

Hinweis:

Bitte informieren Sie sich vorher über den Modulaufbau!

In diesem Veranstaltungsverzeichnis werden *alle* Veranstaltungen angezeigt, die in einem Modul belegt werden können. Nicht in jeder Veranstaltung ist es jedoch für jedes Modul möglich, eine Prüfungsleistung zu erbringen. Im Zweifel bitte nachfragen!

Das Modulverzeichnis für diesen Studiengang kann über die jeweilige Fachseite aufgerufen werden:

<http://www.uni-goettingen.de/de/studienfaecher-von-a-bis-z/3811.html>

Please note:

Please check the structure of your modules!

By default the course commentary lists *all* courses that can be used for the modules offered as part of the curriculum. This does not mean, however, that the exam for each module can be taken in each course. If in doubt, please ask!

The module descriptions can be found via the university homepage description for the subject in question:

<http://www.uni-goettingen.de/en/3811.html>

Veranstaltungs- verzeichnis

Course Commentary

Master of Education

Master of Education (MEduc)

Master-Basismodul Anglistische Literatur- und Kulturwissenschaft (M.EP.01a-L)

457645 **British Travel Literature from the Early Modern Period to the Present VL**
Vorlesung SWS: 2; Anz. Teiln.: 80 *Schaff, Barbara*
Do 10:00 - 12:00 Raum: ZHG ZHG004 , wöchentlich
Do 10:00 - 12:00 Raum: ZHG ZHG001 , Klausur am: 18.07.2013

Kommentar Travellers cross boundaries, are curious and have an interest in the exchange and interaction with foreign cultures. As travel writers, they produce knowledge and shape discourses about home and abroad, about the Self and the Other- in short, travel writing is a way of seeing, imagining, aestheticising and understanding the world. The lecture series will give an overview of the rich tradition of 500 years of British travel writing, addressing different forms and purposes of travel (among them exploration, quest, education, research, leisure, adventure, escape) and various styles and genres of travel literature. A particular focus will be on travel and gender and the (quite magnificent) British tradition of female travel writers.

Readings: Carl Thompson, *Travel Writing* (2011); Peter Hulme and Tim Youngs, *The Cambridge Companion to Travel Writing* (2002); Jane Robinson, *Unsuitable for Ladies. An Anthology of Women Travellers* (1994).

Registration via StudIP: until 11.4.13 (date of the first lecture)

457732 **Novels of the Romantic Age**
Hauptseminar SWS: 2; Anz. Teiln.: 15 *Georgi, Claudia*
Mi 08:15 - 09:45 Raum: Verfügungs VG 2.105 , wöchentlich
Fr - Abgabe Hausarbeit am: 30.08.2013

Kommentar The class explores the development of the generic conventions of the novel in the Romantic Age by focusing on new forms such as the Gothic Novel, the Historical Novel, the Newgate Novel, the Social Novel and the Silver Fork Novel or Fashionable Novel and their interrelations. In addition to their defining features, the social, cultural and political context of the selected novels will be considered in order to address topics such as the fascination with terror and crime, the moral responsibility of literature or the relation between historical fiction and historiography.

Readings: Horace Walpole, *The Castle of Otranto* (1764); Sir Walter Scott, *Waverley; or, 'Tis Sixty Years Since* (1814); Charles Dickens, *Oliver Twist* (1837); additional reading during the term: e.g. excerpts from Edward George Bulwer-Lytton, *Pelham, or The Adventures of a Gentleman* (1828); William Hazlitt, "The Dandy School"

Requirements: Students are strongly advised to read the novels before the beginning of the term!!!

Klausur: Module M.EP. 01a written essay exam in the "Romantic" VL.

Registration: via StudIP (until April 7th 2013)

457733 **A Survey of British Literature and Cultural History: Romanticism, VL**
Vorlesung SWS: 2; Anz. Teiln.: 200 *Haekel, Ralf*
Mi 12:00 - 14:00 Raum: ZHG ZHG101 , wöchentlich
Mi 12:00 - 14:00 Raum: ZHG ZHG101 , Klausur am: 10.07.2013

Kommentar This series of lectures serves as an introduction to the literature and culture of the Romantic period. We will investigate Romanticism as a particularly British as well as an European phenomenon: Romantic literature was influenced by European politics, the French Revolution, and the Napoleonic Wars; English authors travelled and lived in France, Germany, and Italy, and they were influenced by French and German philosophy. But British Romanticism is also a highly idiosyncratic movement which differs in central aspects from its European counterparts. This lecture course will introduce you to the literature and culture of period roughly ranging from the 1780s to the 1830s. We will investigate politics - the struggle for democracy, the rights of women, and the abolition of the slave trade -, science, philosophy, and aesthetics, and we will look at authors such as Mary Wollstonecraft, Charlotte Smith, William Wordsworth, Samuel Taylor Coleridge, Mary Shelley, Percy Bysshe Shelley, and John Keats, as well as literary genres ranging from the Romantic ode to the Gothic novel.

The texts discussed in this lecture will be taken from the *Norton Anthology of English Literature*.

Further reading: Christoph Reinfandt, *Englische Romantik. Eine Einführung*, Berlin: Schmidt, 2008. Sharon Ruston, *Romanticism*, London: Continuum, 2007; Nicholas Roe (ed.), *Romanticism. An Oxford Guide*, Oxford: OUP, 2005; Duncan Wu (ed.), *A Companion to Romanticism*. Oxford: Blackwell, 1998.

Klausur: Students taking this course for M.EP. 10c should please contact the instructor to arrange for the oral exam.

458089

Salman Rushdie

Hauptseminar SWS: 2; Anz. Teiln.: 20

Nambula, Katharina

Mo 14:00 - 16:00 Raum: Universität HDW 2.124 , wöchentlich

Fr - Abgabe Hausarbeit am: 30.08.2013

Kommentar

Salman Rushdie is one of the most prominent writers of our time. Both his fictive works and his scholarly contributions have extensively offered us new ways of understanding the post-colonial world. In this seminar, we will discuss how Rushdie's unique narratological techniques of writing enrich the post-colonial dialogue. We will discuss major concepts of post-colonial theory - like hybridity, otherness or trans-nationalism - by paying particular attention to the constant construction, deconstruction and negotiation of identities within his writings.

Readings: Salman Rushdie's *Midnight's Children* as well as *The Satanic Verses*. You may buy any publication available. Remember to start reading at the latest when you decide to sign up for the course!

Registration: via StudIP (until Mar. 31)

Klausur: M.EP. 01a: essay exam in a VL.

458296

Stranger than Fiction: Metafictional Elements in Contemporary Fiction and Films

Hauptseminar SWS: 2; Anz. Teiln.: 15

Schaff, Barbara

Fr - Abgabe Essay am: 30.08.2013

Mo 14:00 - 16:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Fr - Abgabe Hausarbeit am: 30.08.2013

Kommentar As a type of fiction that self-reflexively exposes its constructedness and destroys aesthetic illusion, metafiction has a long tradition in literature and has been discussed widely in the context of postmodernist approaches to history. This course will analyse and compare metafictional strategies in more recent novels and films, and investigate characteristic medium-related devices and techniques of illusion-breaking in novels, films and TV Series.

Readings: Michael Cunningham, *The Hours* (1998); Ian McEwan, *Atonement* (2001); Jasper Fforde, *Lost in a Good Book* (2002);

Films: *The Player* (Robert Altman, 1992); *Stranger than Fiction* (Marc Forster 2006); *The Artist* (Michel Hazanavicius 2011); *Atonement* (Joe Wright 2007); TV Series: *Arrested Development*

Klausur: M.EP. 01a written exam in either VL.

