

ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes
Vorlesungsverzeichnis & Modulhandbuch

M.Ed.-Studiengang
im Fach Englisch

Sommersemester 2018

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Bitte beachten Sie:

Die auf den folgenden Seiten gegebenen Erläuterungen zu Studienbedingungen und -regeln beziehen sich auf das M.Ed.-Studium ab PO 2013 (bzw. LABG 2009). Hinweise zu Anforderungen, Modulzuschnitt, Kreditpunktverteilung bei einem Studium gemäß PO 2005 finden sich in den *Informationen zum Studiengang Master of Education: Englisch* (Stand März 2009; erhältlich im Geschäftszimmer oder durch Download auf der Homepage des Englischen Seminars). Im hinteren Teil des vorliegenden Verzeichnisses finden Sie außerdem eine Abbildung des aktuellen Kursangebots in der Systematik der alten Studienordnung.

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 ist örtlich zulassungsbeschränkt (NC). M.Ed.-Veranstaltungen dürfen erst nach offizieller Zulassung durch die Zulassungsstelle der RUB besucht werden. Das obligatorische Beratungsgespräch erfolgt im Fach Englisch durch die Studienfachberaterin (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. Innerhalb des Moduls Fremdsprachendidaktik II muss das Vertiefungsseminar nach dem Begleitseminar belegt werden.

Im fachwissenschaftlichen Modul können neben speziell als Übungen konzipierten Lehrveranstaltungen auch sämtliche M.Ed.-Seminare als Übungen belegt werden. Der Besuch erfolgt in diesem Falle nach Rücksprache mit den Lehrenden mit der geringeren Kreditpunktzahl von 3 CP bei entsprechend verminderten Leistungsanforderungen.

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

Alle Lehrveranstaltungen des Englischen Seminars beginnen in der 2. Semesterwoche, d.h. in der Woche ab dem 16. April 2018. 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 12. März 2018, 10.00 Uhr, bis 04. April 2018, 18.00 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

Die Studienfachberaterin PD Dr. Monika Müller bietet an zwei Tagen in der Woche Sprechstunden an, in denen offene Fragen geklärt, Informationen eingeholt oder Probleme besprochen werden können. Die Studienfachberaterin bietet auch, wie oben erwähnt, das zur Einschreibung in den M.Ed. notwendige Beratungsgespräch an (in der Regel als Gruppenberatung, bitte auf Aushänge achten).

Sprechzeiten der Studienfachberaterin PD Dr. Monika Müller im Sommersemester 2018:

montags	9.00-11.30 Uhr	GB 5/141
mittwochs	9.30-12.30 Uhr	GB 5/141

und nach Vereinbarung.

E-Mail: fachberatungenglisch@rub.de

Servicezimmer

Auch das Servicezimmer hat an mindestens zwei Tagen der Woche geöffnet und 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.

Öffnungszeiten des Servicezimmers im Sommersemester 2018:

An mindestens zwei Tagen in der Woche. Die genauen Sprechzeiten an der Dienstzimmertür GB 6/57 bekannt gegeben.

E-Mail: 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.

Öffnungszeiten der Auslandsberatung im Sommersemester 2018:

An mindestens zwei Tagen in der Woche. Die genauen Sprechzeiten werden an der Dienstzimmertür GB 6/57 bekannt gegeben.

Berater: Simon Klasen

E-Mail: es-auslandsaufenthalt@rub.de

M.Ed.-Prüfungsberechtigte im Sommersemester 2018

Dr. habil. Sebastian Berg	Prof. Dr. Kornelia Freitag	Prof. Dr. Luuk Houwen
PD Dr. Uwe Klawitter	Prof. Dr. Christiane Meierkord	PD Dr. Monika Müller
Prof. Dr. Burkhard Niederhoff	Prof. Dr. Anette Pankratz	PD Dr. Martina Pfeiler
Prof. Dr. Markus Ritter	Jun.-Prof. Dr. Heike Steinhoff (Elternzeit)	Jun.-Prof. Dr. Cornelia Wächter
Prof. Dr. Roland Weidle		

Sprechstunden im Sommersemester 2018

Name	Tag	Uhrzeit	Raum
Bachem	mo	12.00 – 13.00	GB 6/156
Berg	di	11.00 – 12.00	GB 5/139
Böhm	di	15.00 – 16.00	GB 5/135
Dow	mi	14.00 – 15.00	GB 6/155
Freitag	Bitte melden Sie sich bei hildegard.sicking@rub.de an.		GB 5/133
Hermann	mi	14.00 – 15.00	GB 6/154
Houwen	mi Bitte melden Sie sich bei svenja.baecker@rub.de an.	11.00 – 12.00	FNO 02/85
Juskan	mi	12.00 - 14.00	GB 6/155
Kindinger	mo	10.00 – 11.00	GB 5/134
Klawitter	mo (bitte in die Liste an der Bürotür eintragen)	16.00 – 17.00	GB 5/136
Lienen	mi	14.00 – 15.00	GB 2/54
Linne	do	09.00 – 10.00	GB 5/29
Meierkord	Forschungsfreisemester Bitte melden Sie sich bei martina.dornieden@rub.de an.		GB 6/159
Minow	di	14.00 – 15.00	GB 5/136
Mraz	do Bitte melden Sie sich bei katharina.mraz@rub.de an.	12.00 – 14.00	GB 6/153
Müller, M.	mo mi	09.30 – 12.00 09.30 – 12.30	GB 5/141
Müller, T.	di & do	16.00 – 17.00	GB 5/135
Niederhoff	Bitte melden Sie sich bei hildegard.sicking@rub.de an.		GB 5/131
Ottlinger	di	10.00 – 11.00	GB 5/137
Pankratz	mi Bitte melden Sie sich bei ute.pipke@rub.de an.	11.00 – 13.00	GB 5/34
Pfeiler	mi	12.00 – 13.30	GB 5/134
Ritter	mi Bitte melden Sie sich bei ute.pipke@rub.de an.	11.00 – 13.00	GB 5/32
Schreyer	mo	11.00 – 12.00	GB 5/29
Smith	di	14.00 – 15.00	GB 6/156
Steinhoff	Elternzeit		GB 6/161
Thiele	Bitte melden Sie sich unter http://doodle.com/poll/8z3s439fvxwbvtxh an.		GB 6/154
Thomson	mo	12.00 – 14.00	FNO 02/79
Viol	mi	11.00 – 13.00	GB 6/58
Wächter	do	13.00 – 14.00	GB 5/140
Weidle	mi Bitte melden Sie sich bei annette.pieper@rub.de oder telefonisch unter 0234-3228943 an.	10.00 – 12.00	N-Süd, Büro 03
Wilson	di	9.00 – 10.00	GB 6/157

Lehrveranstaltungen

Fachwissenschaftliches Modul

Modulkürzel: FW	Workload: 10 CP (300 h)	Studienphase: flexibel, empfohlen Studienbeginn	Turnus: semesterweise	Dauer: 1-2 Semester
Lehrveranstaltungen (Modulteile):		Kontaktzeit:	Selbststudium:	Gruppengröße:
I. Vorlesung		30 h	210 h	50-150
II. Übung		30 h		20-40
III. Übung		30 h		20-40
Lernergebnisse: 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).				
Inhalte: 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 <i>oder</i> Linguistik vermitteln. Das Modul besteht in der Regel aus Lehrveranstaltungen zu einem der beiden Bereiche. Studierende können aber eine der Veranstaltungen durch ein Angebot aus dem anderen Bereich ersetzen, wenn ihnen dies im Hinblick auf ihre spätere Unterrichtspraxis sinnvoll erscheint (z.B. Der Englische Roman in Indien und Indian English). 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.				

