raumangaben sowie die Öffnungszeiten der Bibliothek, LiKu-Mediathek und des PC-Sprachlabors und Selbstlernzentrums (MakerSpace) 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 2024/25!

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Fakultatives Lehrangebot für alle Profile

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 111

Mi 19:30 – 21:00, BI 80.303/304 (either via Big Blue Button or at the MakerSpace)

Fr 15:00 – 18:15, BI 80.303/304

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

First Meeting: 23.10.2024 (via Big Blue Button)

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

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

Acting experience is not necessary. Rehearsals and workshops are usually held once or twice a week in the evenings online via Big Blue Button/MakerSpace (as soon as that is possible). We shall use our online meetings to find new ways of digital theatre. Our projects of the upcoming terms include:

1. *NEW PROJECT: A Midsummer Night's Online Stream - Continued:*

Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience...come and help us bring this magical comedy to life on the screen and on campus. Furthermore, enjoy creating online games and other learning formats for our **MNDOS**...

2. *"Shakespeare@School"*

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

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 17th, 2024 (4 p.m./16:00).

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

Modul M1 “Teaching English” (Gym)

Modulinformation

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

Modulaufbau:

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

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Autonomous Learning in the Inclusive EFL Classroom – 4412 640

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

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

Hinweis: Dieser Kurs ist für das ZiEL-Zertifikat (Vertiefungsbereich) 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 17th, 2024 (4 p.m./16:00).

- - -

Prof. Dr. A. Kubanek:

Is teaching grammar and lexis unimportant? – 4412 637

SE, Di 15:00 – 16:30, BI 80.303/304 (MakerSpace)

In the recent "Bildungsstandards für die erste Fremdsprache für den Ersten und den Mittleren Schulabschluss" (Kultusministerkonferenz 2023) lexis and grammar are being described as having a "dienende Funktion". A similar description had been given in 2004 in the first set of standards. We will discuss positions and research results about the role of grammar and lexis in EFL as well as proven and approaches for teaching and learning.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Prof. Dr. A. Kubanek:

Integrating knowledge from other disciplines into ELT – 4412 648

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

In this seminar, we will get insights from current research projects at the TU Braunschweig and other research institutes in Braunschweig and work on making such content accessible to FL learners, some even at primary level. Topics will come from the Sciences as well as the Humanities, e.g. current climate change research, plant research, city of the future, text-

book research, museum pedagogy, and psychology. The final topics will be announced at the beginning of the seminar.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

M. Wildhage:

Methods and Matrials for CLIL – 4412 404

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

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

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

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

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

Dr. B. Wege:

Teaching Speculative Fiction – 4412 683

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

Science Fiction, Fantasy, Alternate History, Afrofuturism, Dystopian Fiction: The list of categories that fall under the heading “Speculative Fiction” is a long – and intriguing – one. In this class, we will explore this genre and its defining features by reading, analyzing, and considering various teaching approaches for representative works ranging from 19th Century Classics such as *Frankenstein*, to contemporary Young Adult Fiction. We will focus on working with texts commonly found in school curricula, but also include other interesting works particularly conducive to teaching issues of cultural and social significance as well, and work to create tasks and lesson plans centered on our findings.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

- - -

Dr. B. Wege:

Teaching Drama – 4412 627

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

This class on didactics of literature will focus on the unique potential of Drama in the EFL classroom. We will read a selection of plays, ranging from Shakespeare to the documentary theatre of Anna Deavere Smith, and create tasks and lesson plans for them. We will explore a range of general teaching tools for engaging with Drama as a form of literature, targeted at various levels of language competency. The primary focus, however, will be utilizing the plays to allow (school) students to acquire competency and analytical skills with regards to topics of contemporary social and cultural significance, such as historical and contemporary representations of, and debates surrounding, race and gender.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Dr. B. Wege:

Teaching Film – 4412 621

Blockseminar, Mo-Do 07.10.-10.10.2024, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

This seminar will focus on both the why and how of teaching film in the EFL classroom. It will provide an introduction to the study and teaching of film, methods of analysis (and how to guide learners in film and television analysis), and key concepts of cinema and television studies (e.g. storytelling and narrative style, mise-en-scène, editing, etc.). Learning how to read and teach film with regard to various formal aspects will acquaint students with the aesthetic and narrative features, as well as the meaning of films (or film scenes) and traditions of film. Students will acquire the competency and analytic skills to critically read and interpret audiovisual media, and will learn how to work with film in class (incl. such questions as how to assess the students’ media literacy, for interest and ability may vary greatly within a class, so that they can teach a broad range to diverse students (age, abilities, interests)). Finally,

we will create tasks and lesson plans centered on our findings.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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A. Smith, M. A.:

Scaffolding Language Teaching – 4412 628

Blockseminar, Do-Sa 13.02.-15.02.2025, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

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

Hinweis: Dieser Kurs ist für das ZiEi-Zertifikat (Vertiefungsbereich) geöffnet.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Modul M2 “Advanced English Studies” Gym

Modulinformation

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

Modulaufbau:

| Winter | Sommer |
|--|---------------|
| Die LV können wahlweise im Winter oder Sommer besucht werden. 1 LV Linguistics (2 SWS) 1 LV Literary Studies (2 SWS) | |
| Leistung: PL: veranstaltungsbegleitende englischsprachige Hausarbeit oder Referat* | |

* in einem der beiden LV wird die Prüfungsleistung erbracht

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Advanced English Linguistics

Dr. H. Comes-Koch:

Socio-pragmatic Approaches to Second Language Acquisition – 4412 028

SE, Do 09:45 – 11:15, BI 85.3

Language learning is always situated in social contexts and, in turn, it is affected by social factors. In this class, we will concentrate on various social factors interacting with second language acquisition and deal with central theories and research in this field. Among the topics we will address are: the roles of input (and adjustments of input such as foreigner talk or teacher talk), interaction between learners and with teachers or native speakers, the acquisition/learning context (naturalistic versus instructed, study abroad vs. at home), as well as societal factors (group membership and identity, language socialisation).