Registration: in StudIP until 8.4.2013

458606

Postcolonial Identity

Hauptseminar SWS: 2; Anz. Teiln.: 20

Nambula, Katharina

Do 12:00 - 20:30 Raum: Universität HDW 2.111 , Einzeltermin am: 10.10.2013

Do 12:00 - 20:30 Raum: Universität HDW 2.110 , Einzeltermin am: 10.10.2013

Fr 08:00 - 18:30 Raum: Universität HDW 2.111 , Einzeltermin am: 11.10.2013

Fr 08:00 - 18:30 Raum: Universität HDW 2.110 , Einzeltermin am: 11.10.2013

Sa 09:00 - 17:00 Raum: Universität HDW 2.111 , Einzeltermin am: 12.10.2013

Sa 09:00 - 17:00 Raum: Universität HDW 2.110 , Einzeltermin am: 12.10.2013

Mo 08:30 - 10:00 Raum: Verfügungs VG 1.106 , wöchentlich

Fr - Abgabe Hausarbeit am: 30.08.2013

Kommentar The colonial experience has shaped identities all over the world both within the centre and the periphery; thus, identity construction is of prime importance for post-colonial studies. A wide spectrum of narratives written by authors from Great Britain and former British colonies has focused on the colonial and post-colonial influences on identities as a form of cultural critique. In this seminar we will make our way from the diverse definitions of colonialism and post-colonialism to questions of representation, the voice of the postcolonial subject as well as the authors' writing strategies. Concepts of nationalism, trans-nationalism, globalisation, economic influences, identity and hybridity will be central to our discussions.

Readings: Andrea Levy: *Small Island*, Chinua Achebe: *Things Fall Apart*, Salman Rushdie: *Midnight's Children*. You may buy any publication available. Remember to start reading at the latest when you decide to sign up for the course!

Registration: via StudIP (until Mar. 31)

Klausur: M.EP. 01a written exam in either VL.

458607

Tolkien Between Classic and Popularism

Hauptseminar SWS: 2; Anz. Teiln.: 20

Nambula, Katharina

Di 14:00 - 16:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Fr - Abgabe Hausarbeit am: 30.08.2013

Kommentar The British author J.R.R. Tolkien is regarded as a great scholar in philology, a well respected critic and an author of great influence. We will work ourselves through Tolkien's fascinating life, his personal interests and hobbies and how they influenced his work as an author. What makes his writings so particular that it has inspired a great fan community? We will approach this topic through a close reading of selected abstracts from *Tales of the Perilous Realm* and a detailed study *The Lord of the Rings*. Finally we will compare how the latest film adaptation has turned his work into highly popular narratives.

Readings: J.R.R. Tolkien: *Tales from the Perilous Realm*; J.R.R. Tolkien: *The Lord of the Rings*

Registration: via StudIP (until Mar. 31)

458609 Napoleon and the Napoleonic Wars in the British and European Literary Imagination

Hauptseminar SWS: 2; Anz. Teiln.: 25

Schaff, Barbara

Fr - Abgabe Essay am: 30.08.2013

Di 16:00 - 18:00 Raum: Universität HDW 0.115 , wöchentlich

Fr - Abgabe Hausarbeit am: 30.08.2013

Kommentar Napoleon fuelled the 19th-century European literary imagination as perhaps no other sovereign. For the Romantic poets, he embodied the dialectic between liberation and power, between heroism and dictatorship. European novelists wove the Napoleonic patterns of rise and fall or aspiration and failure into their narratives in regard to their distinctive national contexts. The course will investigate the Napoleonic myth in European literature and compare the respective national perspectives and literary and filmic modes of representation. Students should be fluent in both English and German, as texts in both languages will be read and discussed.

Readings: Poems by Byron, Shelley, Heine and Hölderlin (available on StudIP in April); L. Tolstoj, *Krieg und Frieden*; W. Thackeray, *Vanity Fair*, Stendhal, *Die Kartause von Parma*; TV Series: *Hornblower*; Sharpe.

Klausur: Module M.EP. 01a written essay exam in the "Survey" VL

Registration in StudIP: until 8.4.2013

459283 Scottish Gothic Fiction--Edinburgh Summer School 2013

Blockveranstaltung SWS: 2; Anz. Teiln.: 15

Schaff, Barbara

Kommentar This course will discuss a distinctively Scottish tradition of the Gothic, starting with James Hogg's *The Private Memoirs and Confessions of a Justified Sinner* as a Romantic exploration of the self, moving on to Victorian Post-Darwinian anxieties as expressed in Robert Louis Stevenson's *The Strange Case of Dr Jekyll and Mr Hyde*. More recent fiction by Emma Tennant, James Robertson and Louise Welsh will provide us with insights into contemporary forms and themes of Scottish literary representations of the dark, uncanny and macabre. Part of the course will also be devoted to the making and marketing of Edinburgh as a "gothic" literary city.

All texts should be read by the beginning of July, when we will meet for a final adjustment of the schedule and distribution of the presentations. A recommended first introduction to the topic is David Punter's *Companion to the Gothic*, chapter 6, Blackwell 2001.

Readings: James Hogg, *The Private Memoirs and Confessions of a Justified Sinner*, R.L.Stevenson, *The Strange Case of Dr. Jekyll and Mr Hyde* and "The Body-Snatcher", Louise Welsh, *The Cutting Room*, James Robertson, *The Testament of Gideon Mack*, Emma Tennant, *Two Women of London: The Strange Case of Ms.Jekyll and Mrs.Hyde*.

Master-Basismodul Nordamerikastudien (M.EP.01b-L)

458933 **Postmodernism, New Ethnic Literatures, Recent Developments: U.S. Literature from the Second World War to the Age of Hegemony (A Cultural History of American Literature VI.)**

Vorlesung SWS: 2; Anz. Teiln.: 170

Spengler, Birgit

Di 14:00 - 16:00 Raum: ZHG ZHG103 , wöchentlich

Di 14:00 - 16:00 Raum: ZHG ZHG103 , Klausur am: 16.07.2013

Kommentar

Having emerged from World War II as a world power, the United States faced numerous problems of cultural self-definition in the second half of the twentieth century. While the Cold War imposed a role of international leadership on the nation, American culture was frequently ambivalent about its new position in the world. Domestic developments and crises - such as the advent of a post-industrial economical order, suburbanization, a new protest culture, the decline of the liberal consensus, political assassinations, culture wars, 9/11-contributed to a widespread sense of unease concerning the meaning and coherence of American culture. Today, after the end of the Cold War and with the onset of America's military hegemony and its possible economic decline, many of these problems of self-identification have been radicalized in unexpected ways. Cultural production within this era was almost always innovative, often playful, frequently belligerent, sometimes outrageous and hilarious. It gave us the Beat Movement, the counter-culture of the sixties, pop art, the New Hollywood, postmodernism, new ethnic literatures, cyberpunk, neo-realism, HBO, McSweeney"s, and the Internet.

In this lecture course, we will discuss selected phases and moments of American cultural and literary history after World War II. Readings will include poetry, drama, fiction, and non-fictional texts by authors from a variety of ethnic backgrounds such as Sylvia Plath, Robert Lowell, Adrienne Rich, Allen Ginsberg, Frank O'Hara, Naomi Shihab Nye, August Wilson, Suzan Lori Parks, Tony Kushner, Thomas Pynchon, Paul Auster, Toni Morrison, Jhumpa Lahiri, Edwidge Danticat, Philip Roth, Grace Paley, Cynthia Ozick, Louise Erdrich, Sherman Alexie, Tim O'Brien, Lauren Groff, Siri Hustvedt, Diana Abu-Jaber, and others. The final selection of texts will be available at the beginning of the semester (see syllabus).