Besondere Lehrformen: Neben Vorlesung und Lehrvortrag, Gruppenarbeit, Gruppen- und Plenumsdiskussion und (kreative) Projektarbeiten; zusätzlich E-Learning-Elemente
Prüfungen: 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

050 624

Restoration Culture and Comedy, 3 CP

2 st. do 8.30–10

HGA 30

Niederhoff

This lecture will provide an introduction to one of the most brilliant episodes in the history of English comedy: the four or five decades after the Restoration of the monarchy (and the theatre) in 1660. As the lecture is cross-listed in cultural studies, there will be some emphasis on how closely the plays are entangled with the values, customs, institutions and politics of the period – Charles II, the recently restored king, for instance, was a fan of comedy and a frequent member of the audience. The following topics will be discussed: the genre of comedy and how it developed after 1660; the conflict between 'Whigs' and 'Tories' and how it was represented on the stage; the theatre as an institution, including actors, audiences, ticket prices etc.; gender roles and the double standard in sexual morality; the softening of attitudes and the turn towards sentimental comedy around 1700; and the subsequent vilification of Restoration comedy as immoral and obscene, which has had a profound impact on the criticism of the plays and their stage history. Students will have to read William Wycherley's *The Country Wife* and William Congreve's *Love for Love*, both of which will be discussed in some detail, as well as excerpts from other plays and texts.

Recommended edition: *Three Restoration Comedies*, ed. Gamini Salgado (Penguin Classics), which contains the two required comedies plus George Etherege's *The Man of Mode*, another highly interesting play.

Assessment requirements: written exam.

050 625

Shakespeare's Tragedies, 3 CP

2 st. fr 12-14

HGB 30

Weidle

The lecture will give a short overview of Shakespeare's tragedies: the early plays *Titus Andronicus* and *Romeo and Juliet*, the 'Roman' plays *Julius Caesar*, *Antony and Cleopatra* and *Coriolanus*, and the so-called 'great four' *Hamlet*, *Othello*, *King Lear* and *Macbeth*, plus the "afterthought" (Coleridge) *Timon of Athens*. Questions of genre, ideology, cosmologies, dramaturgy and staging will be addressed as well as the main themes and issues that are treated in the plays. Although the plot of each play will be briefly summarized at the beginning of each lecture general knowledge of the plays is expected.

The Powerpoint Presentations will be made available on Moodle. There is no need to purchase a course book. Nevertheless, for those who are interested in preparing for the course I recommend the following titles:

Dickson, Andrew. *The Rough Guide to Shakespeare*. Rough Guides, 2009. [very general (but good) introduction to Shakespeare's work, with only few pages on each play, but also with more general sections on Shakespeare's life, theatre and language. Useful for a *very first* approach to Sh.]

Garber, Marjorie. *Shakespeare After All*. Anchor Books, 2005. [20- to 30-page introductory chapters on each play. Informed summaries and introductions of the plays, taking into account the main critical developments of the 20th century. Probably not suitable as a very first approach.]

McEachern, Claire, editor. *Shakespearean Tragedy*. 2nd ed., Cambridge UP, 2013. [collection of essays on different aspects of Shakespearean tragedy, such as, for example, language, genre, literary context and subgenres.]

Schabert, Ina, editor. *Shakespeare-Handbuch. Die Zeit – Der Mensch – Das Werk – Die Nachwelt*. Kröner, 2010. [very useful reference work on Shakespeare's time, life and work. Can be used as both reference work and introduction.]

Weidle, Roland. *Englische Literatur der Frühen Neuzeit. Eine Einführung*. Erich Schmidt, 2013. [introduction to historical, cultural, and literary context of the early modern with three sections on English poetry, drama and prose. Can also be used as reference work, includes index.]

For the plays I recommend the Norton-Shakespeare, ed. by Stephen J. Greenblatt et al.

Assessment/requirements: successful completion of extended test in final session.

050 646

US Ethnic Literatures, 3 CP

2 st. mo 14-16

HGB 10

Pfeiler

In the United States, the rise of ethnic literature on the literary market is inextricably intertwined with major shifts toward cultural pluralism. Not only the Civil Rights Movement in the 1960s paved the way for a broader political acceptance of ethnic voices, but the literary scene, too, began slowly but steadily to participate in processes of cultural diversification. Big publishing houses began to print texts by Native American, African American, Mexican American, and Asian American authors. Their contributions were reviewed on the pages of the *New York Times Book Review*, and they were added to the reading list of schools and colleges, eventually revising the traditional canon, and, thus its predominance dominance of white male authors. While this attention often tends to focus only on the ethnic difference, the lecture will introduce ethnic texts as interventions in and interactions with the traditional canon of US literature. It will also include more recent developments with regard to ethnic voices in the United States since 9/11.

Texts will be provided via Moodle.

Assessment/requirements: weekly reading assignments, two written tests.

050 657

Quantum of Theory: Popular Culture Studies and James Bond, 3 CP

2 st. mi 14-16

reg. HZO 40, am 25.04. HZO 20

Viol

Theory is often found to be daunting, far-fetched, superfluous. It certainly confuses, but does it help? This series of lectures is predicated on the idea that, far from being additional, theory is in fact intrinsic to any cultural practice such as reading a film, as we all will bring a particular set of interests, expectations, and standards of evaluation to our consumption of a cultural product – even if the norms and patterns (or ‘theories’) that inform our approaches for the most time remain largely unconscious. Addressing the theoretical implications of our everyday reading/signifying practices, bringing them into consciousness, and confronting them with some existing (and conflicting) cultural theories may thus help us reflect on our own assumptions of what we think popular texts mean and do to us and what we can use them for. (But then, the above is just a longer way of saying that cultural studies is a deeply theoretical discipline.)

The lecture course will introduce students to some of the most common and popular theoretical approaches to popular culture that have been used and developed within cultural studies in the past decades. It will do so by enlisting the services of the most famous and effective secret agent the world has ever known: different Marxist, psychoanalytic, queer, postcolonial, posthumanist cultural theories will be discussed through the example of

James Bond films and their production and reception contexts. In the first part of each session, the lecturer will attempt to outline the main ideas of a particular thinker or school of thought in as detailed a way as time allows; in the second, an attempt will be made to offer a close and systematic sample reading of a Bond (con)text from the theoretical angle introduced before; each lecture will conclude with a short (interactive) discussion of the possibilities and limitations of the theory chosen and application carried out in that session. Towards the end of the course, hopefully, theory will appear much more accessible and useful than before, Bond films will appear much more complex and relevant than previously thought, and our everyday production and consumption of popular culture will become a matter of reflection and potential agency.

Students will have to be familiar with the following Bond films:

Doctor No, Diamonds Are Forever, Live and Let Die, A View to a Kill, GoldenEye and Spectre

Useful reading:

John Storey (2009), *Cultural Theory and Popular Culture. An Introduction*. Harlow et al.: Longman.

Terry Eagleton (2004), *After Theory*. London: Penguin.