We will start by reviewing basic concepts of second language acquisition as well as sociolinguistics. After that, we will proceed to study a selection of social approaches to second language acquisition (Sociocultural Theory, the Identity Approach, the Language Socialisation Approach). We will also look at empirical research on the development of sociolinguistic competence in the second language. Finally, we will address how sociolinguistics can be integrated in the language classroom.

Reading and discussing research papers, as well as practical work will be an integral part of this seminar.

Basic knowledge of second language acquisition (e.g. from module A2) is presupposed.

Literature:

Geeslin, K. L. & Long, A. Y. (2014). *Sociolinguistics and second language acquisition*. Routledge.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

Themenbereich: Advanced Literary and Cultural Studies

Prof. Dr. R. Heinze:

American Drama Classics II – 4412 211

SE, Fr 11:30 – 13:00, BI 97.11

This course follows up on American Drama I from the previous term; however, you need not have taken the first one to attend this one. In this course, we will look at US-American Drama "classics" of the 20th century (contemporary plays will be covered in yet another course). Although there is much more extant research on modern drama, we will adopt the same research approach to plays and aspects of drama that we used in the first course. Secondary material will be made available online, **but plays need to be obtained individually**.

Plays:

Glaspell, Susan: Trifles.

O'Neill, Eugene: The Hairy Ape.

Williams, Tennessee: A Streetcar Named Desire.

Miller, Arthur: Death of a Salesman.
Hansberry, Lorraine: A Raisin in the Sun.
Valdez, Luis. Zoot Suit.
Shepard, Sam. Buried Child.
Wasserstein, Wendy: The Heidi Chronicles.
Parks, Suzan-Lori: The America Play.
Kushner, Tony. Angels in America Vol. I.
Enslin, Eve. The Vagina Monologues.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

Modul FP "Fachpraktikum Master Gym"

Modulinformation

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

Modulaufbau:

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Modul FP „Fachpraktikum Master Gym“

K. Fricke-Dietrich:

Fachpraktikum Gym – 4412 800

PR Di 18:30 – 20:00, BI 97.1

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 the teacher). You will write a portfolio (FP1).
2. The internship is done in the other subject (meaning that your other subject is responsible for its organization).

All of you will prepare and present warm-ups as well as an English lesson plan (45 or 90 mins) and present it in class. Additionally you will take part in a “language village” in school with year 7 pupils on two mornings from approximately 8 – 12 am. If you want to do your internship in English, please contact me before the start of term to talk about possible schools. To enrol, please sign up in Stud.IP.

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

Differenzierungsbereich

Aufbaumodul 1 “Periods and Genres”

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. S. John:

Survey Course I: Irish Literature – 4412 054

SE, Mo 16:45 – 18:15, BI 82.006

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 17th, 2024 (4 am/16:00 h).

Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group A) – 4412 055

SE, Do 11:30 – 13:00, BI 85.1

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

Primary literature:

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

Secondary literature:

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

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

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Prof. Dr. R. Heinze:

Survey Course I: American Literature I – 4412 050

SE, Do 15:00 – 16:30, BI 85.1

This course will introduce you to US-American literature and its cultural contexts from the beginnings to the end of the 19th century.

Caveat: the course has a heavy reading load, so start reading early. The syllabus will be available on StudIP well in advance of the semester. All of the texts will be taken from the first three volumes of the 2017 (9th ed.) five-volume edition of the Norton Anthology of American Literature.

Primary literature:

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

Secondary literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group B) – 4412 056

SE, Fr 13:15 – 14:45, BI 85.1

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

Primary literature:

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

Secondary literature:

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

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

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Systems of Language and Communication

Dr. K. Von Holzen:

Phonetics & Phonology – 4412 041

SE, Mo 15:00 – 16:30, BI 82.006

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 17th, 2024 (4 am/16:00 h).

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Dr. H. Comes-Koch:

Morphology – 4412 043

SE, Mi 09:45 – 11:15, BI 85.3

This course will introduce the participants to the study of the structure of words and the formation of new complex words in contemporary English. After a review of relevant basic linguistic terms for morphological analysis (word, lexeme, morpheme, prefix, suffix, root, stem, base), we will consider inflection as well as productive types of English word formation:

- a) derivational suffixation (*unfriendly*, *yuppiedom*) incl. conversion/zero derivation (*to tango*, *to email*) and
- b) compounding (*teapot*, *couch potato*).

The particular status of non-syntagmatic processes of abbreviation like blending (*brunch*), initialism (*BBC*), acronyms (*NATO*), or clipping (*flu*) will be discussed as a contrast to compounding and derivation. We will use current theoretical frameworks to describe:

- (a) the regular word-internal structures,
- (b) their rule-based semantic interpretation,
- (c) general semantic changes as effects of word formation, and
- (d) pragmatic and other extra-linguistic blockings of word creation.

We will also address the following questions:

- a) How do children acquire knowledge of word-formation processes and the meaning of complex words?
- b) How are (complex) words represented and stored in the monolingual mental lexicon?

Literature:

Lieber, R. (2021). *Introducing morphology* (3rd ed.). Cambridge University Press.
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. L. Baker:

Semantics & Pragmatics – 4412 042
SE, Do 16:45 – 18:15, BI 85.3

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.). Oxford Blackwell
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Themenbereich: Developmental and Linguistic Variation

Dr. R. Carroll:

Second Language Acquisition – 4412 023
SE, Do 11:30 – 13:00, BI 85.7

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.

