

ENGLISCHES SEMINAR  
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes  
Vorlesungsverzeichnis & Modulhandbuch

M.Ed.-Studiengang  
im Fach Englisch

Wintersemester 2024/25

# Inhalt

Zum Studium des M.Ed. im Fach Englisch .....	2
Zulassungsbedingungen .....	3
Belegung von Veranstaltungen .....	3
Modulprüfungen und Masterarbeit.....	3
Möglicher Studienverlauf.....	4
Anmeldung zu den Lehrveranstaltungen per eCampus .....	5
Studienberatung und Service.....	6
Studienfachberatung.....	6
Servicezimmer.....	6
Auslandsberatung.....	6
M.Ed.-Prüfungsberechtigte im Wintersemester 2024/25.....	7
Lehrveranstaltungen .....	8
Fachwissenschaftliches Modul.....	8
Modul Fremdsprachenausbildung .....	26
Modul Fremdsprachendidaktik I: Grundlagen.....	31
Modul Fremdsprachendidaktik II: Praxis und Vertiefung.....	34

## **Zum Studium des M.Ed. im Fach Englisch**

Das M.Ed.-Studium im Fach Englisch besteht aus einem Fachwissenschaftlichen Modul, einem Modul Fremdsprachenausbildung und zwei Fremdsprachendidaktischen Modulen. Das Fachwissenschaftliche Modul umfasst drei Lehrveranstaltungen – zwei Übungen und eine Vorlesung –, die schulrelevante fachwissenschaftliche Kenntnisse und Methoden in den Bereichen Linguistik, Literatur- und Kulturwissenschaften vermitteln.

Das Modul Fremdsprachenausbildung besteht aus zwei Übungen, die die Sprachkompetenz in den schulischen Verwendungsbereichen festigen und erweitern. Hierzu werden drei Veranstaltungstypen angeboten, von denen einer (Kommunikation) obligatorisch ist, und aus den anderen beiden (Grammatik oder Übersetzung) einer auszuwählen ist.

Das Modul Fremdsprachendidaktik I: Grundlagen besteht aus einem Einführungsseminar in die Textdidaktik und einem Einführungsseminar in die Sprachdidaktik. In der Einführungsveranstaltung Grundlagen der Textdidaktik werden u.a. behandelt die adressatenspezifische Vermittlung englischsprachiger Texte für Schüler verschiedener Alters- und Kompetenzstufen, für den Fremdsprachenunterricht zentrale literatur- und textdidaktische Konzepte, fachdidaktische Erschließungs- und Vermittlungsverfahren in Bezug auf den Umgang mit Texten verschiedener Provenienz (einschließlich audiovisueller Dokumente) sowie die handlungsorientierte Auseinandersetzung mit Prozessen des Hör-, Hörseh- und Leseverstehens und ihrer unterrichtlichen Umsetzung. In der Einführungsveranstaltung Grundlagen der Sprachdidaktik lernen die Studierenden die zentralen wissenschaftlichen Theorien zum Erwerb bzw. gesteuerten Lernen und Lehren von Fremdsprachen kennen, die in der Fremdsprachendidaktik und zentralen Nachbardisziplinen diskutiert werden.

Das Modul Fremdsprachendidaktik II: Praxis und Vertiefung besteht aus einem Begleitseminar zum Praxissemester und einem anschließenden Vertiefungsseminar. Im Begleitseminar zum Praxissemester reflektieren Studierende u.a. ihre eigene Berufseignung aus fachspezifischer Perspektive und entwickeln ein eigenes professionelles Selbstkonzept. Im Vertiefungsseminar konsolidieren und vertiefen Studierende ihre im Grundlagenmodul und der Phase des Praxissemesters gewonnenen Erkenntnisse exemplarisch auf einem fachdidaktischen Spezialgebiet ihrer Wahl, um somit theoriegeleitet ihre Erfahrungen aus dem Praxissemester weiter zu reflektieren und zu vertiefen.

## **Zulassungsbedingungen**

Das Fach-Studium Englisch im Master of Education darf erst nach Teilnahme an einem obligatorischen Beratungsgespräch aufgenommen werden. Das Gespräch erfolgt durch die Studienfachberaterin im Fach Englisch (in der Regel als Gruppenberatung, bitte auf Aushänge achten) oder – in Ausnahmefällen – durch die im M.Ed. Prüfungsberechtigten. Hierüber wird eine Bescheinigung ausgestellt. Der für den M.Ed.-Abschluss obligatorische Auslandsaufenthalt (nach LABG 2009), der durch einen nicht-kreditierten separaten Eintrag in eCampus vermerkt werden muss, ist nach Aufnahme des Studiums bei der Auslandsberatung des Englischen Seminars nachzuweisen.

## **Belegung von Veranstaltungen**

Im Modul Fremdsprachenausbildung ist der Besuch eines Communication-Kurses obligatorisch. Die andere Veranstaltung kann nach Wahl der Studierenden Grammar oder Translation sein. Die Teilnahme am Modul Fremdsprachendidaktik II sowie die Teilnahme am Praxissemester setzen die erfolgreiche Teilnahme am Modul Fremdsprachendidaktik I voraus.

## **Modulprüfungen und Masterarbeit**

Im M.Ed. Englisch sind die folgenden Leistungen als Modulprüfungen zu erbringen: mündliche Prüfung im Umfang von 40 Minuten im Fachwissenschaftlichen Modul (=25% der Fachnote) (diese Prüfung umfasst i.d.R. zwei mit dem/der/den PrüferInnen abzusprechende Themengebiete; sie kann von einem/einer PrüferIn in Gegenwart einer zweiten prüfungsberechtigten Person oder aber von zwei PrüferInnen, die jeweils eines der beiden Gebiete prüfen, abgenommen werden. Bitte sprechen Sie mögliche PrüferInnen rechtzeitig an und informieren Sie sich über die Details); Modulprüfung im Modul Fremdsprachenausbildung, schriftlich oder mündlich je nach gewählter Teilveranstaltung (=25% der Fachnote); Schriftliche Prüfung (Klausur) im Modul Fremdsprachendidaktik I: Grundlagen (=25% der Fachnote); Schriftliche Prüfung (Seminararbeit) im Modul Fremdsprachendidaktik II: Praxis und Vertiefung (=25% der Fachnote). Wollen Studierende ihre Master-Arbeit im Fach Englisch schreiben, kann diese in englischer oder deutscher Sprache abgefasst werden. Sie kann nicht als Gruppenarbeit angefertigt werden. Die Anmeldung zur Master-Arbeit ist möglich, sobald 15 CP im Fachstudium und das Praxissemester absolviert worden sind.

## Möglicher Studienverlauf

Empfehlungen für Studierende an der Ruhr-Universität Bochum		
M.Ed. Englisch		
Jahr	Semester	Veranstaltungen
1.	1.	Modul FW Teil 1: Vorlesung Modul FW Teil 2: Übung Modul FA Teil 1: Communication Modul FD I Teil 1: Seminar: Grundlagen der Sprachdidaktik
	2.	Modul FW Teil 3: Übung Modul FA Teil 2: Grammar oder Translation Modul FD I Teil 2: Seminar: Grundlagen der Textdidaktik
2.	3.	Praxissemester Modul FD II Teil 1: Begleitseminar zum Praxissemester
	4.	Modul FW Modulabschlussprüfung Modul FD II Teil 2: Vertiefungsseminar [ggf. 3-monatige M.Ed.-Arbeit]

## Anmeldung zu den Lehrveranstaltungen per eCampus

**Die Lehrveranstaltungen des Englischen Seminars beginnen ab dem 14.10.2024.** Bitte betrachten Sie alle anderslautenden Ankündigungen als überholt. Die erste Semesterwoche ist für die Durchführung und Korrektur von Nachprüfungen sowie für die Studienberatung vorgesehen.

Die Anmeldungen für die **Veranstaltungen der Mastermodule** können in der Zeit

**vom 16.09.2024, 08.00 Uhr, bis 02.10.2024, 10.00 Uhr**

vorgenommen werden. Wegen des Verteilverfahrens kommt es nicht darauf an, gleich am Starttag alle Anmeldungen durchzuführen. Nach Abschluss der Anmeldungen wird das Verteilverfahren generiert, das dann zu den vorläufigen Teilnehmerlisten führt. Sollten sich nach dem Abschluss des Verteilverfahrens auf der Basis der von Ihnen vorgegebenen Priorisierung Terminkonflikte mit Veranstaltungen des 2. Faches oder der Erziehungswissenschaft ergeben, wenden Sie sich bitte an die Dozenten oder Dozentinnen der betroffenen Lehrveranstaltung. Bitte beachten Sie die von den VeranstaltungsleiterInnen definierten Teilnahmebedingungen. In den allermeisten Fällen reicht eine bloße Anmeldung in eCampus nicht aus, um den Teilnahmestatus zu behalten, sondern ist es erforderlich, in den ersten zwei Sitzungen der Veranstaltung persönlich zu erscheinen.