Assessment/requirements: end-of-term test and three-page sample reading.

Übungen

050 613

Historical Linguistics, 3 CP

2 st. di 14-16

FNO 02/73

Houwen

Historical linguistics is the study of how and why languages change. This course will examine both the methods of investigating language change and the theories that explain it. Some of the topics that will be discussed are: Sound Change, Borrowing, Analogical Change, the Comparative Method, Linguistic Classification, Models of Linguistic Change, Semantic & Lexical Change, Syntactic Change, and Areal Linguistics. What makes this course different from most other historical linguistics courses is that the book uses examples from many languages that students (and teachers) are not familiar with, one positive side-effect of which is that it teaches linguistic reasoning.

This course is heavily geared not so much towards *talking* about historical linguistics, but towards *doing* it. Consequently, you are expected to participate actively by preparing the exercises which will be discussed in class.

Prerequisites: a good knowledge of basic linguistic terminology.

Set text: Campbell, L. *Historical Linguistics: An Introduction*. 3rd ed. Cambridge: MIT Press, 2013. [the book is a prerequisite for the course! Order it via Schaten, Amazon.com (UK & US) or other academic bookstores].

Assessment/requirements: the course will be rounded off with a written exam.

050 628

A Woman in a Man's World: Gender and the Battle of the Sexes in Medieval English Language and Literature, 3 CP

2 st. mo 16-18

FNO 02/073

Thomson

This team-taught course will conduct an in-depth exploration of doing gender in late medieval England and its portrayal in literary and non-literary texts. To this end, the text, language, and cultural context of the *Wife of Bath's Prologue and Tale*, one of the most famous parts of Geoffrey Chaucer's *Canterbury Tales*, will play a cardinal role. Other texts will feature where relevant. From a linguistic perspective, we will use the text as a lens to consider the development of late medieval English language, including linguistic means of doing and portraying gender. And we will also discuss it as a literary work, analysing Chaucer's presentation of the interplay between a character, her language, and the story she seeks to tell. This material invites engagement with issues of gender and sex in the period, both in the historical context as well as in comparison with how these issues are dealt with today. The Wife of Bath is cast as a sexually confident, empowered woman, in quite stark contrast to the (gender) role(s) canonically ascribed to women and womanhood in the period. For instance, she has her own firm view of gendered relationships as inherently based on power and conflict. This will lead us into reflection on the longevity of the tradition represented by the Wife, with similar figures very much alive and kicking two hundred years later in Shakespeare's work.

Half of the sessions for the course will take place at TU Dortmund, with the others at RUB. All sessions will be team-taught, with Dr. Florian Dolberg leading analysis of the linguistic aspects of the text and Dr. Simon Thomson focusing on its literary interest. Students will be required to actively participate in all seminars.

Required text: you will need your own copy of *The Wife of Bath's Prologue and Tale* in the original Middle English. Many are available, some with translation and commentary. I recommend: Geoffrey Chaucer, *The Wife of Bath's Prologue and Tale*, edited with glossary, introduction, and commentary by James Winney (Cambridge University Press, 2016), ISBN 978-1316615607.

Assessment/requirements: active participation in classes throughout the semester, engaging with and commenting on different aspects of the text, and final essay.

050 706

Acquiring Pragmatics, 3 CP

2 st. do 10-12

GABF 04/252

Minow

This course will focus on introducing key issues in pragmatics. At the same time, we will look at how pragmatic competence is acquired in a first as well as a second language and the factors that have an impact on this acquisition process. We will also focus to some extent on the acquisition of pragmatic competence in people on the autism spectrum.

If you choose to attend a session, I expect you to have prepared the background reading and to participate in the discussions in class.

Assessment/requirements: written assignments.

050 707

Language, Ethnicity and Gender, 3 CP

2 st. mo 10-12

GB 03/49

Wilson

Are boys and girls socialised to use language differently?

How do LGBTQI individuals express their identity through the language use?

Is Hank Azaria's voicing of Apu in *The Simpsons* racist?

Can you tell what ethnicity a person is simply by hearing them speak?

How people use language reveals a great deal about their identity. In this course, we will look at language use as it relates to two salient aspects of personhood: gender and ethnicity. We will discuss a number of theoretical issues surrounding the construction of these facets of identity using language, and explore a range of empirical studies on both these issues from the 1960s to the present day, enabling us to examine how our construction and understanding of identity with regard to gender and ethnicity has changed over the past decades.

Assessment/requirements: completion of three in-course quizzes (30 mins each).

050 712

Othello, 3 CP

2 st. mi 12-14

GABF 04/257

Weidle

This class will be the next of a series of courses designed to prepare the conferences of the German Shakespeare Society (Deutsche Shakespeare-Gesellschaft) held in Bochum. After the preparatory courses for the conferences „The Playwright and the City“ (April 2010), „Glaube und Zweifel“ (April 2012), „War and Commemoration“ (November 2014), and

„Shakespeare's Green Worlds“ (April 2016), this course aims to prepare students for the upcoming conference on the play *Othello* on 23 and 24 November 2018 taking place on campus and in the Kunstmuseum Bochum.

We will approach the play from various angles and explore themes and issues such as gender, ethnicity, jealousy, love, sex, misogyny, xenophobia, to name but a few. In addition, we will also deal with the play's literary and cultural sources, its reception and stage history, as well as its language. Not only will we take into account a wide range of early modern contexts but we will also discuss the relevance of the play for contemporary society.

Apart from providing students with a better understanding of the play and its key concerns, one of the main aims of the course is to combine Shakespeare research with Shakespeare studies. We will therefore think about ways of integrating our work and findings into the actual conference by creating posters, portfolios, presentations, slide shows, games etc. Conversely, the secondary texts we will study in the course will either be taken from publications by the invited speakers or will be related to their presentations.

I strongly suggest that everyone uses the latest edition of the play in either the Arden, Cambridge or Oxford series. Please do *not* use school, modernized, cut or unannotated editions!

Assessment/requirements: every student needs to take part actively, prepare the primary and secondary texts thoroughly and be part of an expert group. Students who take this class as an *Übung* need to write a short term paper (ca. 8 pages), those who take the class as a *Seminar*, a long term paper (ca. 15 pages). Term papers to be handed in by 1 September 2018.

050 713

The "Troublesome Effects" of Empathy in 18th-Century and Contemporary Literature, 3 CP
 2 st. do 10-12 GBCF 04/514 Niederhoff/Weidle

This seminar, co-taught by R. Weidle and B. Niederhoff, will be about the concept of sympathy or empathy, the ability to enter into the minds of others and to share their emotions. This concept became highly influential in the 18th century. Philosophers believed that the ability of humans to experience a "fellow-feeling with any passion whatever" (Adam Smith) is crucial to the functioning of society. In the 19th century, the novelist George Eliot suggested that literature improves our moral nature through "the extension of our sympathies". In a similar fashion, Ian McEwan argued after the 9/11 attacks in New York that empathy is at the heart of morality – the terrorists, he thinks, would not have been able to carry out the attacks if they had entered the minds of their fellow passengers.