Hinweis: Dieser Kurs ist für das CLIL-Zertifikat (Basisbereich) geöffnet

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Aufbaumodul 4 “Intermediate Language Skills: Reading and Writing“

Modulinformation

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|---------------------------------------|--|
| 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

H. Elstad:

German-English Translation (Group A) – 4412 442

UE, Do 16:45 – 18:15, BI 80.2

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 17th, 2024 (4 am/16:00 h).

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Dr. K. E. Barnes:

German-English Translation (Group B) – 4412 443

UE, Fr 16:45 – 18:15, BI 80.2

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 17th, 2024 (4 p.m./16:00).

H. Elstad:

Grammar II (Group A) – 4412 166

UE, Mo 18:30 – 20:00, BI 80.1

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

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

H. Elstad:

Grammar II (Group B) – 4412 167

UE, Mi 09:45 – 11:15, BI 82.002

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 17th, 2024 (4 p.m./16:00).

Dr. K. E. Barnes:

Writing II (Group A) – 4412 495

UE, Do 15:00 – 16:30, BI 85.6

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

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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H. Elstad:

Writing II (Group B) – 4412 496

UE, Fr 15:00 – 16:30 Uhr, BI 80.2

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

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunde

Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”

Prof. Dr. E. Voigts/P. Schlüter:

Cooperation with Dr. S. Isomaa, Dr. M. Salmela, Dr. L. Ameel (Tampere University, Finland)

Vulnerabilities and Resilience: Urban Spaces – Dys/Utopian Spaces – 4412 065

SE, Mo 15:00 – 16:30, BI 97.9

In view of the current disruptions and challenges to urban spaces our focus will be on the question of how vulnerabilities and resilience have been imagined and discussed in the recent spate of both speculative and realist fiction- At the heart of technical progress, bureaucratization and political efforts towards homogenization the imagination of the city becomes the main setting for proto-dystopian texts. Urban spaces as utopian and dystopian spaces are directly linked to the human phenomena of emotional as well as physical vulnerability and resilience: “emotions play a central role [...] and merit an exploration in their own right” (Isomaa 2020, o. xix).

Our plan is to expand the range of perspectives in our syllabus to all of the German-Finnish researchers affiliated. In terms of the joint interest in researching and teaching urban and dystopian spaces, we build on existing work in spatial dimensions of literature (locational criticism after the 'spatial turn') and literary urban studies. Our shared core assumption is that dystopian narratives establish unique spatial arrangements (often urban, but also post-urban or 'wild') that form the prime template for discussing urgent problems of the "damaged planet" of the Anthropocene (Judith Meurer-Bongardt 2020). The special gift of this joint class is an expanded perspective that involves intimate knowledge of a variety of global viewpoints (predominantly from Finland, Germany, and from the global 'Anglosphere').

The class will mostly take place online. The main part of this class will consist in a common session period for all from 21.10. – 22.12.2024. Lectures will be in English.

Primary Literature: tbc

Saci Lloyd, *The Carbon Diaries 2015* (2009)

Julia von Lucadou, *The High-rise Diver* (2019)

Antti Tuomainen, *The Healer* (2010)

Secondary Literature:

- Butler, Judith. “Rethinking Vulnerability and Resistance.” In *Vulnerability in Resistance* edited by Judith Butler, Zeynep Gambetti, and Leticia Sabsay, 12–27. Durham and London: Duke University Press, 2016. DOI: <https://doi.org/10.1515/9780822373490>
- Fernández-Santiago and Gámez-Fernández (eds.) *Current Literary Representations of Vulnerability. Ethical and Aesthetic Concerns*. Cham 2023.
- Isomaa, Saija/ Korpua, Jyrki/ Teitinnen, Jouni: *Introduction: Navigating the many form of dystopian fiction*. In: idem (Ed.): *New Perspectives on Dystopian Fiction in Literature and Other Media*. Cambridge 2020, p. ix-xxxii, here: p. xix
- Caracciolo, Marco. *Contemporary Fiction and Climate Uncertainty: Narrating Unstable Futures*. Bloomsbury 2022.
- Stableford, Brian. *Ecology and Dystopia*. In: Claeys, Gregory (ed.): *The Cambridge Companion to Utopian Literature*. Cambridge 2010, S. 259-281.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

Prof. Dr. E. Voigts:

Texts and Theories on the Techno-Scientific World: Nineteenth-Century Science Fiction – 4412 464

SE, Di 09:45 – 11:15, BI 85.3

This course explores the vibrant world of 19th-century science fiction, with a focus on the late Victorian period, marked by profound scientific discoveries and technological advancements. Students will delve into the ways in which Victorian authors used speculative fiction to address the rapid changes and uncertainties of their time. Through the study of key texts, the course will examine themes such as evolution, utopian and dystopian futures, the impact of technology on society, and the exploration of the unknown. Special attention will be given to how these works reflect contemporary anxieties and hopes about the future – therefore the course aims at providing an introduction to texts and theories on the techno-scientific world.

Course Objectives:

- To understand the historical and scientific context of the Victorian era and its influence on science fiction literature.
- To analyze the thematic concerns and narrative techniques of late Victorian science fiction.
- To explore how these works reflect and critique the social, technological, and scientific changes of the period.
- To examine the contributions of Victorian science fiction to the development of the genre.
- To critically engage with the texts through written assignments, presentations, and discussions.