Texts: Many of our texts are collected in Nina Baym et al., ed. *The Norton Anthology of American Literature* (7th edition, vol. E). Additional texts will be made available in a reader at the copyshop "Klartext."

452398 **Introducing Critical Theory I: Approaches in Literary and Cultural Studies**

Vorlesung SWS: 2; Anz. Teiln.: 80

Tischleder, Bärbel

Mo 14:00 - 16:00 Raum: ZHG ZHG004 , wöchentlich

Mo 14:00 - 16:00 Raum: ZHG ZHG004 , Klausur am: 15.07.2013

Kommentar

The first part of the lecture series introduces relevant theoretical approaches, critical thinkers and traditions in the field of literary and cultural studies: Structuralism & Semiotics, Deconstruction, Poststructuralism, Postmodernism, Marx and (Post-)Marxism, Psychoanalysis, New Historicism, Postcolonial Theory and Diaspora Studies, Gender and Queer Studies, Theories of Race and Ethnicity, and Theories of Affect and Everyday Life.

Individual theorists discussed in the lecture are Louis Althusser, Benedict Anderson, Mikhail Bakhtin, Roland Barthes, Simone de Beauvoir, Homi Bhabha, Pierre Bourdieu, Judith Butler, Michel de Certeau, Hélène Cixous, Jacques Derrida, W.E.B. Du Bois, Sigmund Freud, Michel Foucault, Henri Louis Gates, Sandra Gilbert, Susan Gubar, Judith Halberstam, Linda Hutcheon, Frederic Jameson, Julia Kristeva, Jacques Lacan, Teresa de Lauretis, Jean-François Lyotard, Claude Lévi-Strauss, Toni Morrison, Edward Said, Ferdinand de Saussure, Eve Kosofsky Sedgwick, Victor Shklovsky, Gayatri Spivak, Cornel West, and Hayden White. Single lectures will focus on either a particular theoretical approach or school, or on major thinkers that have had considerable influence on the development of critical thought in literary and cultural studies.

The second part of the lecture series, "Approaches and Methods in Media Studies," to be offered in the winter term 2013/14, will focus on media theory and Cultural Studies, including theories of single media such as film, television, the computer and other digital technologies, material culture studies and actor-network theory.

The two-semester lecture series aims at introducing students to major approaches, traditions and key figures as well as critical methods in the field of literary, cultural and media theory.

453062

Literaturwissenschaftliches Hauptseminar

Hauptseminar SWS: 2; Anz. Teiln.: 35

Kelleter, Frank

Mo 18:00 - 20:00 Raum: Verfügungs VG 1.108 , wöchentlich

Mo 18:00 - 20:00 mündliche Prüfung am: 15.07.2013

Fr - Abgabe Hausarbeit am: 30.08.2013

Kommentar

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between March 1 and April 1 is required. For final registration, participants need to attend the first session. is required. For final registration, participants need to attend the first session.

457779

Photographic Discourses in/and Nineteenth Century America

Hauptseminar SWS: 2; Anz. Teiln.: 35

Spengler, Birgit

Do 12:00 - 14:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do 12:00 - 14:00 mündliche Prüfung am: 11.07.2013

Fr - Abgabe Hausarbeit am: 30.08.2013

Kommentar

When in 1839, Louis Jacques Mandé Daguerre announced the invention of a new imaging process before the French Academy of Sciences, he initiated a cultural practice that would have an immense impact on the ways people conceptualize the "world" and their relations to it. Europe and North America were seized by a veritable "daguerreotypomania," and soon the new medium did not just hold an indisputable place as an aide to memory, but stimulated aesthetic discussions, (pseudo-)scientific enterprises and (quasi-)colonial endeavors. Photographic processes changed modes of representation, impacted social relations, and inspired the cultural imagination in significant ways. In this class, we will explore the development of roughly the first eighty years of photography in the United States. We will examine various discursive fields in which photography and photographic practices played key roles as well as a variety of photographers, movements, and genres, such as portrait, landscape, and scientific photography. Moreover, we will familiarize ourselves with theories concerning the implications and characteristics of photography, both contemporary and historical, and explore the impact of the new medium as reflected in nineteenth-century literary texts and biographical sources. Our emphasis will be on the cultural

dimensions of photographic practices and on analyzing selected photographs in terms of their implications and composition.

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between March 1 and April 1 is required. For final registration, participants need to attend the first session.

458837

Jazz and Blues Literature

Hauptseminar SWS: 2; Anz. Teiln.: 35

Petermann, Emily

Mo 10:00 - 12:00 Raum: Verfügungs VG 0.110 , wöchentlich

Mo 10:00 - 12:00 mündliche Prüfung am: 08.07.2013

Fr - Abgabe Hausarbeit am: 30.08.2013

Kommentar

Music has long exerted a strong fascination on literature, as well as on theories of the arts. A prominent example is the influential statement by nineteenth-century critic Walter Pater that "[a]ll arts constantly aspire to the condition of music." The role of jazz in literature of the 20th century is perhaps a special case; while music in general has been treated as if it were relatively free of ideology, jazz and blues music are firmly rooted in the popular imagination in the context of a particular social and ethnic group. Jazz and blues are seen as uniquely African-American art forms, though essentialist theories of jazz's origins remain contested from a musicological standpoint. Still, the association of jazz and blues with African-American culture is a well-established one and plays a significant role in the way this music is used in literature as a stand-in for a collective identity rooted in culture and race.

This seminar will examine different forms of jazz and blues literature - poetry, short fiction, and novels - asking two main questions: what are the formal attributes of such intermedial literature, which may not only describe and depict but also actively imitate musical techniques? What functions do these formal experiments serve for the broader cultural discourses in which these texts take part? We will apply theories of intermediality and adaptation as well as studies of the role of jazz and blues in African-American literature and culture. Students will take an active role in determining the final syllabus, choosing primary texts from a range suggested at the beginning of the semester and forming expert groups to present and analyze poetry, short fiction, and longer prose works.

Students should purchase copies of Toni Morrison's 1992 novel *Jazz* and Albert Murray's 1974 novel *Train Whistle Guitar*. A collection of theoretical texts, short fiction, and poetry will be available as a reader before the beginning of the semester at the Digitale Druck Zentrum on campus.

Der Kurs wird zu den folgenden Zeiten stattfinden:

Vorbesprechung: 12.4.2013, 16-18 Uhr
Workshops: 20.4., 25.5., 22.6., jeweils 9.30-13.00 und 14.00-17.30

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between March 1 and April 1 is required. For final registration, participants need to attend the first session.

Master-Basismodul Linguistik (M.EP.02a-L)

455741

Überblicksvorlesung English Linguistics: Information structure

Vorlesung SWS: 2; Anz. Teiln.: 40

Eckardt, Regine

Fr 10:15 - 11:45 Raum: Verfügungs VG 1.101 , wöchentlich

Organisatorisches Registration in Stud.IP: 25 Feb - 20 April 2013

Kommentar German and English differ in word order patterns. This causes problems in L2 learning for Germans and English learners alike. Current linguistic theory has revealed that word order has a very different status in the two languages. English uses word order mainly to code grammatical relations in the clause. Consequently, word order is comparatively fixed. German, in contrast, makes use of word order variation in order to code information structure (i.e. focus/background, old/new information) and logical relations (scope, definite/indefiniteness). The lecture reviews the underlying logic of word order in English and German, and discusses the driving forces which shape sentences in either language.