However, both in 18th century and now, the merits of empathy have also been questioned. Critics have claimed that its supposed altruism is only egotism in disguise, and that it is a misleading guide in the realm of ethics. In this seminar we will analyse and continue the debate about empathy. We will look at some statements by philosophers and scientists, but our primary focus will be on the following literary texts: George Lillo, *The London Merchant* (play, 1731); excerpts from Laurence Sterne, *A Sentimental Journey* (novel, 1768), and Ian McEwan, *The Comfort of Strangers* (short novel, 1981). Another contemporary text will also be included; we are still sifting various options.

Required texts: Ian Mac Ewan, *The Comfort of Strangers*, Vintage, 2000 (ISBN 978-0099754916); other texts will be provided by way of Moodle and/or a reader.

Assessment/requirements: active participation, thorough preparation of primary and secondary materials, short paper (ca. 2,000 words) for *Übung*; active participation, thorough preparation of primary and secondary material, term paper (ca. 5,000 words) for *Seminar*.

050 629

Post-Medieval Arthurian Literature, 3 CP

2 st. di 12-14

FNO 02/73

Houwen

Arthurian literature proper began with Chrétien de Troyes and quickly spread around medieval Europe. In Britain it inspired such masterpieces as the alliterative and stanzaic *Morte Arthur*, *Sir Gawain and the Green Knight* and of course Sir Thomas Malory's *Morte Darthur*. However, Arthur, his knights and their ladies have continued to inspire subsequent authors to this day. One only has to think of T.H. White, *The Once and Future King* (1958) or Marion Zimmer Bradley's *Mists of Avalon* (1982). This course will concentrate on Arthurian literature written between the end of the Middle Ages and the late nineteenth century. Among the authors dealt with are Edmund Spenser, Hughes, Dryden, Jonson, Sir Walter Scott, Tennyson, Arnold, Morris, and Swinburne.

The extent to which Arthurian literature is adapted to raise and comment on contemporary issues will be an important leitmotif in this course. Active participation is a prerequisite for this course because a primary aim of this course is to provide a platform to practice academic ways of thinking and argumentation which also involves using language and logic appropriate to the subject at hand. Such forms of academic discourse can only be trained by participating in class discussions, (class) assignments and the like and require regular attendance.

Required reading: a reader will be made available via Moodle.

Assessment requirements: essay [= *Hausarbeit*]: 10-12 pages. All references in footnotes and bibliography should conform to the latest MLA stylesheet.

050 744

Authorship, Text and the Renaissance Stage, 3 CP

2 st do 16-18

GABF 04/413

Wächter

Sessions in the regular time slot (Thursday, 4.00-6.00 pm):

12 April, 19 April, 26 April, 3 May, 10 May, 17 May

Workshop:

21 May-23 May (10.00-16.00) Universität Paderborn

24 May-26 May (10.00-17.00) RUB

Public Staged Readings:

26 May, 18.00 Musisches Zentrum, RUB

27 May, 18.00 Studiobühne Paderborn

This seminar takes its cue from contemporary American author Lauren Gunderson's play *The Book of Will* (2016) to explore questions of (stage) authorship and the politics of publishing in the English Renaissance. Gunderson's play is concerned with the origins of the First Folio of Shakespeare's work, published posthumously in 1623. We will, for instance, talk about collaborative and continual authorship, the gendered nature of authorship in Early Modern England, the protean qualities of Renaissance texts, authors' relation to acting companies, and readers' participation in the construction of texts.

The seminar includes a workshop and subsequent staged reading of Gunderson's play during the reading week (21-27 May 2018). Prof Karen Robinson, of the Department of Theatre and Performance Studies at Kennesaw State University (Atlanta, Georgia), will conduct the workshop. We will cooperate with Dr Jeannette Böttcher and a group of students from Paderborn University. The workshop will therefore include rehearsals and one performance each at both universities.

Requirements: participation in the workshop and subsequent staged readings, plus critical reflection paper. You do not need any stage experience.

Texts: a PDF of the (as of yet unpublished) play and additional reading will be provided on Moodle.

050 722

Portraits of the Artist in the Canadian Novel, 3 CP

2 st. di 14-16

GABF 04/253

Niederhoff

In 1914, James Joyce published *A Portrait of the Artist as a Young Man*. This novel is more than a portrait. It does not merely provide a snapshot of a writer at a particular moment in

his career; it also tells the story of his life, in particular of his development as a literary artist. In this seminar, we will discuss two powerful novels by major Canadian writers that follow Joyce's *Portrait*, tracing the growth of an artist (either writer or painter) from early childhood to a stage of maturity. In our discussion of the novels, we will address the following questions: Which role does art or literature have in these novels? Is it closely related to the life of the artist or is it a separate realm with its own laws? How is the identity of the protagonist of the novel formed? Is it the result, as in the classical *Bildungsroman*, of a cumulative process in which different events and people all contribute to the eventual maturity of the artist? Or is it the result of a retrospective construction, as some recent theories from the field of memory studies suggest?

Required texts: Margaret Laurence, *The Diviners*, Virago, 2008 (ISBN 978-1844085361); Margaret Atwood, *Cat's Eye*, Virago, 2009 (ISBN 978-1853811265).

Assessments/requirements: written assignments for *Übung*; written assignments plus term paper for *Seminar*.

050 723

The Evolution of the New Woman in Nineteenth-Century Fiction, 3 CP

2 st. do 14-16

GB 02/60

Collins

The New Woman, seen by many critics as a social construct of 1890s British fiction, was instrumental in pursuing many of the fundamental rights women gained in the early 20th century. The New Woman was formed from a combination of economic circumstances, educational advancements for women (including physical education, athletics, and sports), divorce legislation, and a change in publishing practices and labor relations. In this class, students will read contemporary articles from newspapers and magazines discussing the "Woman Question" and analyze cartoons from *Punch* magazine to understand the patriarchal culture in which the New Woman was conceived. Students will then read several New Woman short stories as well as two novels – *The Story of a Modern Woman* (1894) by Ella Hepworth Dixon and *Jude the Obscure* (1896) by Thomas Hardy to analyze the ways in which writers advocated for equality of the sexes, sexual education, and professional aspirations for women by challenging the notion that women were fit for only marriage and motherhood.

Assessment/requirements: *Übung*: test, essay or presentation (depending on number of participants); *Seminar*: 12-page term paper (*wissenschaftliche Hausarbeit*)

050 643

Annotating Literature, 3 CP

2 st. mo 10-12

GABF 04/252

Niederhoff

This course, which is subsidised by the RUB initiative *Forschendes Lernen*, is related to a research project that the teacher of the course is currently working on. He is preparing a volume of short stories for *The New Edinburgh Edition of the Works of Robert Louis Stevenson* (Stevenson is the author of such classics as *Treasure Island* and *Dr Jekyll and Mr Hyde*). Preparing the edition involves, amongst other things, writing annotations, i.e. explaining difficult, obscure or otherwise interesting passages. This is a very frequent and important activity (it is regularly used in the teaching of language or literature), but it has not received a lot of critical or theoretical attention. In this course, we will analyse annotations, but we will also research and write them. For this purpose, we will use a selection of texts by Stevenson and one or two other writers, and we will experiment with a new digital programme that allows for non-linear, hypertextual annotation. As a special highlight, the course will include a workshop with two fellow editors from the *The New Edinburgh Edition*.

Assessment/requirements: active participation, writing a series of annotations. Required texts: these will be provided by way of Moodle and/ or a reader.