Literature:

Provisional Reading List:

- *The Mummy! Or a Tale of the Twenty-Second Century* by Jane Loudon Webb
- *Frankenstein* by Mary Shelley
- *The Time Machine, The Island of Doctor Moreau, The First Men in the Moon, The War of the Worlds* by H.G. Wells
- *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson
- *The Coming Race* by Edward Bulwer-Lytton
- Selected short stories

Introductory Secondary Literature:

Sussman, Herbert L. 2000. "Machine Dreams: The Culture of Technology." *Victorian Literature and Culture* 28.1: 197-204.

Stableford, Brian. 1985. *Scientific Romance in Britain 1890-1950*. Fourth Estate.

Voigts-Virchow, Eckart. 1999. "Melancholy Elephants and Virgin Machines: Technological Imagery and Mechanical Lacunae from Industrial Novels to Scientific Romances". In Schenkel, Elmar und Stefan Welz, Hgg. *Lost Worlds and Mad Elephants. Literature, Science and Technology 1700-1990*. Glienicke, Berlin, Cambridge, Mass.: Galda und Wilch, 141-162.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

Dr. K. E. Barnes:

Elephants and Donkeys: A Cultural History of US Party Politics – 4412 566

SE, Do 11:30 – 13:00, BI 80.1

Political parties are a central feature of the American political system. But is this party system what's wrong with American politics? It has been said that parties are essential to democracy, and in the U.S., political parties have played a central role in extending democracy, protecting rights, and organizing power. Nonetheless, their worth is a continuing subject of debate. Although parties have been celebrated for linking citizens to their government and providing the unity needed to govern in a political system of separated powers, they have also been disparaged for inflaming divisions among people and grid-locking the government. Other critics take aim at the two-party system with the claim that the major parties fail to offer meaningful choices to citizens. This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. Throughout the course, we will explore such questions as: In what ways do we define political parties? To what extent do our definitions capture the broad functions of political parties? For whom do they function? How and why have they changed over time? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? What factors contribute to stronger and more polarized political parties in the United States? How does partisanship become tribalism or polarization, and can this be prevented? What is the relationship between parties and presidents? What is the relationship between political parties and democracy? We will continually return to these key questions throughout the course of the semester.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

Dr. M. Marcsek-Fuchs:

Performative Approaches to Shakespeare: On- and Offline – 4412 104

SE, Fr 11:30 – 13:00, BI 85.1

Many theatres, like London's Globe Theatre and the Royal Shakespeare Company, work with performative and active drama approaches when studying Shakespeare's plays. This applies to both the rehearsal processes as well as the theatres' educational programmes. Therefore, they offer workshops to explore characters, plotlines, themes, and language via a creative, physical, and hands-on experience for visitors ranging from beginners to versed Shakespeare fans. Their take on Shakespeare is like the one we shall follow in this class: the plays are meant to be performed and invite creative interaction.

Therefore, we shall explore different types of performative and active approaches to Shakespearean plays and poetry, ranging from performances to workshop and teaching materials. We will try exercises as well as create our own ones for all kinds of learning environments, on- and offline. Although we will mainly take on the perspective of a Shakespeare scholar and focus on the interpretations of characters, plotlines, and themes offered in these materials, we will additionally be treated to the didactic perspective by Ron Freytag in some of the sessions. This way, we also have the pleasure of exploring the potential of these performative approaches for the EFL-classroom. The selection of plays will be decided on together in the first weeks of the seminar. However, please (re-)read Shakespeare's *Romeo and Juliet*

and *A Midsummer Night's Dream* before the first session. You can choose any edition of the plays; yet the Arden editions are highly recommended.

Literature:

For a first orientation into the topic, see:

Banks, Fiona: *Creative Shakespeare: The Globe Education Guide to Practical Shakespeare*. London: Bloomsbury, 2014. Arden Shakespeare.

The Royal Shakespeare Company: *The RSC Shakespeare Toolkit for Teachers: An Active Approach to Bringing Shakespeare's Plays Alive in the Classroom*. Rev. ed. London: Bloomsbury, 2014.

Eisenmann, Maria; Christiane Lütge: *Shakespeare in the EFL Classroom*. Heidelberg: Winter, 2014.

Further recommendations: the teaching resources and learning platforms offered by *The Globe Theatre*, *The Royal Shakespeare Company*, *The British Council*, *The British Library* and *The Folger Shakespeare Library*.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. J. Fehrle:

Work and/with Nature in American Literature – 4412 542

SE, Blockseminar: 1. Vorbesprechung online (Termin: 18.10.2024, 16:45 – 18:15)

Termine: Fr. 22.11.2024 und 13.12.2024, 15:00 – 18:45, BI 85.7

Sa. 23.11.2024 und 14.12.2024, 10:00 – 17:00, BI 85.7

The multiple ecological crises of the late 20th and early 21st century have moved society-nature relations into the focus of many disciplines, including literary and cultural studies. Rather than seeing society and nature as separate spheres, the environmental humanities see humans, like everything else in existence, as a part of nature. As such, we humans “confront the materials of nature as a force of nature” (Marx), changing both external nature and our place within it. The main way in which we do so is through work or labor. While in highly industrialized societies fewer humans work directly with nature, human labor has transformed nature immensely, particularly since the beginning of the industrial revolution, and it continues to do so in previously unthinkable ways (e.g. by warming up the planet through anthropogenic climate change).

In this course we will examine how this relation between non-human nature and humans and our labor has shaped North American cultural production. We will interpret texts in various media and genres. We will examine what fictional texts can tell us about the imaginary of nature and human relations to nature, and ask how texts from different periods reflect the changing relations between labor and the environment. The course will be taught as a Blockseminar with one preparatory session and two blocks of two days (Friday and Saturday). During the course, you will be expected to lead a part of a session as a group. Your grade will be based on this session (30%) as well as a final term paper (70 %).

