

Master of Education (MEduc)

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

457733

A Survey of British Literature and Cultural History: The 18th Century, VL

Vorlesung SWS: 2 Credits: ; Anz. Teiln.: 200

Glaser, Brigitte

Mi 10:00 - 12:00 Raum: ZHG ZHG103 , wöchentlich

Mi 10:00 - 12:00 Raum: ZHG ZHG103 , Klausur am: 13.02.2013

Mi 10:00 - 12:00 Raum: ZHG ZHG101 , Wiederholungsklausur am:
20.03.2013

Kommentar

The eighteenth century in England has been referred to as the "Age of Reason", the "Enlightenment", the "Age of Exuberance" or the "Age of Scandal". The poetry and essays written in the early parts of the century prompted scholars to speak of the "Augustan Age", while the development of new prose genres became encapsulated in the phrase "the rise of the novel". Against the background of these variations in terminology, this lecture series will offer an introduction to important historical events as well as literary and cultural developments of the eighteenth century.

Required Readings: Paul Langford, *Eighteenth-Century Britain: A Very Short Introduction* (Oxford, 2000); a selection of essays and poems, including Alexander Pope, "The Rape of the Lock"; the plays *She Stoops to Conquer* by Oliver Goldsmith and *The School for Scandal* by Richard Sheridan as well as the following the novels: Daniel Defoe, *Moll Flanders*, Henry Fielding, *Joseph Andrews*, Oliver Goldsmith, *The Vicar of Wakefield*; and Frances Burney, *Evelina*.

Recommended background reading: James Sambrook. *The Eighteenth Century: The Intellectual and Cultural Context of English Literature 1700-1789*. London and New York, 1986.

Registration: via StudIP (until Oct. 26)

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

457734

Epistolary Fiction

Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 20

Glaser, Brigitte

Di 16:00 - 18:00 Raum: KWZ 2.602 , wöchentlich

Do - Abgabe Hausarbeit am: 28.03.2013

Kommentar

Although the epistolary genre flourished particularly in the 18th century, the tradition of letters in fiction never waned completely in subsequent periods. We will explore the gradual transformation of the genre from the epistolary novel of the past to the contemporary hybrid novel, in which letters, now also in the form of e-mails, play a significant, yet no longer predominant role. Aspects to be considered will be: the reader-addressee relationship; the rendition of subjectivity through letters; the role of letters as objects in (detective) plots; and the function of letter-writing in the tradition of travel narratives.

Required Readings: Samuel Richardson, *Pamela* (1742); Henry Fielding, *Shamela* (1742); Frances Brooke, *The History of Emily Montague* (1769); Tobias Smollett, *Humphry Clinker* (1771); Jane Austen, excerpts from *Juvenilia* and *Lady Susan* (1805); Bram Stoker, *Dracula* (1897); Nick Bantock, *Griffin and Sabine: An Extraordinary Correspondence* (1991); and Mary Ann Shaffer, *The Guernsey Literary and Potato Peel Pie Society* (2008).

Recommended Further Readings: Aphra Behn, *Love Letters Between a Nobelman and His Sister* (1684-87); Frances Burney, *Evelina* (1771); Wilkie Collins, *The Moonstone* (1868); A.S. Byatt, *Possession* (1990); David Lodge, *Thinks...* (2001)

Registration: via StudIP (until Oct. 19)

Klausur: M.EP. 01a written exam in the VL. Students taking this course for the Abschlussmodul M.EP. 06a should please contact the instructor to arrange for the oral exam.

457735

Crossing Borders: Poetry of the Asian, African and Caribbean Diaspora

Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 20

Glaser, Brigitte

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

Do - Abgabe Hausarbeit am: 28.03.2013

Kommentar

Diaspora poetry is concerned with the experiences of migrants and their descendants, with the perceptions of these individuals with regard to dichotomies between "home" and the places they live in, as well as with their attempts to develop, sometimes through writing, a sense of identity. We will read and discuss texts in which typical diaspora topics such as the dichotomies of past/present and self/other, projections of imaginary homelands, feelings of dislocation and the search for one's home and culture are explored. These will be accompanied by the reading of theoretical texts shedding new light on the problematic of the diaspora.