050 727

Metapoems, 3 CP

2 st. mi 14-16

GABF 04/252

Klawitter

Contemporary poets are often willing to talk about their motives for writing poetry, to discuss aspects of the creative process, to reflect on their understanding of language, to express thematic concerns and poetic principles. An intriguing form of such self-definition and reflection are the so-called 'metapoems', poems about the writing of poetry (also sometimes the dissemination and reception of poetry).

In class we will read metapoems by British poets who came to prominence within the last five decades, namely Charles Tomlinson, Seamus Heaney, Roy Fisher, Roy Fuller, U.A. Fanthorpe, Michael Hamburger, Vernon Scannell, Brian Patten, Edwin Morgan, Anne Stevenson and Carol Ann Duffy. The focus of our discussions will be on how poetic techniques are employed in the poems to express views on poetry. We will also consider the media-specific strength of such poems (compared to interviews, essays and lectures) and try to assess in how far they facilitate the understanding of the poets' work.

A reader will be made available at the beginning of term.

Assessment/requirements: test.

050 732

Sports in American Literature and Culture, 3 CP

2 st. mi 10-12

GABF 04/614

Collins

Sports are ubiquitous in and can virtually define American culture. They are often revered more than religion or education. Because American contemporary society is infused with sports, analyzing the ways in which it is written about in literature and discussed in popular culture offers an essential perspective on what it means to be an American. Students in this course will analyze both American sports literature and the society that literature reflects. American literature offers an exploration of the American psyche where sports are both liberating and progressive while also being conservative and repressive. Students will explore this liberating/repressive dichotomy in terms of gender, economics, race, class, psychology, sexuality, and relevant political and cultural forces. Students in this course will read *In These Girls, Hope is a Muscle* (1996) by Madeline Blais, *Friday Night Lights* (1990) by H.G. Bissinger, and *The Natural* (1952) by Bernard Malamud.

Assessment/requirements: *Übung*: test, essay or presentation (depending on number of participants); *Seminar*: 12-page term paper (*wissenschaftliche Hausarbeit*)

050 733

William Faulkner: The Godfather of Southern Literature and His Cultural Legacy, 3 CP

2 st. do 12-14

GB 02/160

Müller, M.

William Faulkner is considered the most important Southern writer ever, the Godfather of Southern Literature. His most important novels and short stories were written during the heyday of Southern writing in the mid-twentieth century, the period known as "Southern Literary Renaissance." In his works, Faulkner explores the unique Southern experience from its historical beginnings in slavery and the Civil War to the early Civil Rights Movement. His writing is obsessed with the Southern past and with violence in all aspects of life that relate to the trinity of race, class, and gender.

In the course of the seminar, after reading some theoretical texts, we will speculate on why Southern literature and culture have remained relatively stable over the last 80 years, and why they still address updated versions of the social and cultural issues that Faulkner wrote about. Thus we will investigate why the South and its literature "are violent," why race still plays such a big role, and why people who live there seem to have a persistent need to flee their reality by getting high – be it on alcohol, grass, or crystal meth.

Texts: please buy your own copies of William Faulkner's *Absalom, Absalom*, and Ron Rash's *The World Made Bright*. Further reading will include texts by Dorothy Allison, Larry Brown, Harry Crews, Daniel Woodrell and others.

Course materials will be uploaded on Moodle.

Assesment/requirements: active participation, presentation, test(s), paper.

050 734

Narratives of Survival, 3 CP

2 st. mi 14-16

GB 02/160

Pfeiler

Starting out with early representations of “enemies within and without” (Gray), this course focuses on the politics of survival and resistance in cultural and literary narratives from puritanism to postmodernism. We will interrogate the very subject positions that fearfully and forcefully negotiate the liminal space between life and death in American culture. In our weekly readings, we will discuss the literary, social, psychological, geopolitical and cultural dimensions presented in our assigned texts. Thus, we will situate fictional and non-fictional survival narratives within the cultural and political discourse of their time and study them as personal and collective memories of survival. Texts include: Mary Rowlandson’s “Narrative of Captivity and Restauration”, Owen Chase’s “Narrative of the Most Extraordinary and Distressing Shipwreck of the Whale-Ship the Essex”, Charlotte Perkin Gilman’s “The Yellow Wall-Paper”, Zora Neale Hurston’s “Sweat”, Dorothy Allison’s *Two or Three Things I Know for Sure*, Richard Brautigan’s “The Hawkline Monster”, Art Spiegelman’s *Mouse*, Spike Lee’s *When the Levees Broke* and Viet Thanh Nguyen’s “Black-Eyed Women”.

Assessment/requirements: *Übung*: two contributions of your choice (e.g. digital research project in preparation for your term paper, essay, 10-15 min. presentation, reading journal); *Seminar*: the above plus term paper (15 pages; excluding the contents page and bibliography).

050 743

Edgar Wallace, 3 CP

2 st. di 10-12

GABF 04/614

Pankratz

The British author Edgar Wallace (1875-1932) was a journalist and a prolific writer of popular thrillers. So far, so mediocre. After his death, he became a household name in German-speaking countries thanks to a series of 32 movies based on Wallace's texts, produced between 1959 and 1972. The popular label "Edgar Wälläss" stood for thrills, German stars (from the young Klaus Kinski to the mature Elisabeth Flickenschildt) and more than just a whiff of Englishness: butlers, bowler hats, lots of tea and excentric excentrics. Around the turn of the century, German Wallace-dom entered a third, more postmodern phase. Fans discovered the nostalgic and comic potential of the movies and paid homage to it in parodies such as *Der Wixxer* (2004), making fun of Germany in the era of black and white.

The seminar aims at having a closer look at the German Wallace franchise: how did the series adapt Wallace's texts to fit the expectations of a German audience? How do they perform Britishness? And why did they manage to shape the discourses, images and stereotypes about England and Britain in Germany of the 1960s and 1970s? How do the parodies deal with these stereotypes?

Texts: secondary texts will be made available on Moodle. The movies will be made available by the Mediathek. In addition to that students are kindly asked to buy (and read): Edgar Wallace, *The Ringer*; Edgar Wallace, *The Dark Eyes of London* (any edition).

Assessment/requirements: *Übung*: expert group; *Seminar*: expert group and seminar paper (*wissenschaftliche Hausarbeit*).

050 663

Radical Interpretations of Shakespeare in Film, 3 CP

2 st. do 12-14

GABF 04/614

Houwen

Shakespeare's plays have inspired directors all over the world to produce 'readings' that are often radically different from their original. In this course we shall have a look at four such radical reinterpretations of *Romeo and Juliet*; *Macbeth*; *Midsummer Night's Dream*; and *The Tempest*. Of the four interpretations Akira Kurosawa's *Kumonosu jô* or '*Throne of Blood*' (Japan, 1957) is perhaps the most radical, because it does not just reinterpret *Macbeth* in terms of sixteenth-century Japanese samurai culture, but also uses elements derived from the traditional No-theatre to achieve this end. Almost as radical is Peter Greenaway's retelling of the *Tempest* in *Prospero's Books* (1991). Woody Allen's *Midsummer Night's Sex Comedy* (USA, 1982) – a zany rendering of the play with the similar name – has been described as 'Bergman meets Shakespeare meets Kafka'. John Madden's hugely successful, absolutely delightful and extremely witty *Shakespeare in Love* (UK, 1996) rounds off the course.