Literature:

Please purchase the following editions of the texts discussed in class:

Frederick Douglass, *Narrative of the Life of Frederick Douglass*, Norton Critical Edition, 2nd ed.

John Steinbeck, *The Grapes of Wrath*, Penguin Modern Classics.

Margaret Atwood, *Oryx and Crake*, Virago.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

Erweiterungsmodul 5 “Advanced English Linguistics: Contexts and Variation”

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. H. Hopp:

The Grammar of Englishes – 4412 035

SE, Mo 16:45 – 18:15, BI 80.1

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 17th, 2024 (4 am/16:00 h).

Dr. D. Şafak:

Language Processing and Change – 4412 318

SE, Mi 15:00 – 16:30, BI 85.3

This course will address the role of language processing for language change, both in terms of historical language change and in terms of individual language change (learning). We will begin by exploring historical change as the foundational aspect. To investigate the link between psycholinguistic mechanism and historical change, our focus will be on empirical research on priming, highlighting that speakers adapt their language comprehension and production to the structure of the recently processed input. We will examine how adaptation to change in input affects processing patterns, supports language learning, leads to changes in mental representations, and explains the process of historical change. Finally, we will discuss how theoretical approaches and empirical research contribute to our understanding of the interplay between language processing, learning and change.

Literature:

Jäger, G. & Rosenbach, A. (2008). *Priming and unidirectional language change*. *Theoretical Linguistics*, 34(2), 85-113. <https://doi.org/10.1515/THLI.2008.008>

Meisel, J. M., Elsig, M. & Rinke, E. (2013). *Language acquisition and change: A morphosyntactic perspective*. Edingburg University Press.

Phillips, C. & Ehrenhofer, L. (2015). *The role of language processing in language acquisition*. *Linguistic Approaches to Bilingualism*, 5, 409-452. <https://doi.org/10.1075/lab.5.4.01phi>

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

Dr. K. Von Holzen:

Sociolinguistics – 4412 315

SE, Do 11:30 – 13:00, BI 85.3

In this seminar we will take a look at English from a sociolinguistic point of view. Sociolinguistics is the study of the relationship between language and society, and sociolinguists study how different social contexts affect language use. In this class, we will focus on social factors at the level of the individual, examining ascribed vs. acquired characteristics (social class, sex, ethnicity), but also at the level of the community in that we examine linguistic practice in different linguistic networks. Specifically, we review classical areas of sociolinguistic study, such as regional and social variation, politeness, gender and sexuality, ethnicity, and multilingualism and language contact. We will also consider our attitudes and beliefs about linguistic variation and how this information is perceived and represented. Finally, we will consider the study of sociolinguistics in light of new technology, such as social media and Artificial Intelligence.

Literature:

Holmes, J., & Wilson, N. (2022). *An introduction to sociolinguistics*. Routledge.

Meyerhoff, M. (2011). *Introducing Sociolinguistics*. London and New York: Routledge.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. H. Comes-Koch:

Bilingual First Language Acquisition – 4412 311

SE, Fr 11:30 – 13:00, BI 97.1

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

Literature:

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

Plus selected videos on LingTUtor.

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Erweiterungsmodul 6 “Advanced Language Skills: Reading and Writing”

Modulinformation

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

Modulaufbau

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

A. Rose:

Regional Studies II (Group A): British Popular Music Culture from the 1950s to the Present – 4412 452

SE, Mi 13:15 – 14:45, BI 82.002

Since the early 1950s, the United Kingdom (UK) has been a major contributor to the development of **popular music**. Rock and roll, pop, punk rock, and other genres originated in the UK, and the country has produced some of the world's most iconic musicians, including The Beatles, The Rolling Stones, David Bowie, Led Zeppelin, Pink Floyd, the Sex Pistols and more recently Adele and Ed Sheeran. The contribution of popular music to British and world culture is enormous and the UK is home to a number of influential music festivals, including the Glastonbury, Reading and Leeds Festivals. In economic terms the UK music business, across all areas, including recorded music, music publishing and live, contributed £5.8 billion to the UK economy in 2019 (before the Covid pandemic) and the sector employs in excess of 30,000 people. The popular music scene is also a major contributor to UK soft power and global influence.

This regional studies course will explore origins and cultural influences of popular music in the UK in order to determine its social and economic impact upon the UK and other countries. We will explore the origins and impact of famous bands, including the Beatles, through to the release by the Sex Pistols in 1977 of the iconic 'God Save the Queen' and others, up till and including Ed Sheeran, who has already sold more than 150 million records worldwide. By making use of video clips, literature, media archives and academic texts, we will try to determine why the UK has proved to be so enduringly productive in terms of popular music.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. K. E. Barnes:

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

SE, Fr 13:15 – 14:45, BI 85.3

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

This class will take you on a journey of African American Cinema beginning with the blatant racism of D.W. Griffith's The Birth of a Nation (1915), a film respected as an epic milestone, but reviled as the blueprint for black film stereotypes that would appear throughout the 20th century. We will also look at the much forgotten African American film industry of the early to mid-20th century before moving to the period of "Blacksploitation" or "Blaxploitation" films of

the late 1960s and 70s. We will venture into the "New Black Wave", beginning in the 1980s (led by directors such as Spike Lee and John Singleton).

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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A. Rose:

Grammar III – 4412 169

UE, Fr 11:30 – 13:00, BI 85.3

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 is available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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A. Rose:

Reading – 4412 445

UE, Mi 11:30 – 13:00, BI 82.002

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.