Readings: Poems to be read and discussed as well relevant theoretical texts will be made available in StudIP.

Registration: via StudIP (until Oct. 19)

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

457836

Paradise Lost--Edinburgh Summer School 2012

Seminar SWS: 2 Credits: ; Anz. Teiln.: 40

Haekel, Ralf

Do - Abgabe Hausarbeit am: 01.11.2012

457854

The Global City

Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 25

Nambula, Katharina

Mi 08:00 - 10:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 28.03.2013

Kommentar

The global city represents an ethnic and cultural melting pot; a both fertile and depressing, constantly shifting cosmopolitan centre in which diverse identities continuously negotiate their personal positions. This course is designed to explore how the writers/filmmakers - who themselves have been greatly influenced by the urban life style -, use the global city as a stage to narrate stories of how individual characters are influenced by and influence the global city. We will investigate issues such as language, race, violence, the rich and the poor when discussing key concepts of hybridity, diaspora and otherness in order to analyse the narratives in focus.

Readings: Andrea Levy: *Small Island*, Zadie Smith: *White Teeth*, Phaswane Mpe: *Welcome to Our Hillbrow* as well as a selection of movies.

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

Registration: via StudIP (until Oct. 7).

458089

Representations of Africa in Contemporary Narratives

Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 20

Nambula, Katharina

Mi 10:00 - 12:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 28.03.2013

Kommentar

What are Western shared images of Africa? And how are they (re) produced? Thinking about the exotic continent Africa, all of us have numerous images in mind: vast wildlife, thatched huts, hunger, war and genocide. These often fragmented and inaccurate images are based on stereotypes which we consume and spread through magazines, movies and news. In this seminar, we will discover how these images of Africa are represented in movies, literature, popular culture and the media. Applying concepts of "otherness" and "hegemony", we will examine how such images create and, at the same time, are created in narratives.

Readings: Joseph Conrad, *The Heart of Darkness*, Zakes Mda, *The Heart of Redness*. A selection of abstracts will be provided in the course.

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

Registration: via StudIP (until Oct. 7)

458294

Oor Rabbie - Robert Burns, 1759 - 2012

Proseminar SWS: 2 Credits: ; Anz. Teiln.: 20

Reitemeier, Frauke

Di 08:30 - 10:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do - Abgabe Hausarbeit am: 28.03.2013

Kommentar

Robert Burns is "The Scottish Bard", known and celebrated until today all over the world - why? What is it that made his poetry so special in the eighteenth century, and why are there so many people who still know and love his poems today? We will investigate different aspects of the life, times and poetry of Burns: we will of course read some of his most famous (and some of the not-so-famous, but still incredible) poems, we will think about the translations of the poems, but we will also look at novels and a film about Burns's life.

Readings: Robert Burns, *The Canongate Burns*, eds. Andrew Noble/Patrick Scott Hogg, Edinburgh: Canongate, 2001. - James Barke, *The Wind that Shakes the Barley*, Edinburgh: B&W, 2008 (1946). - Margaret Thomson Davis, *A Darkening of the Heart*, Edinburgh: B&W, 2004. - Donald Smith, *Between Ourselves*, Edinburgh: Luath, 2009. - The novels are available in the Departmental Library (special collections / "Handapparate" shelf).

Requirements: Attendance in the first week is mandatory.

Registration: via StudIP (until Oct 10, 2012)

Klausur: **Modules B.EP. 40a/b** written exam in the "Survey" VL.

458295

Introduction to Gender Studies-VL

Vorlesung SWS: 2 Credits: ; Anz. Teiln.: 100

Schaff, Barbara

Do 10:00 - 12:00 Raum: ZHG ZHG007 , wöchentlich

Do 10:00 - 12:00 Klausur am: 14.02.2013

Kommentar Gender is a culturally produced (and hence unstable) category, a main organisational principle of every society and also a system of differentiation with profound implications for power relations. This lectures series will give a general survey over historical concepts of sex and gender, of feminist criticism and theory from around 1700 to more recent developments in Gender Studies such as Masculinity Studies, Post-Feminism and Queer Studies.