Bitte beachten Sie auch, dass es zwischen dem Druck des Vorlesungsverzeichnisses und dem Beginn der Veranstaltung vereinzelt zu Raumänderungen kommen kann. Überprüfen Sie also ggf. die Raumangabe in eCampus kurz vor der ersten Sitzung.

# **Studienberatung und Service**

## **Studienfachberatung**

Mit unserer Studienfachberaterin Frau PD Dr. Monika Müller können Sie offene Fragen klären, Informationen einholen oder Probleme besprechen.

Die Sprechzeiten entnehmen Sie bitte der Homepage des Englischen Seminars ([www.es.rub.de](http://www.es.rub.de)).

E-Mail: [fachberatungenglisch@rub.de](mailto:fachberatungenglisch@rub.de)

## **Servicezimmer**

Das Servicezimmer leistet Hilfestellung bei Fragen zum Studienverlauf und zur Notenabbildung in eCampus. Außerdem werden dort Leistungs- und Bafög-Bescheinigungen ausgestellt und die Formblätter zur Prüfungsanmeldung bearbeitet.

Die genauen Sprechzeiten werden an der Dienstzimmertür GB 6/57 sowie auf der Homepage des Englischen Seminars bekannt gegeben.

E-Mail: [es-servicezimmer@rub.de](mailto:es-servicezimmer@rub.de)

## **Auslandsberatung**

Sollten Sie Fragen rund um die vom LABG 2009 geforderte dreimonatige Auslandsaufenthaltszeit für M.Ed.-Studierende haben, kann Ihnen die an das Servicezimmer angegliederte Auslandsberatung Hilfestellung bieten. Im Verlaufe Ihres M.Ed.-Studiums müssen Sie die Auslandsberatung aufsuchen, um sich dort für die von Ihnen für das LABG 2009 erbrachten Auslandszeiten eine Bestätigung in eCampus eintragen zu lassen.

Die genauen Sprechzeiten werden an der Dienstzimmertür GB 6/57 sowie auf der Homepage des Englischen Seminars bekannt gegeben.

E-Mail: [es-auslandsaufenthalt@rub.de](mailto:es-auslandsaufenthalt@rub.de)

## M.Ed.-Prüfungsberechtigte im Wintersemester 2024/25

Prof. Dr. Sebastian Berg
Prof. Dr. Laura Bieger
Prof. Dr. Kornelia Freitag
PD Dr. Uwe Klawitter
Jun.-Prof. Kerstin Majewski
Prof. Dr. Christiane Meierkord
PD Dr. Monika Müller
Prof. Dr. Burkhard Niederhoff
Prof. Dr. Anette Pankratz
Prof. Dr. Markus Ritter
PD Dr. Florian Sedlmeier
Jun.-Prof. Dr. Heike Steinhoff
Prof. Dr. Roland Weidle

# Lehrveranstaltungen

## Fachwissenschaftliches Modul

<b>Modulkürzel:</b> FW	<b>Workload:</b> 10 CP (300 h)	<b>Studienphase:</b> flexibel, empfohlenen Studienbeginn	<b>Turnus:</b> semesterweise	<b>Dauer:</b> 1-2 Semester
<b>Lehrveranstaltungen (Modulteile):</b>		<b>Kontaktzeit:</b>	<b>Selbststudium:</b>	<b>Gruppengröße:</b>
I. Vorlesung		30 h	210 h	50-150
II. Übung		30 h		20-40
III. Übung		30 h		20-40
<b>Lernergebnisse:</b> Die Studierenden verfügen über vertiefte Kenntnisse in ausgewählten schulrelevanten Gebieten der Linguistik, Literatur- und Kulturwissenschaften bzw. in zusammenhängenden Bereichen dieser Disziplinen (z.B. Shakespeares Dramen und Shakespeares Sprache); kennen ausgewählte Theorien und Methoden und können diese selbstständig und kritisch auf neue Themen anwenden, sie für Problemlösungen nutzen und ihre fachliche Bedeutung und Reichweite einschätzen; können fachwissenschaftliche Fragestellungen zu schulrelevanten Themen entwickeln und bearbeiten; sie können sich in neue für das Unterrichtsfach relevante Phänomene und Entwicklungen selbstständig einarbeiten; haben ihre Darstellungs- und Reflexionsfähigkeit professionalisiert und verfügen über die Fähigkeit, unterrichtsrelevante Themen fachwissenschaftlich begründet zu beurteilen; erhalten Anregungen für die Durchführung von fachwissenschaftlich motivierten Unterrichtsprojekten (z.B. Englisch als internationale Lingua franca).				
<b>Inhalte:</b> Das Fachwissenschaftliche Modul besteht aus Lehrveranstaltungen, die aufbauend auf dem B.A.-Studium für das Unterrichtsfach Englisch schulrelevantes fachwissenschaftliches Wissen und ebensolche Beschreibungsverfahren in den Bereichen Literatur- und Kulturwissenschaften und Linguistik vermitteln. In der Literatur-/Kulturwissenschaft werden dabei mögliche Schwerpunkte auf Phänomene des Transnationalismus, Postkolonialen, der Performativität und Literaturtheorie gelegt. In der Linguistik stehen Strukturen der englischen Sprache, Mehrsprachigkeit, und Englisch als internationale Sprache (Varietäten und Lingua-franca-Gebrauch) im Zentrum. Die verschiedenen Inhalts- und Problemfelder werden mit übergreifenden literatur-, kultur- und sprachwissenschaftlichen Erkenntnisweisen, Theorien, Methoden etc. verbunden.				
<b>Besondere Lehrformen:</b> Neben Vorlesung und Lehrvortrag, Gruppenarbeit, Gruppen- und Plenumsdiskussion und (kreative) Projektarbeiten; zusätzlich E-Learning-Elemente				
<b>Prüfungen:</b> Die Modulprüfung in mündlicher Form (40 Minuten) überprüft alle in den Teilveranstaltungen erworbenen Kompetenzen. Sie wird von einem/einer oder zwei PrüferInnen in angemessenem Umfang auf Englisch abgenommen. Die erfolgreiche Teilnahme an den drei Veranstaltungen des Moduls ist Voraussetzung für die Anmeldung zur Modulprüfung.				

**Voraussetzungen für die Vergabe von Kreditpunkten:** Erfolgreicher Abschluss der Veranstaltungen durch Erbringung der von den VeranstaltungsleiterInnen definierten obligatorischen Studienleistungen (wie z.B. kurze schriftliche Assignments, Präsentationen, Tests); erfolgreiche Modulprüfung

**Stellenwert der Note für die Fachnote:** Die Modulnote geht zu 25% in die Fachnote für das Fach Englisch ein.

**Modulbeauftragte:** die in dem Modul lehrenden HochschullehrerInnen

## Vorlesungen

### 050 612

The English Lexicon, 3 CP

2 st. mo 12-14

HGB 10

Meierkord

English has spread across the world, and it is today used by a large number of first language, second language, and foreign language speakers. In this series of lectures, we shall look at the diversity which, as a result, characterises the English lexicon. The individual lectures will look at how new words are created, how their meaning changes over time and varies across different varieties of English, but we shall also address social, functional, and stylistic variation.

Furthermore, we will also revise those areas of linguistics which are central to the study of words: lexicology, semantics, and morphology, using authentic language examples from written, spoken and new genres.

The lecture course is based on the following book:

Gramley, Stephan (2001). *The Vocabulary of World English*. London: Arnold. ISBN: 0-340-74072-8.

Literature will be made available via Moodle.

Assessment/requirements: written exam and additional independent reading of approx. 30 pages on one of the lecture topics.

**050 624**

Reading Early Modern Poems, 3 CP

2 st. mo 12-14

HGB 20

Weidle

In this lecture I will discuss a selection of poems which I believe to be representative of the stylistic, thematic and generic variety of early modern English poetry. Each week I will focus on one or more poems from a particular genre, mode or author and discuss their main themes, stylistic devices and narrative setup. This will be done in a more or less close reading fashion, highlighting specific devices, strategies and phrases.

All the poems will be made available on Moodle.

As the lecture will allow and encourage interaction between students and lecturer, I strongly advise each student to read and prepare the poem(s) for each session to be able to make the most of these interactive elements.