Participants should have basic knowledge in syntax and semantics.

459193 **Tense in Natural Language**
Hauptseminar SWS: 2; Anz. Teiln.: 20 *Menéndez-Benito, Paula*
Di 14:15 - 15:45 Raum: Universität HDW 0.115 , wöchentlich
Mo - Abgabe Hausarbeit am: 30.09.2013

Organisatorisches Registration in Stud.IP: 1 March - 7 April 2013

Kommentar Human language allows us to make claims that are not restricted to the here and the now. It does so by providing us with devices that result in statements about displaced (non-actual) situations. Examples of some such devices are tenses and modal constructions. The past tense in "It was raining very hard" indicates that we are making a claim about a past situation. The counterfactual construction in sentences like "if it hadn't rained yesterday, we would have gone to the beach" indicates that we are not talking about the actual situation, but about others, merely possible, situations. This course will provide an introduction to tense semantics, the kind of semantics that models displacement along the temporal dimension. We will construct a compositional framework for tense semantics and use this system to investigate the semantics of tense in natural language. Familiarity with the basic tools and concepts of truth-conditional semantics will be presupposed.

459194 **English complementizers (and conjunctions)**
Hauptseminar SWS: 2; Anz. Teiln.: 20 *Farke, Hildegard*
Do 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich
Mo - Abgabe Hausarbeit am: 30.09.2013

Organisatorisches Registration in Stud.IP: 1 March - 7 April 2013

Kommentar In generative grammar, a *complementizer* is a syntactic category equivalent to the term *subordinating conjunction* in traditional grammar. The term *complementizer* refers to a subclass of conjunctions which introduce a complement clause. The *complementizer* is widely held to be the syntactic head which can be filled (*that, if, whether*) or phonetically empty but syntactically active leading to interesting distributional facts (*Bill believes (that) John is nice - *(that) John is nice Bill believes*). In this seminar we are going to discuss different analyses of complementizer constructions and their various types and functions, and we will also have a closer look at coordinating and subordinating conjunctions.

requirements: active participation, oral presentation, term paper

459196 **Conditionals**

Hauptseminar SWS: 2; Anz. Teiln.: 20
Mo - Abgabe Präsentation Ausarbeitung am: 30.09.2013
Di 10:15 - 11:45 Raum: Verfügungs VG 1.101 , wöchentlich
Mo - Abgabe Hausarbeit am: 30.09.2013

*Csipak, Eva;
Eckardt, Regine*

Organisatorisches
Registration in Stud.IP: 25 Febr - 20 April 2013

Kommentar
Humans reasoning is not limited to the here and now. We can also consider counterfactual situations and share intuitions about what would have happened if ...

Conditional sentences express our beliefs and knowledge about things that were not really true.

In the present class, we take a look at different kinds of conditionals and different ways to model how we think about what could or could not be the case. Conditionals can be used to talk about future possibilities ("If it is sunny tomorrow, I will go to the park") and counterfactual claims ("If it had been sunny yesterday, I would have gone to the park"). They can also give advice ("If you want to go to Harlem, you should take the A-train") or insult ("If I may be frank, you look terrible today"). We can even express conditionality without the word "if": "Come to this class and you will have lots of fun!"

Requirements: Introduction to Semantics.

459381 **Linguistics as Cognitive Science**

Hauptseminar SWS: 2; Anz. Teiln.: 20
Mi 16:15 - 17:45 Raum: Verfügungs VG 0.111 , wöchentlich
Mo - Abgabe Hausarbeit am: 30.09.2013

Zeijlstra, Hedzer

Organisatorisches
Registration in Stud.IP: starting 1 March 2013

Kommentar
Ever since the so-called linguistic revolution, initiated by Noam Chomsky in the 50's of the last century, linguistics is taken to be a cognitive science: a study of the human mind. This has led to a number of important and controversial hypotheses about the nature of language and linguistic knowledge. The best example of this is the hypothesis that there is a Universal Grammar (UG), an instance of linguistic knowledge innately present in every human being. The postulation of a UG gave rise to a number of fierce and ongoing debates about language acquisition, language evolution and the relation with other cognitive domains, such as music. In this course, we will look at a number of such contemporary debates in these domains and discuss the status of language as a cognitive object of study.

Literature: t.b.a.

Master-Basismodul Mediävistik (M.EP.02b-L)

452212 **The Junius Manuscript**

Hauptseminar SWS: 2; Anz. Teiln.: 25
Mi 12:15 - 14:45 Raum: Verfügungs VG 2.105 , wöchentlich
Mi 12:00 - 14:00 Klausur am: 10.07.2013
Fr - Abgabe Hausarbeit am: 30.08.2013

Rudolf, Winfried

Organisatorisches
Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b(-L), M.EP.05b (Hausarbeit). SKs nach Absprache in der ersten Sitzung.

Kommentar Oxford, Bodleian Library, MS Junius 11 is one of the four major codices containing Anglo-Saxon poetry. Its contents is reminiscent of the canon of poetry rendered into the vernacular by Caedmon, according to Bede's account of his miraculous translation efforts. The two Genesis poems have been studied in some detail by Francis Junius, owner of this manuscript in the seventeenth century and contemporary and friend of Milton. Influences on Milton's *Paradise Lost*, though direct evidence is lacking, are unmistakable. The poems *Exodus* and *Daniel* represent hallmarks of Anglo-Saxon poetry and have helped forge a mythical identity of the island invaders that maps itself on the Israelites.

Students are required to read all poems in translation before the course and to acquire the parallel edition: *Old Testament Narratives*, ed. & transl. by Daniel Anlezark, Dumbarton Oaks Medieval Library (Cambridge: Harvard UP, 2011).

452473

Reading and Editing the Medieval Manuscript

Hauptseminar SWS: 2; Anz. Teiln.: 30

Rudolf, Winfried

Do 10:15 - 11:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do 10:00 - 12:00 Klausur am: 18.07.2013

Fr - Abgabe Hausarbeit am: 30.08.2013

Organisatorisches

Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b und M.EP.201 (Klausur), B.EP.11b, M.EP.02b(-L), M.EP.05b (Hausarbeit). SKs nach Absprache in der ersten Sitzung.

Kommentar

"Back to the Manuscripts!" With this battle-cry E. G. Stanley, approved veteran of Anglo-Saxon studies, encouraged young students of medieval English in the year 1998 to shift their focus to the material text as the only reliable starting point for the study and appreciation of medieval language and textuality. This course seeks to follow in Stanley's footsteps by offering students an introduction to the description and analysis of medieval books and handwriting. Students will take their very first steps in deciphering, transcribing and translating medieval English texts as encountered in their material context. Aspects of editing as well as dating medieval texts on account of material and linguistic evidence will be addressed in this course. All primary texts will be provided.

Requirements: First session attendance is mandatory. Students may also wish to read in advance: Raymond Clemens and Timothy Graham, eds., *Introduction to Manuscript Studies* (Ithaca: Cornell UP, 2007).

453681

Medieval Textual Culture

Vorlesung SWS: 2; Anz. Teiln.: 160

Rudolf, Winfried

Do 14:15 - 15:45 Raum: ZHG ZHG009 , Einzeltermin am:
25.04.2013

Do 14:15 - 15:45 Raum: ZHG ZHG007 , wöchentlich

Kommentar

Medieval Textual Culture

This lecture course provides an overview over the materiality and intellectual background of medieval writing. It introduces students to the development of handwritten code and book production in medieval England, while offering insights into the attitudes towards the concepts of "text", "work", "authorship" and "intervention". Topics comprise the description, editing and reading of medieval handwriting, including the medieval attitudes to these processes, as well as the liturgical and non-liturgical contexts for the making and use of manuscripts.