Registration: in StudIP (until 15.11.2012)

458296

Banned Books: Censorship in Britain from the 18th to the 20th century

Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 15

Schaff, Barbara

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

Do - Abgabe Hausarbeit am: 28.03.2013

Kommentar

In every society, the publication of texts is subjected to certain restrictions and laws based on political, religious and sexual norms that determine what may be printed, what plays can be staged or what films can be shown. Contesting licensing and censorship, authors have over time defended freedom of speech and publication. This course will discuss some famous examples of protest (e.g. John Milton's *Areopagitica*, David Hume's *On the Liberty of the Press*, Samuel Johnson, *A Complete Vindication of the Licensers of the British Stage*), read and discuss poems and novels censored for their contents on political, religious or sexual grounds, and contextualise the reasons for censoring in their respective political and historical circumstances.

Readings: Shorter course material will be made available on StudIP by the beginning of October; novels to be read by every participant beforehand are: Oscar Wilde, *The Picture of Dorian Gray*, D.H. Lawrence, *Lady Chatterley's Lover*, Salman Rushdie, *The Satanic Verses*.

Requirements: In addition, each participant has to give a presentation on a banned book of his or her own choice (there is great material out there between *Ulysses* and *Harry Potter!*), and everybody will contribute to a small exhibition in our department library on banned books.

Registration: in StudIP (until 15.11.2012)

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

453022

One Modernity, Many Modernisms: U.S. Literature from the Armory Show to the Second World War (A Cultural History of American Literature V)

Vorlesung SWS: 2 Credits: ; Anz. Teiln.: 210

Kelleter, Frank

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

Mo 14:00 - 16:00 Klausur am: 11.02.2013

Kommentar

The early twentieth century saw the birth of new technologies of production, representation, and destruction. This was the era of mass urbanization and of the Great War. It was also an era of far-ranging revolutions in the organization of knowledge. Sociology, ethnology, psycho-analysis, and other disciplines emerged in the early twentieth century as specific ways of theorizing modernity. Numerous of these transformations took place in a prototypical fashion in the United States. Thus, we will discuss modernity as an international (Western) phenomenon that is nevertheless differentiated along cultural, and even national, border-lines. We will describe various attempts on the part of literature to react to—and to counteract—the challenges of modernity. In particular, our focus will be on the historical conditions, the aesthetic achievements, and the ideological pitfalls of U.S. modernism.

Readings will include poems by Ezra Pound, T.S. Eliot, Wallace Stevens, and W.C. Williams, plays by Eugene O'Neill and Susan Glaspell, fiction by Gertrude Stein, Ernest Hemingway, F. Scott Fitzgerald, and William Faulkner. We will also be concerned with the literature of immigration (Mary Antin, Anzia Yezierska, Sui Sin Far), with ethnic modernism (the Harlem Renaissance and Richard Wright), and with regional cultures of U.S. modernity (such as the writings of the Southern Agrarians). For a final selection of texts, see syllabus.

This lecture course is the fifth part of a six-semester lecture series, spanning from the 15th to the 21st century. It is possible to begin attending the lecture series at any point in the cycle, i.e. it is not necessary to have attended lecture courses on earlier periods in order to attend the current one!

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

Please note: If you cannot attend this lecture course because of a scheduling conflict with other mandatory courses, please see us in advance and we will organize screenings of the lecture course for you and provide you with material for independent study. Please understand that we can provide this service only if you contact us *before* the first week of classes!