Assessment/requirements: active participation; preparation of poems; interview at the end of term.

**050 636**

Theory of Drama, 3 CP

2 st. mo 10-12

asynchron

Niederhoff

How can we distinguish drama from narrative? What exactly is the exposition? What are the "three unities"? How does a scene differ from an act? Are dramatic plots like knots (Aristotle) or like pyramids (Gustav Freytag)? How does dramatic irony differ from other kinds of irony? In answering questions such as these, the lecture pursues a double aim: (1) to provide students with a good grasp of the relevant critical terminology; (2) to show that this terminology is useful in the analysis of plays and in the description of historical developments. The following plays will be dealt with in some detail: W. Shakespeare, *The Merchant of Venice*; Bernard Shaw, *Saint Joan*; Thornton Wilder, *Our Town*; Terence Rattigan, *The Browning Version*. Students who wish to prepare for the lecture should get started on *The Merchant of Venice*. Students interested in theory should read Aristotle's *Poetics* or Manfred Pfister's *Das Drama*. The lecture will be delivered online as a video podcast, which students can listen to when it fits into their timetable. Zoom meetings for questions will be offered.

Required reading: students will have to read the plays listed above; no particular editions are required.

Assessment/requirements: oral or written exam.

**050 646**

North American Literature and Culture I: Beginnings to Civil War, 3 CP

2 st. mo 14-16

HGB 20

Dikant

This is the first part of a three-part lecture series, and it provides a historical and thematic overview of North American culture from its colonial beginnings to the Civil War. In discussing paradigmatic texts of literary and intellectual history of this period side by side with major developments in religion, the visual arts, architecture, and popular culture, we will explore the cultural forms and practices emerging in North America as a consequence of its colonization and the founding of the US American nation-state as a highly pluralized and paradigmatically modern culture that thrives on the intersecting and at times colliding forces of democratization, individualization and commodification.

The aim of this course is to lay the foundation for the study of North American literature and culture and at to help make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)." Each part of lecture series can be attended separately.

Assessment/requirements: regular reading and final exam.

**050 657**

Britain after 1945, 3 CP

2 st. di 16-18

HGB 20

Pankratz

Britain after 1945 went through several stages of crisis: the loss of its empire, economic problems, Margaret Thatcher's rather harsh neoliberal regime, David Cameron's policies of austerity and – recently – Brexit, Boris Johnson, Liz Truss, COVID-19, the death of Elizabeth II and the family feuds of the Windsors. Britain after 1945 also introduced the welfare state, affluence, youth subcultures and pop cultures. The tensions between crisis and experiment fit into the post-war world of the postmodern, where and when 'anything goes'. This does not only cover new approaches in architecture, the arts and literature. It also denotes new ways of thinking about society and culture developed by theorists such as Jacques Derrida, Jean Baudrillard, Judith Butler, Homi Bhabha and Jean-Francois Lyotard who emphasised the breaking up of binaries and states of oscillation between self and Other, local and global, reality and representation.

The aim of the lecture course is to give a survey of British post-war culture and its different stages of post-modernisms – from the beginnings of the affluent society up to the present moment. There will be no grand narratives, but fragmented bits and pieces shedding light on cultural phenomena such as magic realism and meta-historic novels, Beatlemania, James Bond and the royal family.

This will be an asynchronous online course, credited on a pass/fail basis. The weekly units will contain pre-recorded PowerPoint presentations and quizzes. In addition to this, there will be weekly non-obligatory live sessions for clarifications, discussions and updates.

Assessment/requirements: passing the weekly online quizzes plus: (creative) contributions in the live sessions or oral exam.

## Übungen

### **050 620**

English Linguistics – Current Models and Methods, 3 CP

2 st. do 10-12

GB 6/131

Meierkord

Following its spread throughout the world, English is now typically used in interactions of speakers who have different first languages and who are multilingual. This course serves to introduce students to the various models that aim to capture this development and to the empirical methods (data collection, data representation, and data analysis) used to describe and research these modern uses of English. Students will be required to collect data and must be willing to analyze these regularly.

They should also be willing to report on their own projects and to actively discuss each other's work, in class or online.

This course combines on-campus sessions and content that students will deal with off-line at home.

Assessment/requirements: regular active participation (via online forums and in the classrooms; at least 67%) and reading, contributions to Moodle forums and online activities; completion of three written assignments, which will be graded for the final grade.

### **050 702**

Early Modern English and World Englishes, 3 CP

2 st. mi 10-12

GB 6/131

Meierkord

The English language spread from the British Isles to across the world from the 16th century onwards, that is during times when English was at a stages referred to as Early Modern English and Modern English. (Early) Modern English, however, differs considerably from present-day English as it is spoken in the British Isles, at the levels of phonology, lexicon and morphology.

In this seminar, we will start from a description of (Early) Modern English and its features, before we discuss how these features are (often indirectly) visible in present-day varieties of English. For example, the rhotic pronunciation of several varieties has its origins in the spread of a form of British English that was still rhotic in the 16th century. We also find vocabulary items that are considered dated in British English but thrive in post-colonial varieties (e.g. 'thrice' in Indian English). Finally, grammatical constructions attested in world Englishes today often reflect those in use in the British Isles before the 20th century.

Assessment/requirements: *Übung*: active participation (at least 67%) and reading, contributions to Moodle forums and online activities, in-session contribution in a format of your choice; *Seminar*: the above, plus either an empirical term paper (ideally based on your presentation) or a report (7-8 pages) on empirical analyses related to one of the other thematic sessions; *Examensmodul*: active participation (min. 67%) and reading, contributions to Moodle forums and online activities, annotated bibliography of 10 titles related to the course topic(s) or a 30-minute oral in-class exam on such 10 titles.

### **050 703**

Englishes at the Grassroots, 3 CP

Blockseminar

Räume siehe eCampus

Meierkord

Vorbesprechung: 08.10.2024, 14-16

Termine: 25.10.24, 29.11.24, 13.12.24, 10.01.25, je 14-18

During the last decades, English has spread vastly beyond its original area of usage, as second or foreign language, having produced what are called World Englishes. However, these have largely been associated with and analyzed as spoken by educated elites in their respective societies, while the performances of speakers from outside of the 'educated' range have typically received scanty attention or have been sidelined as (fossilized) learner language or contact-induced forms. Increasingly, however, English is used at the grass roots level, by individuals coming from less advantaged backgrounds and with limited or even no access to formal education and in contexts outside of international organisations, education and academia, and the business world (Meierkord 2012). Examples include Philippine nannies in Hong Kong, Pakistani construction workers in the Emirates, or Italian social workers interacting with refugees.

This seminar looks at the sociolinguistics of these uses of English, what their structural features look like and links this to theoretical discussions of notions of hybrid languages, trans- & polylinguaging.

Assessment/requirements: *Übung*: active participation (at least 67%) and reading, contributions to Moodle forums and online activities, in-session contribution in a format of your choice. *Seminar*: the above, plus either an empirical term paper (ideally based on your presentation) or a report (7-8 pages) on empirical analyses related to one of the other thematic sessions; *Examensmodul*: active participation (min. 67%) and reading, contributions to Moodle forums and online activities, annotated bibliography of 10 titles related to the course topic(s) or a 30-minute oral in-class exam on such 10 titles.

**050 705**

English in Nigeria, 3 CP

2 st. do 12-14

GABF 04/253

Unuabonah

This seminar focuses on the forms and features of English in Nigeria. It introduces students to Nigeria as a multilingual and multicultural nation, with over 500 indigenous languages and over 250 ethnic groups. After considering the socio-historical development of English in Nigeria, we will address the functions and varieties of Nigerian English in contemporary times. Furthermore, we will examine the relationship between Nigerian English and Nigerian Pidgin, and explore phonological, lexico-semantic, syntactic and pragmatic features of Nigerian English, as found in different communicative contexts, including Nigerian literature, music and the media. We will also discuss identity construction, attitudes, language contact, language policy and education in connection with English in Nigeria.

Assessment/requirements: active participation in class discussions and a research report.

**050 707**

Shakespeare and Popular Culture, 3 CP

2 st. mo 10-12

GB 6/131

Weidle

In this course we will discuss different aspects of the popularization of Shakespeare by looking at the factors that have contributed to his wide appeal, the various forms and media this popularizing took and takes place in, and the commercialization of the 'Bard'.

We will not only be discussing what led to the emergence of Shakespeare as a popular writer in the 16th century (such as the changing social fabric and the emergence of the professional theatrical landscape in late 16th-century London, to name but a few), but also, among others, his commodification and adulation in present times, as well as his 'cultural capital' (Bourdieu) in contemporary culture and media. As at this point I have not decided yet on the plays and secondary texts we will be looking into, I ask interested students to keep an eye on my website in September for further details. At any rate, I recommend obtaining the Arden edition of the *Complete Works*, edited by Richard Proudfoot et al.