Fachdidaktik des Englischen (mit Fachpraktikum) (M.EP.03-1a-L)

Vorlesung oder Übung zur Fachdidaktik Englisch

459033 **How to get pupils to talk? – Designing a Communicative Classroom**
Übung SWS: 2; Anz. Teiln.: 20 *Lewin, Sonja*
- - Blockveranstaltung + Sa und So Von: 14.06.2013 Bis:
16.06.2013
Mi - mündliche Prüfung am: 10.07.2013

Kommentar Enabling
pupils to communicate successfully in the foreign language has been declared one of the highest goals for the foreign language classroom since the 1970s. Therefore classroom material, contents, lesson design and methods have to be chosen to suit this purpose. But how to do that, especially if you have not experienced that kind of lessons yourself as a pupil and thus lack role models and examples? In this class, you will experience and reflect on contents, methods and learning goals of foreign language lessons designed to get pupils involved with English as a foreign language - emotionally, content- and task-oriented.

Requirements: Active participation, short oral exam (in English).

Registration: Prospective participants should register in advance via StudIP. The number of participants is restricted to 20 students.

459035 **CLIL (Content and Language Integrated Learning)**
Übung SWS: 2; Anz. Teiln.: 20 *Sölter, Anja*
Do 16:00 - 18:00 Raum: Oec OEC 1.165 , wöchentlich
Do - mündliche Prüfung am: 11.07.2013

Kommentar Bilingual subject teaching is the German version of Content and Language Integrated Learning (CLIL) which is becoming increasingly popular in all subjects and all forms of school. The main question we will answer in this seminar is how subject-specific competences can be effectively trained in a foreign language. We will discuss the didactical and methodical implications of teaching your second subject in English. You will analyse the content-specific, linguistic and cultural competences involved in a subject topic of your choice. We will also evaluate the suitability of different support strategies for language and content learning. An essential element of this course is the planning of your own lesson sequence and an exemplary Micro Teaching Unit, so there is plenty of room for your own creativity.

Requirements: Regular attendance, active participation, presentation, short oral exam (all in English).

Registration: Prospective participants should register in advance via StudIP. The number of participants is restricted to 20 students.

459038 **English at Work: Teaching Business Communication**
Masterübung SWS: 2; Anz. Teiln.: 20 *Sölter, Anja*
Do 14:00 - 16:00 Raum: Oec OEC 1.163 , wöchentlich

Do 14:00 - 16:00mündliche Prüfung am: 11.07.2013

Kommentar During professional training, pupils are confronted with English in a vocational context. In order to prepare them for this real-life situation and to avoid cultural misunderstandings, business communication should be trained even before. In this course, you will learn how to teach various forms of business communication such as letter writing, job applications, telephoning or business meetings. Together, we will explore the standards and conditions of teaching English in the Dual System of vocational training with special respect to learner heterogeneity. This course is especially aimed at students of "Wirtschaftspädagogik" and anyone who is interested in teaching English in a vocational context. There will be plenty of room for your own experience and ideas, since your main task in this course will be to develop and present a teaching unit.

Requirements: Regular attendance, active participation, background reading, presentation of a lesson planning.

Registration:

Prospective participants should register in advance via StudIP. The number of participants is restricted to 20 students.

459357

A mouse took a stroll through the deep dark wood: Picture Books in the EFL Classroom

Übung / Integrierte Vorlesung SWS: 2; Anz. Teiln.: 20

Sara, Kira

Do 14:00 - 16:00 Raum: Wald.26 ERZ 0.147 , wöchentlich

Fr - mündliche Prüfung am: 12.07.2013

Voraussetzungen

Organisatorisches Prospective participants should register in advance via StudIP. The number of participants is restricted to 20 students.

Kommentar

For readers of all ages picture books have been the first port of call to the literary world. Correspondingly, picture books have long been recognized as a suitable starting point for early literary reading in a foreign language. Other fields of study have become attentive to the didactic potential of picture books too: Over the past decades they have been discussed in contexts as varied as cross-curricular learning (Niemann 2002), intercultural learning (Burwitz-Melzer 2004), visual literacy (Enever 2006, Lütge 2011, Stafford 2011) or learner empowerment (Bland 2013).

However, lofty aims remain a lip service if working with picture books is not based on solid foundations. Therefore the course primarily aims at developing your understanding of the genre and your acquaintance with individual books. We will discuss several examples of picture books that can be used for different age groups and assess the texts' potential to become resources for learning (it could be classics like Alice in Wonderland, favourites like The Gruffalo, or revolutionary work like Shaun Tan's). Only then can we explore how they can be used in different contexts of teaching and for achieving different aims. At the end of the course you will hopefully come out of the deep dark wood of picture books with many tasty nuts to share with your students!

Reading: Set texts will be uploaded on StudIP.

459411

„Where your own stories meet...” – Putting Past and Future Teachers on Stage

Blockveranstaltung SWS: 2; Anz. Teiln.: 20
Fr 10:00 - 18:00 Raum: Verfügungs VG 3.105 , Einzeltermin am:
21.06.2013
Sa 10:00 - 18:00 Raum: ZHG MZG 1.140 , Einzeltermin am:
22.06.2013
So 10:00 - 18:00 Raum: ZHG MZG 1.140 , Einzeltermin am:
23.06.2013
Fr 10:00 - 17:00mündliche Prüfung am: 12.07.2013

*Haack, Adrian;
Mehner, Hannes*

Organisatori-
sches

The class will be held as a Blockseminar. Since this is a very participatory class there are several things we will decide together (some of them in a first meeting around start of term). This will include the question of booking an "out-of-uni" place of learning for the weekend (including some more expenses but possibly better conditions for the group process and creative process); also, we will decide together towards the end of the seminar (thus after a lot of practice) if we're brave enough to invite a little audience to work with in a final performance.

Requirements: active participation, 15 minute oral examination

Registration: Please sign up on StudIP. The number of participants is limited to 20 students

Kommentar

Telling stories is a basic human desire and according to Hallet the most important form of every day communication. Playback theatre (Which has nothing to do with the Three Investigators or John Sinclair, that would be Vollplaybacktheater!) is about putting stories coming from an audience on stage; in our case, these will be your own stories about school, teachers, learning experiences with foreign languages, and it will be you acting them out or rather: transforming them on stage. But don't worry: Be you experienced actor/actress or totally new to the field of drama: Every one with a little motivation to play (or to learn it) is welcome!

We will take it step by step: You will learn drama techniques useful for the foreign language classroom and, starting from simple miming exercises, slowly approach more complex forms of improvisational theatre. On the way you will work on your own expression as well as on key competencies such as your ability to work in a team or to present in front of an audience. Also, we will be dealing with approaches to teaching foreign languages, teacher attitudes and personalities - in a performative but also (self-) reflective way.

Begleitseminar zum Praktikum

459036

Expectations and Experiences of Teaching Assistants: A Workshop for In-Coming and Out-Going Students

Seminar SWS: 2; Anz. Teiln.: 30
Fr 10:00 - 17:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am:
14.06.2013
Fr 10:00 - 17:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am:
05.07.2013
Sa 10:00 - 17:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am:
06.07.2013
Mo - Abgabe Hausarbeit am: 14.10.2013

König, Lotta

Kommentar

This course consists of three parts: one day for the out-going, one for the in-coming students, and one joint session. Attendance is mandatory for those of you who want to meet the Fachpraktikum or Forschungspraktikum requirement.