457422

Introducing Critical Theory II: Approaches and Methods in Media Studies

Vorlesung SWS: 2 Credits: ; Anz. Teiln.: 50

Tischleder, Bärbel

Di 12:00 - 14:00 Raum: ZHG ZHG005 , wöchentlich

Di 12:00 - 14:00 Klausur am: 05.02.2013

Kommentar

The two-semester lecture series aims at introducing students to major approaches, traditions, and key figures in the fields of cultural and media theory. The second part of the lecture series, "Approaches and Methods in Media Studies," will focus on media theory, visual culture, material culture and cultural studies. The lecture will be concerned with media history, the relation between (mass) media and society, media aesthetics, models of communication, and questions of cultural memory, technology, materiality and embodiment. Other relevant issues are medial configurations of time and space, networks and systems, concepts of hyperreality, postmodernity and the digital. We will also consider theories of single media: photography, the cinema, television, the computer and mobile media.

The lecture will introduce a number of key texts and major schools that have been influential in the development of critical media and cultural studies: The Toronto School, the Frankfurt School, German media theory, British Cultural Studies, theories of postmodernism and visual culture, film and television theory, theories of material culture, systems theory, and actor-network theory.

Key thinkers are Theodor W. Adorno, Walter Benjamin, Jean Baudrillard, Bill Brown, James Carey, Richard Dyer, John Fiske, Stuart Hall, Mark Hansen, Miriam Hansen, Donna Haraway, Katherine Hayles, Max Horkheimer, Harold Innis, Frederic Jameson, Friedrich Kittler, Bruno Latour, Marshall McLuhan, Jason Mittell, Laura Mulvey, John Durham Peters, Claude Shannon, Raymond Williams, and Geoffrey Winthrop-Young.

Individual lectures are concerned with selected key thinkers and texts; the latter will be provided on Stud.IP.

457782

The New Journalism and Its Legacy

Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 30

Kelleter, Frank

Mo 18:00 - 20:00 Raum: Universität KHW 0.118 , wöchentlich

Mo 18:00 - 20:00 mündliche Prüfung am: 04.02.2013

Fr - Abgabe Hausarbeit am: 29.03.2013

Kommentar

American culture in the 1960s and 1970s was marked by various cross-fertilizations between artistic expression, political protest, and media experimentation. The traditional boundaries of established genres were questioned in playful and irreverent ways. While American fiction of this period became increasingly interested in the modes and conditions of its own fictionality—triggering the literary revolution known as "postmodernism"—non-fiction writers such as Joan Didion, Tom Wolfe, Hunter S. Thompson, and Michael Herr utilized storytelling devices such as plot and point-of-view for their reportages on the counterculture and the Vietnam War. Conversely, celebrated novelists like Truman Capote and Norman Mailer turned to—and achieved some of their greatest successes with—"non-fiction novels" such as *In Cold Blood* and *Armies of the Night*.

In this seminar, we will study some of the central texts of the so-called "New Journalism." Our focus will be both on the cultural motivations of this movement and on a close analysis of its literary practice. We will compare its understanding of mimesis and literary/journalistic production with later attempts to cross the border between fact and fiction (such as current reportages on the Iraq war).

Required Reading: All participants are expected to have read the following anthology before the semester starts: Tom Wolfe, E. W. Johnson, ed. *The New Journalism* (London: Picador, 1973). This book is out of print and will be provided in a course reader and as a master copy. Additional reading assignments for the first session as well as specifics of organization and a detailed description of course requirements will be posted on our homepage (www.amstud.uni-goettingen.de) and on Stud-IP.

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between September 1 and October 15 is required. For final registration, participants need to attend the first session. There may be a quiz in the first session; a passing grade is necessary to further participate.

If you wish to take this course for your "Wissenschaftsmodul" in English Philology (B.EP.51) or for your "wissenschaftliches Vertiefungsmodul" in American Studies (B.AS.08), **please see me well in advance (at least three weeks before classes commence)**, so that we can arrange an independent studies unit for you.

453175

Caribbean Diasporic Writing in North America

Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 25

Tischleder, Bärbel

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

25.10.2012 Bis: 07.02.2013

Di 18:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Do 12:00 - 14:00 mündliche Prüfung am: 07.02.2013

Fr - Abgabe Hausarbeit am: 29.03.2013

Kommentar

The course is concerned with fiction, essays, and poetry as well as two films by authors (and directors) with a background in the Caribbean who live(d) or work(ed) in Canada or the United States. We will consider literature by writers who have immigrated to North America, but also those that migrate between places like Haiti, Puerto Rico, or Trinidad and global cities like New York and Toronto, as well as authors who, more generally, ma-

ke migration, mobility, and cultural multiplicity - the flows of people, goods, capital, knowledge, traditions, and ideas - between these different cultural regions a subject of their writing.