In order to facilitate comparison, every showing of a 'radical' film will be preceded by a screening of a more traditional version of the play. The following four films have been provisionally chosen for that purpose (but these might still change depending on time, availability and suitability): Philip Casson's *Macbeth* (UK, 1979; with Ian McKellen and Judy Dench); Derek Jarman's *Tempest* (Germany, 1979; with Toyah Willcox); Michael Hoffman's *Midsummer Night's Dream* (UK/Italy, 1999; with Kevin Kline, Michelle Pfeifer, Rupert Everett, Calista Flockhart) and Franco Zeffirelli's *Romeo and Juliet* (UK/Italy, 1968; with Leonard Whiting and Olivia Hussey).

The course will investigate the interaction between literature and film from both a temporal and a cultural perspective. Active participation is a prerequisite for this course because a primary aim of this course is to provide a platform to practice academic ways of thinking and

argumentation which also involves using language and logic appropriate to the subject at hand. Such forms of academic discourse can only be trained by participating in class discussions, (class) assignments and the like and require regular attendance.

Set texts: students are expected to have read the following four plays: *Romeo and Juliet*; *Macbeth*; *Midsummer Night's Dream*; and *The Tempest*. Recommended literature with respect to film and its interpretation are: James Monaco, *How to Read a Film: The World of Movies, Media, and Multimedia: Language, History, Theory*, 3rd edition (Oxford: UP, 2000) and David Bordwell & Kristin Thompson, *Film Art: An Introduction and Film Viewers Guide*, 7th edition (New York: McGraw-Hill, 2003).

Assessment/requirements: an essay which deals with one or more aspects of transferring Shakespeare to the screen. The choice of topic is not necessarily restricted to the films shown as part of this course, but should you decide to go beyond what is offered in this course, please discuss it with me first.

050 749

Social Movements, 3 CP

2 st. fr 10-12

GB 5/37

Berg

This course investigates groups which formulated critiques of, and suggested alternatives to, the social and political realities in Britain. It seems that social movements come and go and that they are more visible (and more widely heard) at some times than at others. The 1960s and 1970s stand out as decades providing particularly fertile ground for the growth of social movements. However, some movements have existed for long periods of time – for example, Britain's peace and anti-nuclear weapons movement. Others have a short lifespan only – such as the students' movement of the early 2010s. We will discuss the approaches used in social movement research, raise the question of whether social movements are beneficial for, or detrimental to, democratic politics, investigate the relationship of social movement and political parties and analyse why some policy fields seem more open to social movement influence than others.

Assessment/requirements: organising and chairing a part of a course session.

Modul Fremdsprachenausbildung

Modulkürzel: FA	Workload: 4 CP (120 h)	Studienphase: flexibel	Turnus: semesterweise	Dauer: 1-2 Semester
Lehrveranstaltungen (Modulteile):		Kontaktzeit:	Selbststudium:	Gruppengröße:
I. Übung: Grammar oder Translation		30 h	120 h	20-30
II. Übung: Communication		30 h		20-30
<p>Lernergebnisse: 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>Inhalte: 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>Besondere Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; E-Learning-Elemente</p>				

Prüfungen: Die Modulprüfungsnote wird nach Wahl der Studierenden in einer der beiden Teilveranstaltungen ermittelt. Eine Festlegung auf die Prüfungsform erfolgt bei Wahl der Modulteilveranstaltungen.
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

050 762

Communication MM, 2 CP

Gruppe A: 2 st. mo 14-16

GABF 04/252

Bachem

The course intends to focus on the communicative competence and strategies required for presenting a topic in a professional environment. Presentational skills will be practised on the basis of individual presentations followed by a group discussion. Each presentation and discussion round is followed by detailed feedback provided by the group. Group work will also form part of this course in order to prepare discussion rounds and a debating situation about current issues in business (e.g. brainstorming and designing a marketing campaign). In order to also highlight the written skills at this communicative level, the group will learn how to produce written information materials (e.g. flyers, handouts) required in a business environment.

Course material will be made available in class.

Assessment/requirements: active participation, preparation of a presentation followed by a discussion with the group chaired by the presenting student, short course assignments.

Gruppe B: 2 st. do 12-14

GABF 04/252

Berg

This course aims at (further) improving your academic communication skills. Starting with reflections on the differences between everyday and academic discourse, we will discuss the characteristics of an academically sound line of argument. Later in the course, you will have the opportunity to practise such argumentation through preparing and trying various forms of (oral) academic communication. You will also present a piece of research in class. The course offers the chance to experiment with strategies that make it easier for you to speak confidently and present a topic coherently and targeted at your audience.

Assessment/requirements: oral presentation.

Gruppe C: 2 st. do 14-16

GBCF 04/257

Thiele

The main aim of this course is to understand and look into the dynamics of communication in EFL classrooms. We will study various communication models and explore ways of increasing student talking time in language lessons. In order to achieve this, we will focus on rhetorical skills as a way of overcoming natural inhibitions to communicating in a foreign language. Another focus will be on cooperative learning systems.

Material will be provided via Moodle and grading will be based on performance in seminar-based assignments.

Gruppe D: 2 st. mi 10-12

GABF 04/613

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.

050 763

Grammar MM, 2 CP

Gruppe A: 2 st. mo 10-12

GABF 04/613

Zucker

Building on the foundations laid in previous Grammar courses (BM, AM) as well as your extracurricular engagement with the English language, the master-level Grammar class will introduce and revise various problem areas of English grammar at an advanced level of complexity and difficulty. In class, we will take a mainly practical approach by way of a great number of exercises, including error detection and correction.

Assessment/requirements: passing a final test at the end of the semester.

Gruppe B: 2 st. di 14-16

GABF 04/252

Müller, T.

Gruppe C: 2 st. mi 12-14

GABF 04/413

Müller, T.

This class will give you the opportunity to revise some problem areas of English grammar. It will also address the difficult issues of prescriptive rule vs. actual usage and of regional variation.

Assessment/requirements: active participation, final test.

050 764Translation MM, 2 CP

Gruppe A: 2 st. mo 14-16

GABF 04/253

Viol

Improvement in translation, as in most things, comes with regular, frequent practice. Written assignments will be set for, and discussed at, every meeting. Time permitting, translation at sight can also be attempted. The texts will mostly be taken from our immediate university environment (i.e. from RUB's welter of public relations outpourings, course and project descriptions etc.), the direction will be from German into English, but other forms of exercise (improving on existing poorer English translations or producing fresh copy for a particular higher education need) are possible. There will be a strong focus on the (inter)cultural dimension of translation, and we will try our hand at some other cross-language interpreting techniques apart from translating.

Assessment/requirements: active participation; five short translation assignments.