Friday, June 14th 2013, 10.00h-17.00h: preparation meeting only for the TAs leaving in Fall 2013

Friday, July 5th 2013, 10.00h-17.00h: review and reflection only with the TAs returning in Spring 2013

Saturday, July 6th 2013, 10.00h-17.00h: exchange of experience and expectations of incoming and out-going TAs

During these days we will be dealing with three main areas of interest:

1. How to teach German as a foreign language
2. "Representative of German culture"? - Stereotypes, self-reflection and intercultural competence
3. Lesson planning, classroom activities and evaluation

With the in-coming group the question will be how the experience of being TA figures in connection to what you learn at university. The out-going group will prepare for teaching a foreign language in an intercultural situation. In the third session both groups will get together to exchange experiences, questions and ideas.

The reports of the incoming group are due October 14th 2013.

Registration via StudIP will start on Monday, March 11th, 10am.

459070

Vorbereitung und Auswertung des Fachpraktikums Englisch

Seminar SWS: 2; Anz. Teiln.: 25

Rohrbach, Jan Marc

Mo 16:15 - 17:45 Raum: Verfügungs VG 2.103 , wöchentlich Von:

11.02.2013 Bis: 16.03.2013

- 10:00 - 17:00 Raum: ZHG MZG 1.142 , Blockveranstaltung SaSo

Von: 09.03.2013 Bis: 10.03.2013

Kommentar

Auswertungsseminar: 11. 02. 2013 - 16. 03. 2013 (Praktikumsphase) jeweils montags von 16.15-17.45 (VG 2.106)

Zusätzlich: als Blockseminar am 09. und 10.03. 2013 (Sa + So, jeweils 10.00-17.00)

Maximale Teilnehmerzahl: 25 Personen

Prüfungsart: Praktikumsbericht (ca. 4000 Wörter)

Ziel: Es soll ein vertiefender Überblick über fachdidaktische Planungselemente und Vorgehensweisen des Englischunterrichts gegeben werden. Im Zentrum stehen dabei die Erstellung und die kritische Diskussion von Unterrichtsentwürfen sowie die Vorbereitung auf Unterrichtsbeobachtung und eigene Unterrichtsversuche im Rahmen der fünfwochigen Praktikumsphase im Februar und März 2013.

Seminarliteratur: Auszüge aus verschiedenen fachdidaktischen Veröffentlichungen, die bei Seminarbeginn zum Download auf StudIP bereitstehen.

Voraussetzungen: erfolgreiche Teilnahme am ASP, daraus resultierend: Kenntnisse zu Grundelementen von Unterrichtsstunden und Unterrichtsentwürfen sowie erfolgreiche Teilnahme an der Einführung in die Fachdidaktik Englisch

Kontakt: Jan Rohrbach, Tel.: 0551/3708181; Email: JanRohrbach@gmx.net Sprechstunden nach telefonischer Vereinbarung.

Auswertungsseminar:

Maximale Teilnehmerzahl: 25 Personen

Prüfungsart: Praktikumsbericht (ca. 4000 Wörter)

Ziel: Es soll ein vertiefender Überblick über fachdidaktische Planungselemente und Vorgehensweisen des Englischunterrichts gegeben werden. Im Zentrum stehen dabei die Erstellung und die kritische Diskussion von Unterrichtsentwürfen sowie die Vorbereitung auf Unterrichtsbeobachtung und eigene Unterrichtsversuche im Rahmen der fünfwochigen Praktikumsphase im Februar und März 2013.

Seminarliteratur: Auszüge aus verschiedenen fachdidaktischen Veröffentlichungen, die bei Seminarbeginn zum Download auf StudIP bereitstehen.

Voraussetzungen: erfolgreiche Teilnahme am ASP, daraus resultierend: Kenntnisse zu Grundelementen von Unterrichtsstunden und Unterrichtsentwürfen sowie erfolgreiche Teilnahme an der Einführung in die Fachdidaktik Englisch

Kontakt: Jan Rohrbach, Tel.: 0551/3708181; Email: JanRohrbach@gmx.net Sprechstunden nach telefonischer Vereinbarung.

Fachdidaktik des Englischen (mit Forschungspraktikum) (M.EP.03-1b-L)

Vorlesung oder Übung zur Fachdidaktik Englisch

459033

How to get pupils to talk? – Designing a Communicative Classroom

Übung SWS: 2; Anz. Teiln.: 20

Lewin, Sonja

- - Blockveranstaltung + Sa und So Von: 14.06.2013 Bis: 16.06.2013

Mi - mündliche Prüfung am: 10.07.2013

Kommentar

Enabling

pupils to communicate successfully in the foreign language has been declared one of the highest goals for the foreign language classroom since the 1970s. Therefore classroom material, contents, lesson design and methods have to be chosen to suit this purpose. But how to do that, especially if you have not experienced that kind of lessons yourself as a pupil and thus lack role models and examples? In this class, you will experience and reflect on contents, methods and learning goals of foreign language lessons designed to get pupils involved with English as a foreign language - emotionally, content- and task-oriented.

Requirements: Active participation, short oral exam (in English).

Registration: Prospective participants should register in advance via StudIP. The number of participants is restricted to 20 students.

- 459035** **CLIL (Content and Language Integrated Learning)**
Übung SWS: 2; Anz. Teiln.: 20 *Sölter, Anja*
Do 16:00 - 18:00 Raum: Oec OEC 1.165 , wöchentlich
Do - mündliche Prüfung am: 11.07.2013
- Kommentar Bilingual subject teaching is the German version of Content and Language Integrated Learning (CLIL) which is becoming increasingly popular in all subjects and all forms of school. The main question we will answer in this seminar is how subject-specific competences can be effectively trained in a foreign language. We will discuss the didactical and methodical implications of teaching your second subject in English. You will analyse the content-specific, linguistic and cultural competences involved in a subject topic of your choice. We will also evaluate the suitability of different support strategies for language and content learning. An essential element of this course is the planning of your own lesson sequence and an exemplary Micro Teaching Unit, so there is plenty of room for your own creativity.
- Requirements:** Regular attendance, active participation, presentation, short oral exam (all in English).
- Registration:** Prospective participants should register in advance via StudIP. The number of participants is restricted to 20 students.
- 459038** **English at Work: Teaching Business Communication**
Masterübung SWS: 2; Anz. Teiln.: 20 *Sölter, Anja*
Do 14:00 - 16:00 Raum: Oec OEC 1.163 , wöchentlich
Do 14:00 - 16:00 mündliche Prüfung am: 11.07.2013
- Kommentar During professional training, pupils are confronted with English in a vocational context. In order to prepare them for this real-life situation and to avoid cultural misunderstandings, business communication should be trained even before. In this course, you will learn how to teach various forms of business communication such as letter writing, job applications, telephoning or business meetings. Together, we will explore the standards and conditions of teaching English in the Dual System of vocational training with special respect to learner heterogeneity. This course is especially aimed at students of "Wirtschaftspädagogik" and anyone who is interested in teaching English in a vocational context. There will be plenty of room for your own experience and ideas, since your main task in this course will be to develop and present a teaching unit.
- Requirements:** Regular attendance, active participation, background reading, presentation of a lesson planning.
- Registration:**
Prospective participants should register in advance via StudIP. The number of participants is restricted to 20 students.
- 459357** **A mouse took a stroll through the deep dark wood: Picture Books in the EFL Classroom**
Übung / Integrierte Vorlesung SWS: 2; Anz. Teiln.: 20 *Sara, Kira*
Do 14:00 - 16:00 Raum: Wald.26 ERZ 0.147 , wöchentlich

Fr - mündliche Prüfung am: 12.07.2013

Voraussetzungen

Organisatorisches Prospective participants should register in advance via StudIP. The number of participants is restricted to 20 students.