This course is also intended to prepare students for the spring conference 'Shakespeare and Popular Culture' of the Deutsche Shakespeare-Gesellschaft (German Shakespeare Association) which will be held in Weimar in April 2025.

Assessment/requirements: *Übung*: active participation; thorough preparation of the primary and secondary material; short presentation; *Seminar*: active participation; thorough preparation of the primary and secondary material; term paper (15 pages) to be handed in by 31 March 2025.

**050 708**

Travellers and Travels in Medieval England, 3 CP

2 st. di 12-14

GB 6/137

Majewski

Modern travellers who have been to very popular destinations such as Venice might have marvelled at the exorbitantly high-priced accommodation, food, and entrance fees, and about overcrowded sights and dirty streets. The modern visitor of tourist hot-spots like Venice may be surprised to know that a medieval visitor would have complained about exactly the same things in 15th-century Venice. This has to do with the popular perception of the Middle Ages as a dark, primitive, backwards-looking time, of naïve and illiterate people who had little to no knowledge of the far-reaching corners of the world and who would hardly leave their homes. The rich, insightful, and often entertaining accounts of medieval travellers, however, paint a very different and much more colourful picture: the English travelled wide and far, within their own country but also to mainland Europe or the Far East! In this seminar, we will engage with a wide range of literary and non-literary texts in Old and Middle English that record real as well as imagined travels – religious journeys, pilgrimages, commercial travels, explorations. Students will analyse how the texts transmit different modes and practicalities of travelling (e.g., what did it mean for members of a certain social class or of a certain gender to travel?) or how othering is negotiated. Eventually, students may even discover that some medieval English travelling experiences are not very different from their own ...

The seminar takes place in collaboration with Ludwig-Maximilians University (LMU) Munich. There will be a two-day excursion in January 2025, on which the participants of both seminars will meet and exchange ideas about medieval English travelling in a workshop setting.

Assessment/requirements: *Übung*: thorough reading and preparation of selected text passages on a weekly basis; active participation in class; participation in the collaborative workshop with LMU Munich; short presentation; *Seminar*: thorough reading and preparation of selected text passages on a weekly basis; active participation in class; participation in the collaborative workshop with LMU Munich; short presentation; term paper (ca. 15 pages).

**050 710**

Elizabethan Revenge Tragedies: The Spanish Tragedy and Titus Andronicus, 3 CP

2 st. mi 14-16

GB 6/131

Stober

In this course students will get the opportunity to engage with all of the murder, madness, and mutilation that Elizabethan revenge tragedies, one of the age's most prominent forms of tragedy, have to offer and study Thomas Kyd's *The Spanish Tragedy*, commonly regarded as the first, and William Shakespeare's *Titus Andronicus* in depth. The focus of the class is going to be on the text of the plays, that is we will deal with different issues – the plays' structure, motifs, sensationalism, literary influences, language, metatheatricality, and staging, to name a

few – as they come up when the play (and the course) progresses. We will, however, occasionally take a glance at the context of the plays, particularly the political and legal situation of Elizabethan England.

Students are politely asked to buy copies of the two plays discussed in class; I use the Oxford edition of *Titus Andronicus* (9780199536104) and the Mermaids edition of *The Spanish Tragedy* (9781408114216), but other scholarly editions are welcome, particularly the Arden edition.

Assessment/requirements: active participation; thorough preparation of primary and secondary texts; final essay (5-7 pages) on given topics.

### **050 713**

Verbatim Drama, 3 CP

2 st. di 10-12

GB 6/131

Weidle

In this course we will deal with plays that either claim or reflect on the claim that they show the truth, i.e. what 'really happened'. These so-called 'verbatim plays' draw on historical records and present historical, 'real' characters on stage. By situating real characters in a fictional, theatrical context, these plays draw our attention to the thin line that divides the 'real' world from fiction, politics from drama and true from false claims. We will deal with three plays and engage with their historical contexts (post 9/11, Watergate, Oscar Wilde's trials), their narrative structure, the different ways they employ dramatic and theatrical devices, but also with wider theoretical and philosophical concerns.

Please make sure to have read David Hare's *Stuff Happens* by the first session.

Plays:

- Hare, David. *Stuff Happens*. Faber and Faber, 2004.
- Morgan, Peter. *Frost/Nixon*. Faber and Faber, 2006.
- Kaufman, Moises. *Gross Indecency: The Three Trials of Oscar Wilde*. Vintage Books, 1998.

Assessment/requirements: *Übung*: active participation; thorough preparation of the primary and secondary material; short presentation; *Seminar*: active participation; thorough preparation of the primary and secondary material; term paper (15 pages) to be handed in by 31 March 2025.

**050 714**

George Eliot: *Middlemarch* and Other Writings, 3 CP

2 st. di 14-16

GB 6/131

Niederhoff

The aim of this seminar is to give students a chance to read and discuss George Eliot's masterpiece, *Middlemarch: A Study of Provincial Life* (1872), which was memorably described by Virginia Woolf as "the magnificent book which for all its imperfections is one of the few English novels for grown-up people". We will warm up for the study of *Middlemarch* by reading "The Sad Fortunes of the Reverend Amos Barton", a tale from *Scenes of Clerical Life* (1858), the book that made Eliot famous. Moreover, we will read a selection of her essays to familiarise ourselves with the ideas that underlie her novels, in particular her emphasis on realism.

Required text: *Middlemarch* (Oxford World's Classic, 2019; ISBN 9780198815518); the other texts will be provided via Moodle.

Assessment: *Übung*: short paper; *Seminar*: research paper.

**050 721**

Reading *Moby-Dick*, 3 CP

2 st. mo 10-12

GABF 04/257

Müller, M.

In this class we will read Herman Melville's seminal 19th-century masterpiece *Moby-Dick* chapter by chapter, thereby achieving an in-depth analysis of Melville's novel about adventure, whaling, cultural relativity and – perhaps most of all – philosophy. Students prepared to tackle Melville's difficult, immensely rewarding text will form expert groups on individual chapters and topics and are required to participate actively in dissecting the leviathan. If possible, buy the Norton Critical Edition of *Moby-Dick* (because it is annotated and thus provides the necessary background information).

Assessment/requirements: presentation, comprehensive final writing assignment or oral exam.

**050 722**

Reading Octavia Butler, 3 CP

Blockseminar

GABF 04/611

Bieger/Gunkel

Introduction: 15.10.24, 8-10

Sessions: 23. + 24.11.24, 10-18h; 13.12.24, 10-18h (GA 1/153) sowie 14.12.24, 10-18h

In this seminar we will explore the speculative worlds created by African American science fiction writer Octavia Butler (1947-2006), a central figure in the context of Afrofuturism. Octavia Butler uses her stories to explore recurring themes such as racism in the aftermath of

slavery, gender roles, human and non-human relationships, the climate catastrophe and end-of-the-world scenarios. We will focus on three of her novels in particular – *Kindred* (1979), *Dawn* (1987) and *Parable of the Sower* (1993) - and explore their aesthetic, socio-political and narrative form.

We will begin with *Kindred*, a unique time-travel narrative that explores the horrors of slavery and its effects in the present. We will continue with *Dawn*, the first volume of the Xenogenesis trilogy, which raises questions about humanity, alien relations and genetic hybridity. Both novels have recently been adapted into graphic novels, and *Kindred* was also made into a TV miniseries in 2022 (directed by Branden Jacobs-Jenkins), which raises the question of what happens to the narrative and characters in this process of (popular) visualisation? Finally, we will analyse *Parable of the Sower*, a post-apocalyptic vision of the future that addresses social inequalities and ecological crises.

Through shared reading, in-depth discussion, and theoretical reflection (with reference to Fred Moten, Kodwo Eshun, Rasheedah Phillips, and the Wildseeds Collective, among others), we will explore the complex characters and key concepts of these works. This seminar invites an appreciation of Butler's literary legacy and an understanding of how her stories continue to resonate today.

Assessment/requirements: will be announced in the introductory session.