Gruppe B: 2 st. di 12-14

GABF 04/614

Dow

Modul Fremdsprachendidaktik I: Grundlagen

Modulkürzel: FD I	Workload: 8 CP (240 h)	Studienphase: Studienbeginn	Turnus: semesterweise	Dauer: 1-2 Semester
Lehrveranstaltungen (Modulteile):		Kontaktzeit:	Selbststudium:	Gruppengröße:
I. Seminar: Grundlagen der Sprachdidaktik		30 h	180 h	20-30
II. Seminar: Grundlagen der Textdidaktik		30 h		20-30
Lernergebnisse:				
<p>I. 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>II. 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>				
Inhalte:				
<p>I. 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>II. 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.</p>
<p>Besondere Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; E-Learning-Elemente</p>
<p>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.</p>
<p>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.</p>
<p>Stellenwert der Note für die Fachnote: Die Modulnote geht zu 25% in die Fachnote für das Fach Englisch ein.</p>
<p>Modulbeauftragter: Prof. Dr. Markus Ritter</p>

050 810

Grundlagen der Sprachdidaktik, 4 CP

Gruppe A: 2 st. di 12-14

GB 02/160

Ritter

Gruppe B: 2 st. mo 16-18

GABF 04/613

Thiele

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. di 14-16

GB 02/160

Ritter

Gruppe B: 2 st. mi 10-12

GB 03/46

Hermann

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

Modulkürzel: FD II	Workload: 9 CP (270 h)	Studienphase: 3.-4. Semester	Turnus: semesterweise	Dauer: 2 Semester
Lehrveranstaltungen (Modulteile):		Kontaktzeit:	Selbststudium:	Gruppengröße:
I. Begleitseminar zum Praxissemester		30 h	210 h	10-15
II. Vertiefungsseminar		30 h		20-30
Lernergebnisse:				
<p>I.</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>II.</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>				
Inhalte:				
<p>I.</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 Forschungsverfahren (Action Research, Unterrichtsbeobachtung, Datenerhebung und -auswertung).</p> <p>II.</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.
Besondere Lehrformen: Forschungsorientierte Projektarbeit; Gruppenarbeit; E-Learning-Elemente
Prüfungen: 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.
Voraussetzungen für die Vergabe von Kreditpunkten: Erfolgreiche Erbringung der von den VeranstaltungsleiterInnen definierten obligatorischen Studienleistungen; Bestehen der 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

Begleitseminare

050 814

Begleitseminar zum Praxissemester, 4 CP

Gruppe A: 2 st. fr 10-12

GB 02/160

Hermann

Gruppe B: 2 st. fr 10-12

GABF 04/614

Ritter

Gruppe C: 2 st. fr 10-12

GB 02/60

Thiele

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

050 817

Content and Language Integrated Learning, 5 CP

2 st. mi 12-14

GABF 04/253

Hermann

This course aims at exploring the principles and procedures of teaching a subject other than a language (e.g. history, geography, arts, PE) in two languages (English and German). We are going to take a theoretical approach first to familiarise ourselves with general models, theories and methodologies in the field but will also plan and simulate practical sessions, which we will then analyse and evaluate.

Students are expected to participate actively in class. There are various options to obtain credit for this seminar. Appropriate texts and materials will be made available.

Recommended reading: Wildhage, Manfred/Otten, Edgar [Hrsg.] (2003), *Praxisbuch – Praxis des bilingualen Unterrichts*. Cornelsen-Scriptor Verlag.

050 818

Research Project: The LEGO Education Innovation Studio (LEIS), 5 CP

2 st. mo 12-14

GABF 04/614

Ritter

In this seminar we are going to cooperate with the LEIS which is located at the Heinrich-von-Kleist-Gymnasium in Bochum. At the LEIS, 13- to 16-year-old learners devote parts of their English lessons to complex LEGO building instructions, thereby communicating in English and working in an authentic learning environment. First observations of these groups seem to confirm that such a "content-and-language integrated project" can be advantageous for the learning process and also serve as a blueprint for similar, non-LEGO related projects.

We are going to observe learners in action, analyse the learning potential of the project, and possibly cooperate with LEGO to develop the LEIS concept further. Participating students must find some extra time outside class hours (Mo 12-14) and of course show some interest in the technical LEGO world – while any advanced technical expertise is not required. This research project might also be a good starting point for 'study projects' (in the 'Praxissemester') or master theses in ELT.

050 819The Role of Grammar and Vocabulary in ELT, 5 CP

2 st. mo 14-16

GB 02/160

Thiele

Grammar instruction has always been a controversial issue in language teaching and the present focus on competency-based curricula and communicative or task-based teaching approaches has not been conducive to bringing clarity or consensus to the debate. While vocabulary teaching has never been as disputed as grammar teaching, teachers often face considerable difficulties in building up sustainable lexical knowledge in their students. In this seminar we will look at the place of grammar in the various teaching methodologies as well as in language acquisition theories. From a practical point of view we will analyse what takes place in the classroom, basing ourselves on existing observation records, look at and evaluate different ways of furthering grammatical skills, and examine the rationale for assessing these skills. With respect to vocabulary, the focus will be on psychological models of lexical acquisition and retention, leading to a comparison with common classroom practices. Approaches to the teaching and testing of vocabulary will also be discussed.

Reading material will be made available via Moodle.

Assessment/requirements: active participation, assignments, organising and chairing (part of) a course session.

050 820Teaching Shakespeare in the EFL Classroom, 5 CP

2 st. fr 8.30-10

GABF 04/413

Hermann

The 400th anniversary of his death commemorated last year has sparked a renewed interest in the works of William Shakespeare not only in the English-speaking world but on a global scale, with some scholars even claiming that he is more popular than ever before. As a matter of fact, his works keep delighting audiences worldwide, however, EFL learners might despair in class when trying to make sense out of Shakespeare's plays and poetry, often struggling with the complexity and ambiguity of his language.

This course aims at addressing the major challenges students and teachers face when dealing with demanding literary texts, Shakespeare's in particular, in the German EFL classroom. We are going to discuss why Shakespeare's plays and sonnets, which must appear totally out of place and time to most students today, are still worth studying, whether we should cut text or not, which parts we consider suitable for learners at different proficiency levels and how we can present Shakespeare's works to students in an inspiring and motivating way. We are going to have a closer look at one exemplary play - the title of which will be agreed on in one of our first few sessions - but we will also deal with selected excerpts from other plays, film adaptations and the sonnets.

Students are expected to participate actively in class. There are various options to obtain credit for this seminar. Appropriate texts and materials will be made available.

050 821

Teaching Songs and Films, 5 CP

2 st. do 12-14

GB 03/149 (IT-Pool)

Ritter

How do you teach songs and film in secondary schools? How does teaching songs and films differ from written texts in the EFL classroom? How do you prepare a session that is based on songs and films? This course will address these questions. We will have a look at general conditions set by the educational standards and the syllabus, talk about listening and viewing competence, and we will develop approaches to teaching songs and films in secondary schools considering both intermediate and advanced language learners. Furthermore, we will discuss how to choose suitable songs and films for your lessons and what obstacles might occur.

Assessment/requirements: be prepared to participate actively in our sessions and work on a (group) presentation. Details about how to obtain credit points will be clarified in the first session.

050 822

Putting ELT Theory into Practice: A Skills Day for Fifth Graders, 5 CP

Blockveranstaltung

van Ackern

Erster Termin:	19.04.2018	10:00-12:00	UFO 0/01
Erste Blocksitzung:	12.05.2018	10:00-16:00	GABF 04/614
Zweite Blocksitzung:	30.06.2018	10:00-16:00	GABF 04/614
Skills Day:	04.07.2018	8:00-14:00	(Raum noch offen)
Wrap-Up Session:	12.07.2018	10:00-12:00	UFO 0/01

In Germany, Early Foreign Language Learning (EFLL) has been politically promoted and implemented in first grade following the years 2008/2009. EFLL legitimises itself by a conditional framework composed of neurophysiologic, developmental-psychological as well as political and parental factors. Moving EFLL to first grade poses significant challenges to teaching practices both in the elementary and secondary school, e.g. training elementary school EFL teachers, adapting and implementing new practices to cater for younger starters and more experienced fifth graders, and coordinating student transition. The latter implies a paradigmatic change in methodology, i.e. from a student-centered, oral learning culture to a more teacher-directed and cognitive form of teaching and learning. Secondary teachers need to meet the challenge of building on individually available skills and competencies, i.e. building a bridge from elementary schooling that is continuous and sustainable.