Kommentar For readers of all ages picture books have been the first port of call to the literary world. Correspondingly, picture books have long been recognized as a suitable starting point for early literary reading in a foreign language. Other fields of study have become attentive to the didactic potential of picture books too: Over the past decades they have been discussed in contexts as varied as cross-curricular learning (Niemann 2002), intercultural learning (Burwitz-Melzer 2004), visual literacy (Enever 2006, Lütge 2011, Stafford 2011) or learner empowerment (Bland 2013).

However, lofty aims remain a lip service if working with picture books is not based on solid foundations. Therefore the course primarily aims at developing your understanding of the genre and your acquaintance with individual books. We will discuss several examples of picture books that can be used for different age groups and assess the texts' potential to become resources for learning (it could be classics like Alice in Wonderland, favourites like The Gruffalo, or revolutionary work like Shaun Tan"s). Only then can we explore how they can be used in different contexts of teaching and for achieving different aims. At the end of the course you will hopefully come out of the deep dark wood of picture books with many tasty nuts to share with your students!

Reading: Set texts will be uploaded on StudIP.

459411

„Where your own stories meet...” – Putting Past and Future Teachers on Stage

Blockveranstaltung SWS: 2; Anz. Teiln.: 20

Haack, Adrian;

Fr 10:00 - 18:00 Raum: Verfügungs VG 3.105 , Einzeltermin am: 21.06.2013

Mehner, Hannes

Sa 10:00 - 18:00 Raum: ZHG MZG 1.140 , Einzeltermin am: 22.06.2013

So 10:00 - 18:00 Raum: ZHG MZG 1.140 , Einzeltermin am: 23.06.2013

Fr 10:00 - 17:00mündliche Prüfung am: 12.07.2013

Organisatorisches

The class will be held as a Blockseminar. Since this is a very participatory class there are several things we will decide together (some of them in a first meeting around start of term). This will include the question of booking an "out-of-uni" place of learning for the weekend (including some more expenses but possibly better conditions for the group process and creative process); also, we will decide together towards the end of the seminar (thus after a lot of practice) if we're brave enough to invite a little audience to work with in a final performance.

Requirements: active participation, 15 minute oral examination

Registration: Please sign up on StudIP. The number of participants is limited to 20 students

Kommentar

Telling stories is a basic human desire and according to Hallet the most important form of every day communication. Playback theatre (Which has nothing to do with the Three Investigators or John Sinclair, that would be Vollplaybacktheater!) is about putting stories co-

ming from an audience on stage; in our case, these will be your own stories about school, teachers, learning experiences with foreign languages, and it will be you acting them out or rather: transforming them on stage. But don't worry: Be you experienced actor/actress or totally new to the field of drama: Every one with a little motivation to play (or to learn it) is welcome!

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Begleitseminar zum Praktikum

459036

Expectations and Experiences of Teaching Assistants: A Workshop for In-Coming and Out-Going Students

Seminar SWS: 2; Anz. Teiln.: 30

König, Lotta

Fr 10:00 - 17:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am:
14.06.2013

Fr 10:00 - 17:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am:
05.07.2013

Sa 10:00 - 17:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am:
06.07.2013

Mo - Abgabe Hausarbeit am: 14.10.2013

Kommentar

This course consists of three parts: one day for the out-going, one for the in-coming students, and one joint session. Attendance is mandatory for those of you who want to meet the Fachpraktikum or Forschungspraktikum requirement.

Friday, June 14th 2013, 10.00h-17.00h: preparation meeting only for the TAs leaving in Fall 2013

Friday, July 5th 2013, 10.00h-17.00h: review and reflection only with the TAs returning in Spring 2013

Saturday, July 6th 2013, 10.00h-17.00h: exchange of experience and expectations of in-coming and out-going TAs

During these days we will be dealing with three main areas of interest:

1. How to teach German as a foreign language
2. "Representative of German culture"? - Stereotypes, self-reflection and intercultural competence
3. Lesson planning, classroom activities and evaluation

With the in-coming group the question will be how the experience of being TA figures in connection to what you learn at university. The out-going group will prepare for teaching a foreign language in an intercultural situation. In the third session both groups will get together to exchange experiences, questions and ideas.

The reports of the incoming group are due October 14th 2013.

Registration via StudIP will start on Monday, March 11th, 10am.

459037

Postcolonial Literatures and Literacies

Seminar SWS: 2; Anz. Teiln.: 20

Plümer, Monika

Do 16:00 - 20:00 Raum: Wald.26 ERZ SRI , 14-täglich

Do - Abgabe Hausarbeit am: 27.06.2013

Bemerkung
Kommentar

Erste Seminarsitzung am 11.04.2013.

With its focus on different lifeworlds, cultural diversity, social practices, individual perspectives and common languages, the foreign language classroom encourages students to develop their communicative competences and literacies with multimodal texts that are meaningful and related to real, globalised worlds. Thus learning becomes a process of constant meaning making and world making. Students develop their literacies by creating and communicating with written, visual, spatial, tactile, gestural, audio and oral meanings in real, fictitious and virtual worlds.

It is important to realize that the degree to which learners can read and understand multimodal texts which are related to different contexts and discourses is a key indicator to meaningful participation and success in life, society and school. Reading culturally, i.e. reading and understanding worlds, people, texts, discourses and meanings, is a foundational skill for learning and communication, for representation and personal growth in order to make sense of one's life. Thus reading is a lifelong learning skill, as we constantly learn to (re-)decode and comprehend or contextualize, to (re-)interpret and to develop new understandings. In modern societies the ability to read and the mastery of reading culturally even become factors in social integration while different forms of social exclusion are often linked to an inadequate ability in reading.

In this seminar, we will look at texts in different formats (e.g. print, pictures, films) that portray very different (post-)colonial lifeworlds around the globe and were written for children and their processes of socialization. These texts propose different ways of being in the world, and they discuss cultural and political agendas. They often introduce a metaphorical treatment of colonization and its conflicting discourses, and they are very sensitive to the largely unwanted legacies of a colonial past. By analysing, contextualizing and interpreting these texts and their stories, pictures and images we will practise, discuss and evaluate reading strategies and methods that foster literacies learning. We will also work on materials, assignments and lesson plans for learners of different age groups. Students who want to go on a school placement after this semester will learn how to foster reading skills and teach with children's books, and they will prepare the materials they will use in their classes. Students who attend this seminar as a *Vertiefungsseminar* will present their materials at the end of the semester.

Reading: A list and a reader with secondary sources will be provided in our first session which is mandatory.

Requirements: regular attendance, active participation, presentation of a teaching unit (30 minutes / Vertiefung), term paper all in English

459039

Textbook Research in the EFL Class

Seminar SWS: 2; Anz. Teiln.: 20

Sölter, Anja

Fr - Praktikumsbericht am: 27.09.2013

Mi 14:00 - 16:00 Raum: Universität HDW 2.110 , wöchentlich

Kommentar

The schoolbook is a well-established medium in the EFL class which provides a complex multi-media environment for language learning. Although it offers many possibilities to initiate, structure and support the learning process, it also has its limitations. In this course, you will learn how a schoolbook is produced, how to use it in class and how to do your own research project during your internship. For this, we will analyse schoolbooks from different publishers for several competence levels, develop an own schoolbook unit and discuss how to use this medium critically. We will look at current research on schoolbook usage as well as methods and instruments which help you answer the research question you develop in this course.