### **050 723**

American Topographies, 1780-1860, 3 CP

2 st. di 14-16

GB 6/137

Dikant

This seminar will explore the relation of American literature and culture to the multiple geographies of the United States, focusing on the years of the founding, expansion, and crisis of the nation. Although space and place have long been recognized as constitutive forces in American literary and cultural history, it is only with the spatial turn in the humanities that the critical tools for studying the dynamic and diverse topographical imaginings of American literature have truly emerged. In this seminar, we will both reconsider traditional concepts like landscape and the frontier and discuss geographic terms such as cartography or territory only recently adopted by literary scholars. These terms and concepts will guide our readings and help us to analyze the production, representation, and figuration of space in the literature and culture of the Early National Period and the American Renaissance. Writers discussed will include Thomas Jefferson, Charles Brockden Brown, James Fenimore Cooper, Black Hawk, and Frederick Douglass. We will consider such topics as the mapping of (the) America(s), nation-building, the geographies of Indian removal and territorial conquest, the spaces of transcendentalism and slavery, and the hemispheric imaginings of the 19th-century United States.

Assessment/requirements: *Übung*: active participation, participation in an expert group, written assignments; *Seminar*: active participation, participation in an expert group, 15-page paper.

## **050 724**

Literature and Religion, 3 CP

2 st. mi 12-14

GABF 04/253

Sedlmeier

While the intersectional triad of class, gender, and race has become the favored framework of ideological criticism, stories of American culture and literature cannot be convincingly written without considerations of religion. Religious persecution was and continues to be a major factor for patterns of immigration, from the Anti-Protestantism of the 16th century to the pogroms against Jewish people during the 19th century and beyond. New England settler colonialism found much of its legitimation in Puritan religious beliefs, and the congregation was the basic entity of early political governance. Puritan ideology, however, was inherently fractured: religious dissent served as a vehicle to challenge patriarchal authority and cultural superiority, as the texts of writers like Anne Bradstreet and Roger Williams show. At the same time, Christian conversion, through figures such as John Eliot, the so-called "Apostle of the Indians", impacted the lives of indigenous peoples.

In literary criticism and history, Puritanism cannot be separated from both oral performance and the emergence of early print culture. As interpreters of the world through scripture, searching for signs of divine providence, Puritans adhered to an aesthetics of reception: typological reading. Its influence still reverberated in the Romanticist poetics of Nathaniel Hawthorne's historical fictions. Various intellectual developments and social reform movements cannot be understood without the context of the Second Great Awakening (1790-1840). It affected the secular transcendentalism of Ralph Waldo Emerson, who was a Unitarian pastor before he became a leading philosopher. Abolitionism, the temperance movement, and early calls for women's as well as workers' rights relied on religious tenets and rhetoric for legitimacy.

In a series of case studies, the seminar will trace these developments considering key genres of American literature from the 17th to the mid-19th centuries (spiritual autobiography, essay, jeremiad, novel/romance, and poetry).

### Suggested reading

John Winthrop, "A Model of Christian Charity" (1630); Nathaniel Hawthorne, *The Scarlet Letter* (1850); Sacvan Bercovitch, *The American Jeremiad*, The U of Wisconsin P, 1978.

Assessment/requirements: *Übung*: two short papers à 1,500 words; *Seminar*: term paper (6,000 words) or oral exam.

**050 725**

What is a Person? The Issue of Rights in American Law and Literature, 3 CP

2 st. di 10-12

IC 03/444-414

Dikant

In this seminar, we will look at one of the central questions at the intersection of law and literature: what is a person? The fiction of legal personhood grants rights to subjects, but not all humans have historically been considered to be persons, nor has personhood been limited to human beings alone. Beginning with the US Constitution's infamous formula to count slaves as "three fifth of all other persons", we will discuss various topics dealing with the question of legal and literary personhood, including slavery, corporate personhood, abortion, and contemporary debates on biotechnology. We will read narratives and poems by writers such as Harriet Jacobs, Frank Norris, Anne Sexton, and Philip K. Dick, as well as theoretical works by Barbara Johnson, Colin Dayan, and Lauren Berlant and selected primary legal texts such as the Fugitive Slave Act, 14th Amendment, Roe v. Wade, and Dobbs v. Jackson Women's Health Organization.

Assessment/requirements: *Übung*: active participation, participation in an expert group, written assignments; *Seminar*: active participation, participation in an expert group, 15-page paper.

**050 727**

American Studies and French Theory, 3 CP

2 st. do 10-12

GABF 04/257

Steinhoff

French Theory – the term evokes the names and writings of a select number of French philosophers associated with structuralism, post-structuralism and postmodernism: Julia Kristeva, Jacques Derrida, Jean Baudrillard, Michel Foucault, Gilles Deleuze, Jean-François Lyotard and others. French theory – it has been claimed – is an American invention. Or rather, as François Cusset argues in his article "(French) Theory: An Anti-American American Invention" (*dePICTions*, vol. 2, 2022): "French Theory is the never-ending erring of a few concepts from their initial, North European contexts ... to their French inscription in the 1960s-1980s, then to their North American export and initial academicization, to their extension to Anglo-phone universities outside the US, and to their later impacts and recyclings in the entire Global South—what errs has no anchor, here nor elsewhere."

In this seminar we seek to explore these concepts and traveling processes. We will do so by focusing in particular on how French Theory has influenced and been put to use in American Studies and how American cultural phenomena have been taken up in or contributed to the development of French Theory. Hence, in this class we will familiarize ourselves with some of the highly influential work of the heterogenous group of thinkers that have been subsumed under the (homogenizing) label "French Theory", we will trace the influences of French Theory in selected works of key figures of American intellectual circles, and we will discuss a

number of case studies that employ French Theory to analyze American culture, including American cinema, art and literature.

Please note that students who take this class should have a profound interest in reading and discussing theoretical texts.

Assessment/requirements: short written assignments/study questions, oral presentation.

### **050 731**

Ghosts, 3 CP

2 st. mo 12-14

GB 6/131

Pankratz

Ghosts bridge the gap between the dead and the living. They purvey intimations of that “undiscovered country, from whose bourn / No traveller returns”, as Hamlet puts it. Hence, their existence has always been precarious. Can we believe ghosts? Can we believe in ghosts? It is easy to read about them in ghost stories; those are only letters on paper or dots on the screen – plus the force of one’s imagination. But what if you see the ghost? In the theatre, in the cinema or on television, the spectral gains a concrete material dimension as real people pretend to be other people in otherworlds. Especially the theatre likes to experiment with ghosts on stage from William Shakespeare to Tanika Gupta, pointing towards worlds in which there are “more things ... than are dreamt of in your philosophy”, to quote the Dane again.

The aim of the seminar is to have a closer look at ghosts and their cultural contexts focussing on the Renaissance and the 21st century: students will discuss a set of core texts and thereby develop a theoretical and methodological framework with which to pursue their own research projects.

Texts: the theoretical texts will be provided on Moodle. Participants are kindly asked to buy (and read):

- William Shakespeare, *Hamlet*
- Shelagh Stephenson, *The Memory of Water*
- Tanika Gupta, *The Waiting Room*

Assessments/requirements: *Übung*: active participation and expert group; *Seminar*: active participation, expert group and seminar paper (*wissenschaftliche Hausarbeit*).

**050 732**

Country Houses, 3 CP

2 st. mo 14-16

GB 6/131

Pankratz

Country houses are more than a house in the country. They are usually splendid palaces, surrounded by a park, built for an aristocratic family and a fleet of servants. These houses were originally designed to exude power and bolster hegemonic structures. In the 20th century, most aristocrats lost their wealth and power, the servants disappeared. Despite or because of this, country houses developed into “the quintessential English home” (Mandler 1997: 412), standing for the best and most splendid of the English (or British) national heritage, celebrated until today in novels like *Brideshead Revisited* or television series like *Downton Abbey*.

The seminar will reconstruct a history of the country house and analyse its changing cultural functions. Students will get to know the intricacies of 18th-century politics and learn about British architectural trends. The main aim of the seminar will be to discuss the position of the country house in today's British culture: how do institutions like the National Trust or English Heritage try to make history accessible to the public? How do television series like *Downton Abbey* emotionalise great houses and great families? How do reality shows like *Country House Rescue* or *The F\*\*\*ing Fulfords* construct supposedly authentic views into the supposedly precarious lives of owners? Are there any critical voices? And: what does this tell us about British culture in general?

Texts: the theoretical and historical texts will be provided on Moodle. Participants are kindly asked to buy (and read):

- Evelyn Waugh, *Brideshead Revisited*

Assessments/requirements: *Übung*: active participation and expert group; *Seminar*: active participation, expert group and seminar paper (*wissenschaftliche Hausarbeit*).