In the course of the seminar, we will clarify age-related characteristics of our target group and deal with the challenge of transition as well as the initial situation in grade five. Empirical data from my dissertation, i.e. transcriptions of interviews with young language learners and their teachers in primary and secondary schools will be scrutinised. This course focuses not only on teaching younger learners in theory, but we will practice our competencies on the Skills Day: several English classes in grade five will follow our invitation to spend a day at university surrounded by the English language. You will be the teacher of a small group of young learners (three to five pupils) on this day.

Students are expected to participate actively in class and to prepare thoroughly the material for the Skills Day and to be present on the date of the Skills Day. The details and how to obtain credit points for this seminar will be clarified in our first session.

Veranstaltungen gemäß PO 2005

Fachwissenschaftliches Modul

Vorlesungen

Veranstaltungskommentare vergleiche S. 10-13

050 624

Restoration Culture and Comedy, 3 CP

2 st. do 8.30–10

HGA 30

Niederhoff

050 625

Shakespeare's Tragedies, 3 CP

2 st. fr 12-14

HGB 30

Weidle

050 646

US Ethnic Literatures, 3 CP

2 st. mo 14-16

HGB 10

Pfeiler

050 657

Quantum of Theory: Popular Culture Studies and James Bond, 3 CP

2 st. mi 14-16

reg. HZO 40, am 25.04. HZO 20

Viol

Seminare

Veranstaltungskommentare vergleiche S. 13-24

050 613

Historical Linguistics, 5 CP

2 st. di 14-16

FNO 02/73

Houwen

050 712

Othello, 5 CP

2 st. mi 12-14

GABF 04/257

Weidle

050 713

The "Troublesome Effects" of Empathy in 18th-Century and Contemporary Literature, 5 CP
2 st. do 10-12 GBCF 04/514 Niederhoff/Weidle

050 629

Post-Medieval Arthurian Literature, 5 CP
2 st. di 12-14 FNO 02/73 Houwen

050 744

Authorship, Text and the Renaissance Stage, 5 CP
2 st do 16-18 GABF 04/413 Wächter

050 722

Portraits of the Artist in the Canadian Novel, 5 CP
2 st. di 14-16 GABF 04/253 Niederhoff

050 723

The Evolution of the New Woman in Nineteenth-Century Fiction, 5 CP
2 st. do 14-16 GB 02/60 Collins

050 732

Sports in American Literature and Culture, 5 CP
2 st. mi 10-12 GABF 04/614 Collins

050 733

William Faulkner: The Godfather of Southern Literature and His Cultural Legacy, 5 CP
2 st. do 12-14 GB 02/160 Müller, M.

050 734

Narratives of Survival, 5 CP
2 st. mi 14-16 GB 02/160 Pfeiler

050 743

Edgar Wallace, 5 CP
2 st. di 10-12 GABF 04/614 Pankratz

050 663

Radical Interpretations of Shakespeare in Film, 5 CP

2 st. do 12-14

GABF 04/614

Houwen

Übungen

Veranstaltungskommentare vergleiche S. 13-24

050 628

A Woman in a Man's World: Gender and the Battle of the Sexes in Medieval English Language and Literature, 3 CP

2 st. mo 16-18

FNO 02/073

Thomson

050 706

Acquiring Pragmatics, 3 CP

2 st. do 10-12

GABF 04/252

Minow

050 707

Language, Ethnicity and Gender, 3 CP

2 st. mo 10-12

GB 03/49

Wilson

050 643

Annotating Literature, 3 CP

2 st. mo 10-12

GABF 04/252

Niederhoff

050 727

Metapoems, 3 CP

2 st. mi 14-16

GABF 04/252

Klawitter

050 749

Social Movements, 3 CP

2 st. fr 10-12

GB 5/37

Berg

Modul Fremdsprachenausbildung

Veranstaltungskommentare vergleiche S. 26-28

050 762

Communication MM, 2 CP

Gruppe A: 2 st. mo 14-16	GABF 04/252	Bachem
Gruppe B: 2 st. do 12-14	GABF 04/252	Berg
Gruppe C: 2 st. do 14-16	GBCF 04/257	Thiele
Gruppe D: 2 st. mi 10-12	GABF 04/613	Dow

050 763

Grammar MM, 2 CP

Gruppe A: 2 st. mo 10-12	GABF 04/613	Zucker
Gruppe B: 2 st. di 14-16	GABF 04/252	Müller, T.
Gruppe C: 2 st. mi 12-14	GABF 04/413	Müller, T.

050 764

Translation MM, 2 CP

Gruppe A: 2 st. mo 14-16	GABF 04/253	Viol
Gruppe B: 2 st. di 12-14	GABF 04/614	Dow

Modul Fremdsprachendidaktik

Basisseminare

Veranstaltungskommentare vergleiche S. 30

050 810

Grundlagen der Sprachdidaktik, 3 CP

Gruppe A: 2 st. di 12-14

GB 02/160

Ritter

Gruppe B: 2 st. mo 16-18

GABF 04/613

Thiele

Aufbauseminare/Übungen

Veranstaltungskommentare vergleiche S. 34-37

050 817

Content and Language Integrated Learning, 2+2 CP

2 st. mi 12-14

GABF 04/253

Hermann

050 818

Research Project: The LEGO Education Innovation Studio (LEIS), 2+2 CP

2 st. mo 12-14

GABF 04/614

Ritter

050 819

The Role of Grammar and Vocabulary in ELT, 2+2 CP

2 st. mo 14-16

GB 02/160

Thiele

050 822

Putting ELT Theory into Practice: A Skills Day for Fifth Graders, 2+2 CP

2 st. do 10-12

FNO 02/040

van Ackern

(Beginn: 19.04.2018; Erste Blocksitzung: 12.05.2018 10:00-16:00; Zweite Blocksitzung: 30.06.2018 10:00-16:00; Skills Day: 03.07.2018 8:00-14:00; Wrap-Up Session: 12.07.2018)

Modul Literaturdidaktik

Veranstaltungskommentare vergleiche S. 31, 34-37

050 811

Grundlagen der Textdidaktik, 2/3 + 2 CP

Gruppe A: 2 st. di 14-16

GB 02/160

Ritter

Gruppe B: 2 st. mi 10-12

GB 03/46

Hermann

050 820

Teaching Shakespeare in the EFL Classroom, 2/3 + 2 CP

2 st. fr 8.30-10

GABF 04/413

Hermann

050 821

Teaching Songs and Films, 2/3 + 2 CP

2 st. do 12-14

GB 03/149 (IT-Pool)

Ritter

Praxisstudien

Die praktikumsbegleitende Lehrveranstaltung für das Kernpraktikum wird ab Sommersemester 2018 erstmals nicht mehr angeboten. Noch verbleibende Studierende werden individuell begleitet.