The course aims at exploring literary practices, the cultural traffic and geopolitical dynamics of migration and mobility in the context of the Caribbean diaspora. We will explore how texts imagine and negotiate the constitution and contingency of postnational identities, diasporic communities and (dis)locations. We will familiarize ourselves with critical concepts such as diaspora, transnationalism, hybridity, third space (Homi Bhabha), imagined communities (Benedict Anderson) and invented traditions (Hobsbawm/Ranger), cultural citizenship and postnational spaces and flows (Arjun Appadurai), and we will consider their relevance with regard to the literary texts in question.

In comparative close readings of selected novels, short fiction and poetry, we will investigate different forms of literary perception and memory as well as the ways in which the bodily and physical experience of metropolitan and rural spaces, food ways, gender identities and sexualities are conveyed in poetic language and narrative discourse. Diasporic literature will be considered not only for its thematic concerns with questions of migration, transcultural identities, local and global flows, but also as a product and actor of transnational dynamics. Hence we will also contemplate the conditions of production, the national and global circulation and reception of literary texts.

We will read and discuss primary texts by Dionne Brand, Michelle Cliff, Edwidge Danticat, Junot Díaz, C.L.R. James, Jamaica Kincaid, Claude McKay, Aurora Levins Morales, Derek Walcott, and others.

Please get a copy and read the following novels *in advance* (preferably the editions indicated):

- Edwidge Danticat: *Breath, Eyes, Memory* (1994); Vintage edition, ISBN 978-0375705045.

- Dionne Brand: *What We All Long For* (2005); Thomas Dunne Books; ISBN 978-0312377717.

Registration: Attendance for this class is limited to 35 students. Binding (!) registration on Stud.IP between September 1 and October 15 is required. For final registration, participants need to attend the first session.

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

455741

Überblicksvorlesung English Linguistics: An Overview

Vorlesung SWS: 2 Credits: ; Anz. Teiln.: 40

KollegeEnglisch, Neuer

Fr 10:15 - 11:45 Raum: Philosoph. PH20 , wöchentlich Von: 02.11.2012 Bis: 08.02.2013

Organisatorisches

Registration in Stud.IP: 1 September - 19 October, 2012

Bemerkung

Beginn in der 2. Vorlesungswoche, d.h. erste Sitzung am 2. November 2012

Kommentar

In this survey, we will recapitulate and survey the fields, topics, facts, and methods in modern linguistic theory. Special attention will be paid to the relation between linguistic theory and school grammar, investigating how knowledge about the abstract structure of language might be helpful in understanding and evaluating learners' problems.