Since October 2023, the Middle East (a mildly Eurocentric term) has been – once more – thoroughly debated. The conflict between Israel and Palestine is one on which many people have strong opinions – worldwide but also at our university. This course is not about taking sides in these debates. It is my contention that quite often the opinions expressed by people in Britain (and Germany) are too much about latent conflicts in Britain (and Germany) and not enough about the problems people in Palestine and Israel have, or about the history of the Middle East in the context of historical and contemporary imperialism, in which Britain (and Germany) have played different but significant roles. The aim of this course is to inform and to reflect on some of the complexities of the situation in the Middle East. I hope this might not only be interesting for you as students but also helpful for the many of you who see

themselves as future teachers (who I assume will have to deal with conflicting opinions and emotions on the issues mentioned in their classrooms).

Assessment/requirements: *Übung*: active participation, research project to be presented in a course session; *Seminar*: active participation, research project to be presented in a course session, research paper.

## **050 742**

Indigenous Critique, 3 CP

2 st. mi 14-16

GB 6/137

Flamand

**This course starts on 09.10.2024.**

In their book *The Dawn of Everything*, anthropologist David Graeber and archeologist David Wengrow put forth a provocative claim: they assert that the ideals which kick-started the Enlightenment are not predominantly of European but rather Native American origin. Pointing to portrayals of Native American figures appearing in the writings of European explorers (especially Louis Armand's "dialogues" with an avatar of the Huron statesman Kandiaronk), they argue that moments of trans-Atlantic contact spurred on intellectual discourses which directly influenced Enlightenment notions of equality, freedom, and autonomy. They thus locate the shifting sands of an only ostensibly European intellectual and social history in an "indigenous critique" thereof.

This class will consider some of the myriad ways in which indigenous peoples, cultures, and traditions have either leveraged or been invoked in the spirit of critique. We will turn along the way to the writings of indigenous scholars invested in projects of recovery and preservation, indigenous activists seeking reparation for colonial wrongs, and others who have sought to borrow or appropriate indigenous ideas and images – sometimes as inspiration, other times as fantasy – in order to launch auto-critiques of their own societies and cultures.

We will investigate often difficult histories of pre-contact civilization, settler-colonial dispossession, state-sanctioned genocide, and resistance even as we both deploy and test the limits of concepts such as origin, sovereignty, nation, epistemology/knowledge, land, tradition, identity, memory, recovery, appropriation, and indeed even critique itself. Largely, albeit not exclusively, drawing from North American contexts, we will read an interdisciplinary array of primary and secondary sources which may include works of literature, anthropology, oral history, indigenous scholarship, films and documentaries, and so on. We will try to answer a set of intertwining questions: what is indigeneity? What roles have indigenous people(s) played over the course of history? What (too-often unacknowledged) contributions have they made to our common heritage, even in the face of world-destroying violence? And what is the work of indigenous critique today?

This class will be difficult not only thematically, but also in terms of workload. Students who enroll are expected to pay the materials we work with the full attention, time, and respect they deserve.

Assessment/requirements: preparation, participation, presentation, group work, in- and out-of-class assignments.

## Modul Fremdsprachenausbildung

<b>Modulkürzel:</b> FA	<b>Workload:</b> 4 CP (120 h)	<b>Studienphase:</b> flexibel	<b>Turnus:</b> semesterweise	<b>Dauer:</b> 1-2 Semester
<b>Lehrveranstaltungen (Modulteile):</b>		<b>Kontaktzeit:</b>	<b>Selbststudium:</b>	<b>Gruppengröße:</b>
I. Übung: Grammar oder Translation		30 h	120 h	20-30
II. Übung: Communication		30 h		20-30
<p><b>Lernergebnisse:</b> Die Studierenden erreichen das Sprachniveau C2. Sie professionalisieren und diversifizieren ihre Fähigkeiten in den Kompetenzbereichen Sprechen, Schreiben, Lesen, Hören und ggf. Sprachmitteln; perfektionieren ihre schriftlichen und mündlichen Kommunikationsfähigkeiten im Bereich des wissenschaftlichen Lesens, Schreibens und Präsentierens sowie im Bereich der Kommunikation in schulischen Kontexten; verfeinern ihre praktische grammatische Kompetenz (bei Wahl der Veranstaltung Grammar); sie entwickeln ihre theoretische Reflexionsfähigkeit auf dem Gebiet der Grammatik und ihre pädagogischen Kompetenzen in Bezug auf die Vermittlung und Bewertung grammatikalischer Besonderheiten, insbesondere Fehleranalyse und deskriptive vs. präskriptive Verfahren; haben gelernt (bei Wahl der Veranstaltung Translation), anspruchsvolle Texte aus der deutschen in die englische Sprache und aus der englischen in die deutsche Sprache zu übersetzen; sie erhöhen hierbei ihr methodisches Reflexionsniveau auf dem Gebiet der Übersetzung und der kontrastiven Grammatik; haben vertiefte sprachanalytische Fähigkeiten in Bezug auf eigene und fremde sprachliche Äußerungen; verfügen über Kenntnisse hinsichtlich des Zusammenhangs von Sprache und Kultur und damit über gesteigerte interkulturelle Kompetenz; bilden sprachanalytische Fähigkeiten in Bezug auf Formen und Funktionen unterschiedlicher Textsorten aus (z.B. über fachwissenschaftliche, belletristische oder journalistische Publikationen); entwickeln Vermittlungs- und Beurteilungskompetenzen im Bereich der Textproduktion.</p>				
<p><b>Inhalte:</b> Das Modul Fremdsprachenausbildung führt die sprachpraktische Ausbildung des B.A.-Studiums lehramtsbezogen weiter. Das Modul besteht aus einer Übung im Bereich der Grammatik oder Übersetzung und einer Übung im Bereich der Kommunikation. Im Bereich der Übersetzungsübungen werden Veranstaltungen mit unterschiedlicher Ausrichtung angeboten (zum Übersetzen von Wirtschaftstexten, journalistischen Texten, literarischen und literaturwissenschaftlichen Texten). Im Bereich der Kommunikationsübungen kann neben einem allgemeinen und einem wirtschaftsorientierten Kommunikationskurs auch ein spezieller Classroom-Communication-Kurs angeboten werden, dessen Besuch für M.Ed.-Studierende von besonderem Interesse ist.</p>				
<p><b>Besondere Lehrformen:</b> Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; E-Learning-Elemente</p>				
<p><b>Prüfungen:</b> Die Modulprüfungsnote wird nach Wahl der Studierenden in einer der beiden Teilveranstaltungen ermittelt. Eine Festlegung auf die Prüfungsform erfolgt bei Wahl der Modulteilveranstaltungen.</p>				

**Voraussetzungen für die Vergabe von Kreditpunkten:** Erfolgreiche Erbringung der von den VeranstaltungsleiterInnen definierten obligatorischen Studienleistungen (wie z.B. kurze schriftliche Assignments, Präsentationen, Tests)

**Stellenwert der Note für die Fachnote:** Die Modulnote geht zu 25% in die Fachnote für das Fach Englisch ein.

**Modulbeauftragte:** Dr. Claudia Ottlinger

## **050 760**

Communication MM, 2 CP

Gruppe A: 2 st. mo 14-16

GABF 04/614

Dow

This course largely focuses on giving presentations, but will inevitably involve background reading, discussion and note-taking as part of your academic communication skills. Feedback from tutor and peers is designed to help participants 'find their voice' in an academic context.

Assessment/requirements: active participation across the module and one 10-15-minute, individual formal presentation (e.g. PowerPoint), followed by a Q&A session and group feedback

Gruppe B: 2 st. fr 14-16

GABF 04/614

Kaul

Classroom Communication

In this course, we will have a closer look at the dynamics of classroom communication. We will analyse several communication models and apply them to typical situations in the EFL classroom. Topics will include (corrective) feedback, teacher/student talking time, the teacher's use of language, body language, cooperative learning, seating arrangements, discipline issues, classroom management, inclusivity, etc.

Assessment/requirements: active participation, presentation/micro-teaching, short written assignments, peer feedback.

Gruppe C: 2 st. mo 12-14

GABF 04/252

Klawitter

To be successful in an academic environment, you need to have good presentation and discussion skills. The course offers you the opportunity to develop these skills by reading up on an academic topic (chosen from a list), devising and giving a 25-minute talk on it and fielding

a question and answer-session. Constructive feedback will be provided through the subsequent discussion in class. Equally important are good writing skills. Various micro-tasks provided in class will help you to improve your academic writing.

Assessment/requirements: active participation, 25-minute presentation in class.

**050 761**

Grammar MM, 2 CP

Gruppe A: 2 st. di 14-16

GABF 04/253

Müller, T.

This class will give you the opportunity to revise some problem areas of English grammar, especially tense, aspect, voice and modality. It will also address the difficult issues of prescriptive rule vs. actual usage and of regional variation (with a focus on differences between British and American English).