Literatur:

Titus Andronicus: Third Series (The Arden Shakespeare) Band 3, ISBN: 978-1350030916.
Other Texts: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Kurse für den Studiengang Master G und HR

Modul M1 "Teaching English" G

Modulinformation

| | |
|--|---------------------|
| Art und Bezeichnung des Moduls | Teaching English G |
| Pflicht-/Wahlpflichtmodul | Pflichtmodul |
| Semester/Studienjahr laut Studienplan | Master 1. + 3. Sem. |
| Credits | 9 LP |

Modulaufbau

| 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
PL: Prüfungsleistung
SL: Studienleistung

LV: Lehrveranstaltung
SE: Seminar
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Autonomous Learning in the Inclusive EFL Classroom – 4412 640

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

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

Hinweis: Dieser Kurs ist für das ZiEL-Zertifikat (Vertiefungsbereich) 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 17th, 2024 (4 p.m./16:00).

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Prof. Dr. A. Kubanek:

Is teaching grammar and lexis unimportant? – 4412 637

SE, Di 15:00 – 16:30, BI 80.303/304 (MakerSpace)

In the recent "Bildungsstandards für die erste Fremdsprache für den Ersten und den Mittleren Schulabschluss" (Kultusministerkonferenz 2023) lexis and grammar are being described as having a "dienende Funktion". A similar description had been given in 2004 in the first set of standards. We will discuss positions and research results about the role of grammar and lexis in EFL as well as proven and approaches for teaching and learning.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Prof. Dr. A. Kubanek:

Integrating knowledge from other disciplines into ELT – 4412 648

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

In this seminar, we will get insights from current research projects at the TU Braunschweig and other research institutes in Braunschweig and work on making such content accessible to FL learners, some even at primary level. Topics will come from the Sciences as well as the Humanities, e.g. current climate change research, plant research, city of the future, text-

book research, museum pedagogy, and psychology. The final topics will be announced at the beginning of the seminar.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

- - -

Dr. B. Wege:

Teaching Film – 4412 621

Blockseminar, Mo-Do 07.10.-10.10.2024, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

This seminar will focus on both the why and how of teaching film in the EFL classroom. It will provide an introduction to the study and teaching of film, methods of analysis (and how to guide learners in film and television analysis), and key concepts of cinema and television studies (e.g. storytelling and narrative style, mise-en-scène, editing, etc.). Learning how to read and teach film with regard to various formal aspects will acquaint students with the aesthetic and narrative features, as well as the meaning of films (or film scenes) and traditions of film. Students will acquire the competency and analytic skills to critically read and interpret audiovisual media, and will learn how to work with film in class (incl. such questions as how to assess the students' media literacy, for interest and ability may vary greatly within a class, so that they can teach a broad range to diverse students (age, abilities, interests)). Finally, we will create tasks and lesson plans centered on our findings.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

- - -

A. Smith, M. A.:

Storytelling in the EFL Classroom – 4412 645

Blockseminar, Do-Sa 06.02.-08.02.2025, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

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

Literature: A literature list will be provided in the course.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Modul "Praxisphase" G

Modulinformation Praxisphase

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

Modulinformation Praxisblock

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

Vorbereitung Praxisphase

K. Täger, M. A. / S. Horn:

Vorbereitung Praxisphase G Englisch: Planung und Analyse von Englischunterricht (G) – 4412 802

SE, Fr 13:15 – 14:45, BI 80.303/304, MakerSpace

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

- - -

Modul "Projektband" G

Modulinformation

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

Prof. Dr. A. Kubanek:

Vorbereitung Projektband Pro 1 G Englisch: Researching English Teaching and Learning – 4412 804

SE, Mo 11:30 – 12:15, BI 80.303/304 (MakerSpace)

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

Literature:

Literature will be announced during the course.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Prof Dr. A. Kubanek:

Nachbereitung Projektband Pro 3 G Englisch – 4412 815

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 17th, 2024 (4 p.m./16:00).

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Modul M1 "Teaching English" HR

Modulinformation

| | |
|---------------------------------------|---------------------|
| Art und Bezeichnung des Moduls | Teaching English HR |
| Pflicht-/Wahlpflichtmodul | Pflichtmodul |
| Semester/Studienjahr laut Studienplan | Master 1. + 3. Sem. |
| Credits | 9 LP |

Modulaufbau

| 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

Prof. Dr. C. Becker:

Autonomous Learning in the Inclusive EFL Classroom – 4412 640

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

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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 17th, 2024 (4 p.m./16:00).

Prof. Dr. A. Kubanek:

Is teaching grammar and lexis unimportant? – 4412 637

SE, Di 15:00 – 16:30, BI 80.303/304 (MakerSpace)

In the recent "Bildungsstandards für die erste Fremdsprache für den Ersten und den Mittleren Schulabschluss" (Kultusministerkonferenz 2023) lexis and grammar are being described as having a "dienende Funktion". A similar description had been given in 2004 in the first set of standards. We will discuss positions and research results about the role of grammar and lexis in EFL as well as proven and approaches for teaching and learning.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

Prof. Dr. A. Kubanek:

Integrating knowledge from other disciplines into ELT – 4412 648

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

In this seminar, we will get insights from current research projects at the TU Braunschweig and other research institutes in Braunschweig and work on making such content accessible to FL learners, some even at primary level. Topics will come from the Sciences as well as the Humanities, e.g. current climate change research, plant research, city of the future, text-

book research, museum pedagogy, and psychology. The final topics will be announced at the beginning of the seminar.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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M. Wildhage:

Methods and Matrials for CLIL – 4412 404

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

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

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

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

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

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Dr. B. Wege:

Teaching Speculative Fiction – 4412 683

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

Science Fiction, Fantasy, Alternate History, Afrofuturism, Dystopian Fiction: The list of categories that fall under the heading “Speculative Fiction” is a long – and intriguing – one. In this class, we will explore this genre and its defining features by reading, analyzing, and considering various teaching approaches for representative works ranging from 19th Century Classics such as *Frankenstein*, to contemporary Young Adult Fiction. We will focus on working with texts commonly found in school curricula, but also include other interesting works particularly conducive to teaching issues of cultural and social significance as well, and work to create tasks and lesson plans centered on our findings.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

Dr. B. Wege:

Teaching Film – 4412 621

Blockseminar, Mo-Do 07.10.-10.10.2024, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

This seminar will focus on both the why and how of teaching film in the EFL classroom. It will provide an introduction to the study and teaching of film, methods of analysis (and how to guide learners in film and television analysis), and key concepts of cinema and television studies (e.g. storytelling and narrative style, mise-en-scène, editing, etc.). Learning how to read and teach film with regard to various formal aspects will acquaint students with the aesthetic and narrative features, as well as the meaning of films (or film scenes) and traditions of film. Students will acquire the competency and analytic skills to critically read and interpret audiovisual media, and will learn how to work with film in class (incl. such questions as how to assess the students’ media literacy, for interest and ability may vary greatly within a class, so that they can teach a broad range to diverse students (age, abilities, interests)). Finally, we will create tasks and lesson plans centered on our findings.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

A. Smith, M. A.:

Scaffolding Language Teaching – 4412 628

Blockseminar, Do-Sa 13.02.-15.02.2025, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

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

Hinweis: Dieser Kurs ist für das ZiEi-Zertifikat (Vertiefungsbereich) geöffnet.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

Modul "Praxisphase" HR

Modulinformation

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

Modulinformation Praxisblock

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

Vorbereitung Praxisphase

A. Smith, M. A. / K. Walsh

Vorbereitung Praxisphase HR Englisch: Planung und Analyse von Englischunterricht – 4412 803

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

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

Termine:

Termine: 11.11.2024, 18.11.2024, 25.11.2024, 06.01.2025, 13.01.2025

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

Modul “Projektband” HR

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 805

SE, Mo 11:30 – 12:15, BI 80.303/304 (MakerSpace)

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Prof. Dr. A. Kubanek:

Nachbereitung Projektband Pro 3 HR Englisch – 4412 805

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.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Differenzierungsbereich Master G und HR

Modul A5 “Advanced English Studies

Modulinformation

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

Modulaufbau

| Wintersemester | Sommersemester |
|--|-----------------------|
| Zwei Seminare (2 x 2 SWS) sind zu belegen, - aus dem Bereich <i>Literary and Cultural Studies</i> (sofern im BA A2 (Linguistics) absolviert wurde) - aus dem Bereich <i>Linguistics</i> (sofern im BA A1 (<i>Literary and Cultural Studies</i>) absolviert wurde) | |
| Leistung: PL: Mündliche Prüfung | |

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Literary and Cultural Studies

Dr. S. John:

Survey Course I: Irish Literature – 4412 054

SE, Mo 16:45 – 18:15, BI 82.006

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 17th, 2024 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group A) – 4412 055

SE, Do 11:30 – 13:00, BI 85.1

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

Primary literature:

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

Secondary literature:

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

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

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

Dr. R. Heinze:

Survey Course I: American Literature I – 4412 050

SE, Do 15:00 – 16:30, BI 85.1

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

Primary literature:

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

Secondary literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group B) – 4412 056

SE, Fr 13:15 – 14:45, BI 85.1

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

Literature:

The Norton Anthology of English Literature (9th ed., vol. 1)

Secondary literature:

For orientation in the field, please consult the standard literary histories (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 17th, 2024 (4 am/16:00 h).

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Themenbereich: English Linguistics / Systems of Language and Communication

Dr. K. Von Holzen:

Phonetics & Phonology – 4412 041

SE, Mo 15:00 – 16:30, BI 82.006

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 17th, 2024 (4 am/16:00 h).

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Dr. H. Comes-Koch:

Morphology – 4412 043

SE, Mi 09:45 – 11:15, BI 85.3

This course will introduce the participants to the study of the structure of words and the formation of new complex words in contemporary English. After a review of relevant basic linguistic terms for morphological analysis (word, lexeme, morpheme, prefix, suffix, root, stem, base), we will consider inflection as well as productive types of English word formation:

- a) derivational suffixation (*unfriendly*, *yuppiedom*) incl. conversion/zero derivation (*to tango*, *to email*) and
- b) compounding (*teapot*, *couch potato*).

The particular status of non-syntagmatic processes of abbreviation like blending (*brunch*), initialism (*BBC*), acronyms (*NATO*), or clipping (*flu*) will be discussed as a contrast to compounding and derivation. We will use current theoretical frameworks to describe:

- (a) the regular word-internal structures,
- (b) their rule-based semantic interpretation,
- (c) general semantic changes as effects of word formation, and
- (d) pragmatic and other extra-linguistic blockings of word creation.

We will also address the following questions:

- a) How do children acquire knowledge of word-formation processes and the meaning of complex words?,
- b) How are (complex) words represented and stored in the monolingual mental lexicon?

Literature:

Lieber, R. (2021). *Introducing morphology* (3 ed.). Cambridge University Press.
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Dr. L. Baker:

Semantics & Pragmatics – 4412 042

SE, Do 16:45 – 18:15, BI 85.3

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.). Oxford: Blackwell.
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Themenbereich: Linguistics / Developmental and Linguistic Variation

Dr. R. Carroll:

Second Language Acquisition – 4412 023

SE, Do 11:30 – 13:00, BI 85.7

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.