Requirements: presentation of a schoolbook unit + school placement report of 4000 words (about 12-15 pages)

Registration:

Prospective participants should register in advance via StudIP. The number of participants is restricted to 20 students.

459267

Abgabe des Praktikumsberichts zur LV Teaching English Beyond the Classroom

Besondere Veranstaltung SWS: 1; Anz. Teiln.: 12

König, Lotta

Mo - Praktikumsbericht am: 30.09.2013

Fachdidaktik des Englischen (Vertiefung) (M.EP.03-2-L)

Dieses Modul besteht aus einer fachdidaktischen Veranstaltung (hier gelistet) und einer fachwissenschaftlichen Veranstaltung. Welche fachwissenschaftliche Veranstaltung jeweils kombiniert werden kann, erfragen Sie bitte bei dem/der Dozent/in der Fachdidaktik-Veranstaltung, sofern dies nicht im Kommentartext genannt ist.

459037

Postcolonial Literatures and Literacies

Seminar SWS: 2; Anz. Teiln.: 20

Plümer, Monika

Do 16:00 - 20:00 Raum: Wald.26 ERZ SRI , 14-täglich

Do - Abgabe Hausarbeit am: 27.06.2013

Bemerkung

Erste Seminarsitzung am 11.04.2013.

Kommentar

With its focus on different lifeworlds, cultural diversity, social practices, individual perspectives and common languages, the foreign language classroom encourages students to develop their communicative competences and literacies with multimodal texts that are meaningful and related to real, globalised worlds. Thus learning becomes a process of constant meaning making and world making. Students develop their literacies by creating and communicating with written, visual, spatial, tactile, gestural, audio and oral

meanings in real, fictitious and virtual worlds.

It is important to realize that the degree to which learners can read and understand multimodal texts which are related to different contexts and discourses is a key indicator to meaningful participation and success in life, society and school. Reading culturally, i.e. reading and understanding worlds, people, texts, discourses and meanings, is a foundational skill for learning and communication, for representation and personal growth in order to make sense of one's life. Thus reading is a lifelong learning skill, as we constantly learn to (re-)decode and comprehend or contextualize, to (re-)interpret and to develop new understandings. In modern societies the ability to read and the mastery of reading culturally even become factors in social integration while different forms of social exclusion are often linked to an inadequate ability in reading.

In this seminar, we will look at texts in different formats (e.g. print, pictures, films) that portray very different (post-)colonial lifeworlds around the globe and were written for children and their processes of socialization. These texts propose different ways of being in the world, and they discuss cultural and political agendas. They often introduce a metaphorical treatment of colonization and its conflicting discourses, and they are very sensitive to the largely unwanted legacies of a colonial past. By analysing, contextualizing and interpreting these texts and their stories, pictures and images we will practise, discuss and evaluate reading strategies and methods that foster literacies learning. We will also work on materials, assignments and lesson plans for learners of different age groups. Students who want to go on a school placement after this semester will learn how to foster reading skills and teach with children's books, and they will prepare the materials they will use in their classes. Students who attend this seminar as a *Vertiefungsseminar* will present their materials at the end of the semester.

Reading: A list and a reader with secondary sources will be provided in our first session which is mandatory.

Requirements: regular attendance, active participation, presentation of a teaching unit (30 minutes / Vertiefung), term paper all in English

459040

Task-Based Language Learning

Seminar SWS: 2; Anz. Teiln.: 20

Sölter, Anja

Fr 10:00 - 13:00 Raum: Universität HDW 2.110 , 14-tägig Von:
12.04.2013 Bis:

Fr 10:00 - 13:00Präsentation am: 12.07.2013

Voraussetzungen

Organisatorisches
Kommentar

459041 **Teaching Culture: Concepts and Ways of Learning in the Foreign Language Class**
Seminar SWS: 2; Anz. Teiln.: 20 *Surkamp, Carola*
Mo 16:00 - 19:00 Raum: Verfügungs VG 3.104 , 14-täglich Von:
08.04.2013 Bis:

Kommentar

459042 **Drama Approaches in the Foreign Language Class**
Seminar SWS: 2; Anz. Teiln.: 20 *Surkamp, Carola*
Di 08:00 - 11:00 Raum: Universität HDW 0.115 , 14-täglich Von:
09.04.2013 Bis:
Di 08:00 - 11:00Präsentation am: 09.07.2013

Kommentar

Drama

techniques such as warm-up games, stills, mimes, improvisations, simulations and role plays are very useful for the language classroom: they provide a context for meaningful language production, train oral communication skills, enable students to experience the use of verbal and non-verbal language (such as intonation, rhythm, stress, facial expressions and gestures), appeal to the more "physical" learners, encourage creativity, help students to develop social skills and intercultural competence, and contribute to the creation of a supportive and relaxed learning environment. Using drama as a teaching method can also enhance the study of literature as drama activities help analyse the characters, their relationships and the plot of a play or narrative text. Therefore, in this seminar, we will try various drama activities which can be used in language teaching. We will also discuss how to teach literature through drama and how to incorporate larger theatre projects into foreign language lessons.

Reading: A reader with secondary texts will be provided at the beginning of the semester.

Requirements: Regular attendance, active participation, presentation, short reflection in written form (all in English).

459356 **Teaching Genre**
Vertiefungsseminar SWS: 2; Anz. Teiln.: 20 *Sara, Kira*
Fr - Präsentation am: 12.07.2013
Mi 14:00 - 16:00 Raum: ZHG ZHG004 , wöchentlich

Voraussetzungen Prospective participants should register in advance via StudIP. The number of participants is restricted to 20 students.

Kommentar Genre-based teaching has a long tradition in the English speaking world. It is employed in fields as diverse as academic writing at American universities, ESP classes (English for Special Purposes) in Britain and ESL classes (English as a Second Language) in Australia. Having entered the German discussion fairly recently (Hallet 2007), concepts of genre-based scaffolding in the fields of writing and speaking are still being developed.

We will deal with spoken and written genres in this course, grouped into *real world genres* (from birthday cards to applications), *academic genres* (from summaries to essays), and *literary genres* (from fables to dramatic monologues). You will develop and present a teaching unit that is dealing with a genre of your choice and you will get the chance to test parts of it on your fellow students. In the process you will become a competent user of a few new genres yourself.

Reading: A reader with secondary texts will be provided at Klartext in the first week of term.

Fachdidaktik des Englischen (Abschlussmodul) (M.Edu.100)

459072

Masterabschlussmodul

Blockveranstaltung SWS: 1; Anz. Teiln.: 15

Surkamp, Carola

Kommentar

Dieses Modul, das in Form eines Kolloquiums abgehalten wird, dient der Vorbereitung und Begleitung von Masterarbeiten in der englischen Fachdidaktik. Wir werden uns mit fremdsprachendidaktischen Forschungsfragen sowie mit dem Aufbau fachdidaktischer Abschlussarbeiten beschäftigen und dabei auch Fragen zur Konzeption und Durchführung von Unterrichtsreihen in der englischen Sprach-, Literatur- und Kulturdidaktik sowie Möglichkeiten empirischer Forschungsarbeit diskutieren. Außerdem erhalten die TeilnehmerInnen die Gelegenheit zur Vorstellung ihrer Masterarbeiten.

Anforderungen: Regelmäßige Teilnahme, aktive Mitarbeit und Vorstellung der Masterarbeit.