Assessment/requirements: homework and final exam.

Gruppe B: 2 st. fr 12-14

GABF 04/614

Ottlinger

After a general and extensive revision of all possible aspects of English grammar, this course will provide systematic and intensive practice in various select problem areas other than those tested in Grammar BM and Grammar AM. Class work will consist of in-depth discussion of a myriad of exercise types including error detection and correction as well as the analysis of grammatical phenomena in texts.

All the materials will be provided on Moodle.

Assessment/requirements: thorough preparation, active class participation, end-of-term test.

**050 762**

Translation AM, 2 CP

Gruppe A: 2 st. mi 16-18

GABF 04/614

Dow

Translation across a variety of fields and text types will be undertaken. 'General' translation texts will be supplemented by texts from the semi-specialised fields of Literature, Linguistics, Science & Technology, Social Science, and Business (see CIOL exams). In addition, each session will introduce one aspect of the wider theoretical background to Translation Studies.

Assessment/requirements: three shorter assignments and one longer (exam) assignment.

Gruppe B: 2 st. di 12-14

GABF 04/252

Smith

Translation across a variety of fields and text types will be undertaken. 'General' translation texts will be supplemented by texts from the semi-specialised fields of Literature, Linguistics, Science & Technology, Social Science, and Business (see CIOL exams). In addition, each session will introduce one aspect of the wider theoretical background to Translation Studies.

Assessment/requirements: active participation, preparation of homework tasks, two written tests.

## Modul Fremdsprachendidaktik I: Grundlagen

<b>Modulkürzel:</b> FD I	<b>Workload:</b> 8 CP (240 h)	<b>Studienphase:</b> Studienbeginn	<b>Turnus:</b> semesterweise	<b>Dauer:</b> 1-2 Semester
<b>Lehrveranstaltungen (Modulteile):</b>		<b>Kontaktzeit:</b>	<b>Selbststudium:</b>	<b>Gruppengröße:</b>
I. Seminar: Grundlagen der Sprachdidaktik		30 h	180 h	20-30
II. Seminar: Grundlagen der Textdidaktik		30 h		20-30
<b>Lernergebnisse:</b>				
<p><b>I.</b> Die Studierenden kennen zentrale wissenschaftliche Theorien zum Erwerb bzw. institutionalisierten Lehren und Lernen von Fremdsprachen aus der Fremdsprachendidaktik und zentralen Bezugsdisziplinen; verfügen über solides und strukturiertes Wissen zur Entwicklung und Förderung von kommunikativer, interkultureller fremdsprachlicher Kompetenz, methodischer Kompetenz und Sprachlernkompetenz von Schülerinnen und Schülern (Sach-, Analyse- und Handlungskompetenz); kennen zentrale Unterrichtsmethoden und grundlegende Prinzipien der Unterrichtsplanung und -organisation; sind in der Lage, curriculare Konzepte zu beurteilen und auf ihre Praxisrelevanz zu überprüfen; kennen Methoden der unterrichtlichen Qualitätssicherung und -entwicklung; kennen Grundlagen fachgerechter Leistungsbeurteilung.</p> <p><b>II.</b> Die Studierenden verfügen über solides und strukturiertes Wissen zum fremdsprachlichen Lese- und Hörverstehen sowie deren Entwicklung und Förderung bei Schülerinnen und Schülern (Sach-, Analyse- und Reflexionskompetenz); kennen den fachdidaktischen Forschungsstand zum Umgang mit fiktionalen und nicht-fiktionalen multimodalen Texten im Unterricht; kennen zentrale Unterrichtsmethoden und Prinzipien der Unterrichtsorganisation im Umgang mit fremdsprachlichen Texten; sind in der Lage, curriculare Konzepte zu beurteilen und auf ihre Praxisrelevanz zu überprüfen; kennen exemplarische Unterrichtsmaterialien (Lehrwerke, Audioquellen, Internetportale).</p>				
<b>Inhalte:</b>				
<p><b>I.</b> Menschliche Grundpositionen für den Erwerb und das Lernen von (Fremd-)Sprachen; Geschichte des Fremdsprachenunterrichts; (schul)sprachenpolitische Grundpositionen und -konzepte; zentrale Bezugsdisziplinen der Englischdidaktik; individuelle Zwei- und Mehrsprachigkeit; curriculare Konzepte und Entwicklungsprinzipien; (input- vs. outputorientierte) Standardentwicklung; Grundlagen der Qualitätssicherung und -entwicklung; Forschungsmethoden zur Analyse des Fremdsprachenunterrichts; Altersfaktor; interkulturelles Lernen/interkulturelle Kommunikation; Didaktik/Methodik der Mehrsprachigkeit; Lehr- und Lernmaterialien; curriculare Modelle des (Fremd-)Sprachenlernens; Content and Language Integrated Learning (CLIL); bilinguales Lehren und Lernen; selbstgesteuertes (Fremd-)Sprachenlernen/Tandemlernen, Fremdsprachenfrühbeginn und Übergänge des Sprachlernens zwischen Schulformen; Korrekturverhaltensformen.</p> <p><b>II.</b></p>				

Grundlagen der Leseforschung; kognitive und kulturelle Aspekte fremdsprachlichen Lesens; Textsorten und ihr Potential für Methoden des Lesens und Schreibens; Transformation von Inhalten und Methoden der Literatur- und Kulturwissenschaften in didaktische Konzepte für die Sekundarstufe I und II; Theorien und Methoden der fremdsprachlichen Literaturdidaktik; Lehrwerkforschung und Analyse multimedialer Texte; Kanondiskussion; Lesesozialisation; adressatenspezifische Voraussetzungen und Zielsetzungen für die Vermittlung von Literatur im Unterricht der Sek. I und II, insbes. Theorien und Methoden der fremdsprachlichen Literaturvermittlung unter Einbeziehung des interkulturellen Kontextes; Ausbildung und Überprüfung von Lektürepraktiken und -strategien; curriculare Aspekte des Einsatzes von (nicht-)fiktionalen und multimodalen Texten im fremdsprachlichen Unterricht.

**Besondere Lehrformen:** Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; E-Learning-Elemente

**Prüfungen:** Die Modulprüfung in schriftlicher Form (Klausur; 120 Minuten) überprüft alle in den Teilveranstaltungen des Moduls erworbenen Kompetenzen. Die erfolgreiche Teilnahme an den zwei Veranstaltungen des Moduls ist Voraussetzung für die Teilnahme an der Modulprüfung.

**Voraussetzungen für die Vergabe von Kreditpunkten:** Erfolgreiche Erbringung der von den VeranstaltungsleiterInnen definierten obligatorischen Studienleistungen (wie z.B. kurze schriftliche Assignments, Präsentationen, Tests); erfolgreiche Modulprüfung.

**Stellenwert der Note für die Fachnote:** Die Modulnote geht zu 25% in die Fachnote für das Fach Englisch ein.

**Modulbeauftragter:** Prof. Dr. Markus Ritter

## 050 810

### Grundlagen der Sprachdidaktik, 4 CP

Gruppe A: 2 st. mi 12-14

GB 6/131

Ritter

Gruppe B: 2 st. fr 8.30-10

GABF 04/614

Kaul

Gruppe C: 2 st. do 10-12

GABF 04/253

Flaake

The main aim of this compulsory introductory course will be to give you a first good insight into some central theoretical and practical aspects of foreign language learning and teaching. We will be analysing your present beliefs about successful language teaching and learning, and possibly call some of them into question. To achieve these aims we will follow a reflective model of training which involves reading about and discussing some of the central developments in teaching English as a foreign language and considering new and alternative ways of organising and stimulating classroom interaction.

Assessment/requirements: active participation in the sessions is expected and you are required to complete assignments punctually and to the required standard. A final written test at the end of our class will also be part of the requirements.

**050 811**

Grundlagen der Textdidaktik, 4 CP

Gruppe A: 2 st. do 12-14

GB 6/131

Ritter

Gruppe B: 2 st. mo 12-14

GABF 04/253

Kaul

Gruppe C: 2 st. fr 12-14

GB 6/137

Flaake

This course addresses central questions of using literary texts in the language classroom, such as why literature might be beneficial in the learning process, what texts are suitable for different learner levels, or how we can go about dealing with literature in an inspiring and motivating way. Focussing in particular on narrative texts, both theoretical issues (e.g. intercultural readings) as well as more practical matters (e.g. lesson planning) will be explored.

Assessment/requirements: active participation, weekly assignments, final written test.