Hinweis: Dieser Kurs ist für das CLIL-Zertifikat (Basisbereich) geöffnet

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 am/16:00 h).

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Kolloquien

Prof. Dr. C. Becker:

Kolloquium für Masterstudierende – 4412 001

KOL, Mo 12:00 – 13:00, BI 80.303/304 (MakerSpace)

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Prof. Dr. A. Kubanek:

Kolloquium für Masterstudierende (M.Ed.) – 4412 006

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

The Kolloquium is for those who are currently working on their master thesis and for those who intend to write it and want to visit one of the sessions to get an idea about the format of the Kolloquium. There is also ongoing advice. We will have a first meeting in the Kolloquium format in week 2 of the winter term, at 14:00 on Monday.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Prof. Dr. R. Heinze:

Colloquium for B.A., M.A. and Ph.D. Theses in Literary and Cultural Studies – 4412 002

KOL, Fr, 15:00 – 18:00, BI 85.9

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

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 003

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

In the colloquium series, we will have talks by external invited speakers as well as presentations by

advanced and graduate students and staff about their current research. We will discuss topical matters in (psycho-)linguistics and brainstorm about new ideas for research and collaborations.

Advanced students from English and other departments are welcome to attend.

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 + Do 10:00 – 12:00 Uhr

Abt. Englische Sprache und ihre Didaktik

A. Kaminsky s.o.

Sprechstunden in der vorlesungsfreien Zeit (SoSe 24)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes nach Vereinbarung: k.barnes@tu-bs.de
Prof. Dr. R. Heinze nach Vereinbarung: Anmeldung ausschließlich über Stud.IP
Dr. S. John siehe Ankündigung in Stud.IP
Dr. M. Marcsek-Fuchs siehe Ankündigung in Stud.IP
Prof. Dr. E. Voigts siehe Ankündigung in Stud.IP

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker nach Vereinbarung: c.becker@tu-bs.de
R. Freytag, M. Ed. nach Vereinbarung: ron.freytag@tu-bs.de
Prof. Dr. A. Kubanek nach Vereinbarung: a.kubanek@tu-bs.de
A. Smith, M. A. nach Vereinbarung: a.smith@tu-bs.de
K. A. Täger nach Vereinbarung: a.taeger@tu-bs.de
Dr. B. Wege nach Vereinbarung: birte.wege@tu-bs.de

Abt. Englische Sprachwissenschaft

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

| | |
|-------------------|------------------------------|
| Prof. Dr. H. Hopp | siehe Ankündigung in Stud.IP |
| Dr. D. Safak | siehe Ankündigung in Stud.IP |
| Dr. K. Von Holzen | siehe Ankündigung in Stud.IP |

Lehrbeauftragte

| | |
|------------------|--|
| J. Barner | nach Vereinbarung |
| A. Böker, M. Ed. | nach Vereinbarung: anne-katrin.boeker@tu-bs.de |
| D. Cattell | nach Vereinbarung |
| S. Kingsbury | nach Vereinbarung: s.kingsbury@tu-bs.de |
| S. Z. Khan-Owald | nach Vereinbarung: s.khan-owald@tu-bs.de |
| M. Wildhage | nach Vereinbarung: m.wildhage@tu-bs.de |

Emeriti / im Ruhestand

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

Sprechstunden in der Vorlesungszeit (WiSe 2024/25)

Abt. Literatur- und Kulturwissenschaft

| | | |
|----------------------|-----------|-------------------|
| Dr. K. E. Barnes | Mittwoch, | 11:00 – 13:00 Uhr |
| Prof. Dr. R. Heinze | Mittwoch, | 10:00 – 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 | Dienstag, | 11:30 – 13:30 Uhr |

Abt. Englische Sprache und ihre Didaktik

| | |
|---------------------|--|
| A. Beck, M. Ed. | nach Vereinbarung: alena.beck@tu-bs.de |
| Prof. Dr. C. Becker | nach Vereinbarung: c.becker@tu-bs.de |
| H. Elstad | nach Vereinbarung: hanna.elstad@tu-bs.de |
| R. Freytag, M. Ed. | nach Vereinbarung: ron.freytag@tu-bs.de |

| | |
|----------------------|--|
| Prof. Dr. A. Kubanek | nach Vereinbarung: a.kubanek@tu-bs.de |
| A. Smith, M. A. | nach Vereinbarung: a.smith@tu-bs.de |
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Abt. Englische Sprachwissenschaft

| | |
|-------------------|------------------------------|
| Dr. L. Baker | siehe Ankündigung in Stud.IP |
| Dr. R. Carroll | Montag, 10:00 – 11:00 Uhr |
| Dr. H. Comes-Koch | siehe Ankündigung in Stud.IP |
| Prof. Dr. H. Hopp | Montag, 14:30 – 16:00 Uhr |
| Dr. D. Safak | siehe Ankündigung in Stud.IP |
| Dr. K. Von Holzen | siehe Ankündigung in Stud.IP |

Lehrbeauftragte

| | |
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| M. Wildhage | nach Vereinbarung: m.wildhage@tu-bs.de |

Emeriti

| | |
|------------------------------|---|
| Prof. a. D. Dr. C. Gnutzmann | nach Vereinbarung: c.gnutzmann@tu-bs.de |
| Prof. a. D. Dr. H. Janßen | siehe Termine in Stud.IP |
| Prof. em. Dr. H.-J. Possin | nach Vereinbarung |
| Prof. a. D. Dr. V. Link | nach Vereinbarung |