## Modul Fremdsprachendidaktik II: Praxis und Vertiefung

<b>Modulkürzel:</b> FD II	<b>Workload:</b> 9 CP (270 h)	<b>Studienphase:</b> 3.-4. Semester	<b>Turnus:</b> semesterweise	<b>Dauer:</b> 2 Semester
<b>Lehrveranstaltungen (Modulteile):</b>		<b>Kontaktzeit:</b>	<b>Selbststudium:</b>	<b>Gruppengröße:</b>
I. Begleitseminar zum Praxissemester		30 h	210 h	10-15
II. Vertiefungsseminar		30 h		20-30
<b>Lernergebnisse:</b>				
<p><b>I.</b></p> <p>Die Studierenden reflektieren ihre Berufseignung aus fachspezifischer Perspektive und entwickeln ein eigenes professionelles Selbstkonzept; kennen die Kernlehrpläne und ausgewählte Unterrichtsmaterialien (Lehrwerke und Begleitmedien sowie verlagsunabhängige Materialien); können Lehrpläne exemplarisch in die Planung einer Unterrichtsreihe umsetzen; können kriteriengeleitet ihren eigenen und fremden Unterricht beobachten, analysieren, beurteilen und Maßnahmen zur Unterrichtsentwicklung formulieren; kennen grundlegende Prinzipien von Unterrichtsorganisation und -planung, insbesondere unter der Maßgabe der individuellen Förderung von Schülerinnen und Schülern; kennen Verfahren pädagogischer Diagnostik und Leistungsbeurteilung; planen, entwickeln und verschriftlichen ein fachdidaktisches Studien- bzw. Unterrichtsprojekt.</p> <p><b>II.</b></p> <p>Die Studierenden konsolidieren und vertiefen ihre im Modul I (Fremdsprachendidaktische Grundlagen) und der Phase des Praxissemesters gewonnenen Erkenntnisse exemplarisch; erwerben fundiertes und strukturiertes Spezialwissen in einem thematisch eingegrenzten Bereich der Fremdsprachen- oder Textdidaktik, insbesondere vor dem Hintergrund der Theorie-Praxis-Verschränkung; reflektieren theoriegeleitet ihre Erfahrungen aus dem Praxissemester.</p>				
<b>Inhalte:</b>				
<p><b>I.</b></p> <p>Individuelle Begleitung des in der Schule durchzuführenden Unterrichts- bzw. Studienprojekts; theoriegeleitete Entwicklung von Beobachtungsperspektiven für die Analyse der Unterrichtswirklichkeit; Umsetzung von Beobachtungsergebnissen aus der fremdsprachenunterrichtlichen Schulpraxis in Fragen an fremdsprachendidaktische Theorien; Grundlagen der Unterrichtsplanung und -phasierung; Richtlinien und Kernlernpläne; fachdidaktisch relevante Forschungsmethoden (Action Research, Unterrichtsbeobachtung, Datenerhebung und -auswertung).</p> <p><b>II.</b></p> <p>Das Vertiefungsseminar ist einem spezifischen Thema der Fremdsprachendidaktik gewidmet (z.B. Mehrsprachigkeit, Unterrichtsmedien, Diagnostik etc.) und zeichnet sich gegenüber den anderen fachdidaktischen Lehrveranstaltungen durch seine thematische Konzentration aus.</p>				

Es ermöglicht den Studierenden, individuell besondere Expertise in einem Wahlpflichtbereich zu erwerben, ggf. in Hinblick auf eine Masterarbeit.
<b>Besondere Lehrformen:</b> Forschungsorientierte Projektarbeit; Gruppenarbeit; E-Learning-Elemente
<b>Prüfungen:</b> Die Modulprüfung in schriftlicher Form (Hausarbeit, ca. 15 Seiten) ist gekoppelt an das Begleitseminar zum Praxissemester und umfasst die didaktische Ausarbeitung des im Rahmen des Praxissemesters zu entwickelnden fachdidaktischen Studienprojekts im Fach Englisch. Anhand der schriftlichen Hausarbeit werden die in beiden Teilveranstaltungen erworbenen Kompetenzen überprüft.
<b>Voraussetzungen für die Vergabe von Kreditpunkten:</b> Erfolgreiche Erbringung der von den VeranstaltungsleiterInnen definierten obligatorischen Studienleistungen; Bestehen der Modulprüfung
<b>Stellenwert der Note für die Fachnote:</b> Die Modulnote geht zu 25% in die Fachnote für das Fach Englisch ein.
<b>Modulbeauftragter:</b> Prof. Dr. Markus Ritter

## Begleitseminare

### 050 814

Begleitseminar zum Praxissemester, 4 CP

Gruppe A: 2 st. fr 10-12	GB 6/131	Ritter
Gruppe B: 2 st. fr 10-12	GABF 04/413	Kaul
Gruppe C: 2 st. fr 10-12	GB 6/137	Flaake

Das Begleitseminar zum Praxissemester ist eine Pflichtveranstaltung für die Studierenden, die nach LABG 2009 ihr Praxissemester absolvieren. In diesem Seminar werden die erworbenen Kompetenzen aus den zwei Einführungsveranstaltungen im Fach Englisch vertieft und konkreter auf das erlebte Praxisfeld in der Schule bezogen. Darüber hinaus geht es um die Vor- und Nachbereitung der von Ihnen geplanten Unterrichtsvorhaben und die Begleitung Ihres fachdidaktischen Studienprojekts. Die Veranstaltung wird durch E-Learning-Komponenten flankiert.

Assessment/requirements: research paper.

## Vertiefungsseminare

### 050 820

English Language Teaching and Bilingual Education, 5 CP

2 st. do 14-16

GB 6/137

Flaake

Ever since the 'multilingual turn' and the increased focus on language awareness and sensitivity, modern foreign language teaching has embraced – or at least recognised – the plurilingual conditions of the 21st century. There are various teaching formats that explicitly aim to develop genuine bi- or multilingual communicative competences.

That's what this course is about: we will reflect on the theoretical and conceptual foundations of bilingual education and take a closer look at its German version at secondary level 'Bilingualer Sachfachunterricht', also known as Content and Language Integrated Learning (CLIL); the basic idea of CLIL is to teach non-language subjects, e.g. politics, history, or biology, through or with the help of a foreign language. In the course of the semester, various practical implementations of CLIL will be explored and students should develop and test their own teaching materials and/or teaching units – ideally for their respective subjects.

Students who wish to take this course should not only study language teaching but also a non-language subject.

Assessment/requirements: active participation, developing teaching materials, in-class presentation/micro-teaching.

### 050 821

Innovation in Foreign Language Education: A Blended Intensive Programme

(@University León, Spain), 5 CP

2 st. mo 16-17.30

GB 6/137

Flaake

This course is offered as an ERASMUS+Blended Intensive Programme. This means that it will combine 1) online lectures by invited guest speakers, 2) international online collaboration in working groups between pre-service teachers from different European countries, and 3) one week at the University of León, Spain (10-14 December 2024) where working groups will finish, present and discuss their projects and participate in various social and (inter)cultural events.

Course aims:

- To provide participants with an introduction to various new developments in foreign language teaching.

- To provide participants with opportunities to (critically) reflect on teaching traditions in their respective countries, and to exchange ideas and experiences with participants from other countries.

Course objectives:

- Participants will learn about key issues related to innovation in foreign language education through online lectures and discussion of materials.
- Participants will engage in task-based discussions with student teachers from various European countries around the theme of innovation in foreign language education across Europe.
- Participants will develop their own projects and learning materials based on the themes of the course.

Dates:

- Online period: 18 November 2024 – January 2025. During this online period, students are expected to participate actively in synchronous videoconferencing (Mondays 16-17:30), in asynchronous activities (2-3 hours of student work per week), and in self-organised group work.
- Physical mobility period: 10-14 December 2024 (5 days + travel).

Funding for physical mobility should be requested from RUB International Office as part of Erasmus+ funding – more information will be provided after registration.

Course registration via: [sebastian.flaake@rub.de](mailto:sebastian.flaake@rub.de).

Assessment/requirements: active participation in sessions on campus and via Zoom (Mondays 16.00-17.30 CET), online collaborative group work (via Zoom) and the on-campus collaborative work (in León). Other course requirements will be discussed in the first session.

**050 822**

n.n., 5 CP

Zum Zeitpunkt der Erstellung des Vorlesungsverzeichnisses ist noch unklar, ob im WiSe 24/25 ggf. ein drittes Vertiefungsseminar als Blockseminar angeboten wird. Dies würde rechtzeitig durch die Lehrenden der Fremdsprachendidaktik sowie auf der Homepage des Englischen Seminars bekannt gegeben ([www.es.rub.de](http://www.es.rub.de)).