457519	The Dimensions of Meaning	
	Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 20	<i>Eckardt, Regine</i>
	Mo 16:15 - 17:45 Raum: Verfügungs VG 3.107 , wöchentlich	
	Do - Abgabe Hausarbeit am: 28.03.2013	
Organisatorisches	Registration in Stud.IP: 1 Sept - 19 October, 2012	
Bemerkung	Erwerb von Schlüsselqualifikationen nach Absprache	
Kommentar	Usually, it is easy to understand the literal meaning of a sentence or an utterance. However, speakers have many ways to convey side messages along with the literal meaning: Even though the logbook entry " <i>Today, the captain wasn't drunk</i> " innocently states that the captain was sober, it certainly raises suspicions. Linguists have delineated several fields where side messages are crucial for the semantics of sentences: The meaning of <i>focus</i> , the meaning of words like <i>frankly</i> , <i>indeed</i> or <i>yet</i> , the message of morphemes like <i>fucking-</i> , the meaning of parentheticals, and many more. Scholars have also proposed ways how to keep track of messages and side messages in a perspicuous way. In this class, we will take a look at <i>presuppositions and implicatures</i> ; <i>focus alternatives</i> ; <i>alternatives and free choice</i> , and <i>asserted versus commentary content</i> . The class conveys examples of multidimensional meaning, tests and criteria to single out different kinds of side messages, and practical abilities to handle at least one formal framework to capture dimensions of meaning.	
Nachweis	Qualifikation in B.EP.11.a: Hausarbeit Qualifikation in M.Ling 05: Referat (45 min) + kurze schriftliche Ausarbeitung.	
457527	Verbless Clauses	
	Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 20	<i>Farke, Hildegard</i>
	Do 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich	
	Do - Abgabe Hausarbeit am: 28.03.2013	
Organisatorisches	Registration in Stud.IP: 1 Sept - 19 October, 2012	
Bemerkung	Erwerb von Schlüsselkompetenzen nach Absprache mit der Dozentin	
Kommentar	Much effort has been devoted to clarifying the syntactic and semantic properties of verbless clauses (<i>I consider <u>John</u> a good student</i>) consisting of a subject and a predicate but lacking both a verb and tense inflection. This seminar aims at giving an overview of the empirical and theoretical questions surrounding verbless (or small) clause constructions and following the discussion about their existence. We will discuss the main proposals concerning the internal structure, category and typology of small clauses, and we will look at linguistic, acquisition and diachronic considerations arguing in favor of the very existence of such clauses. requirements: active participation, oral presentation, term paper reading list and material available at studip by 1 October, 2012	
458538	Problems of English word order (tentativ)	
	Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 20	<i>KollegeEnglisch, Neuer</i>

Do 16:15 - 17:45 Raum: Verfügungs VG 3.104 , wöchentlich Von:
01.11.2012 Bis: 07.02.2013

Organisatorisches Registration via Stud.IP: 1 Sept - 19 Oct, 2012
Bemerkung Beginn in der **2. Vorlesungswoche**, d.h. 1. Sitzung am 01.11.2012
Kommentar folgt

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

452212 **Chaucer's Language**
Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 25 *Rudolf, Winfried*
Mi 14:15 - 15:45 Raum: Verfügungs VG 3.106 , wöchentlich
Mi 14:15 - 15:45 Klausur am: 13.02.2013
Fr - Abgabe Hausarbeit am: 29.03.2013

Organisatorisches Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b, M.EP.11 (Hausarbeit), SK.EP.E4M.

Kommentar To nineteenth-century philologists Chaucer wrote "a type of Old English, contaminated with the occasional French expression" (ten Brink). Today scholars consider Chaucer's poetic idiom as a progressive experiment in a hybrid vernacular, a "French-English" (Butterfield), which was to unleash the imaginative power of writers in centuries to come and which ushered in a period which became the basis for Modern English. This course refines your perception of Chaucer's "experiment" and examines the historical, political, pragmatic, literary and subjective reasons which may have led to his exceptional linguistic expressivity. First session attendance is mandatory. Set text (please purchase): Simon Horobin, *Chaucer's Language* (Basingstoke: Palgrave, 2007).

452473 **The Power of Preaching**
Hauptseminar SWS: 2 Credits: ; Anz. Teiln.: 30 *Rudolf, Winfried*
Do 10:15 - 11:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich
Do 10:15 - 11:45 Klausur am: 14.02.2013
Fr - Abgabe Hausarbeit am: 29.03.2013

Organisatorisches Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b-L, M.EP.05b, M.EP.11 (Hausarbeit) und SK.EP.E4M.

Kommentar The pastoral addresses of the Anglo-Saxons belong to the rarest and most fascinating vernacular witnesses of the socio-cultural realities of England during that period. Directed to both monastic and lay audiences, they address legal, political, social, educational and, above all, spiritual issues. Wrapped in an effective language which is prone to lush stylistic experiments, they never fail to impress their changing audiences. We will be studying the style and pragmatics of texts by Ælfric, Wulfstan and other anonymous authors in some detail, paying attention to selective historical aspects of syntax, semantics and morphology in the diachronic spectrum of changing versions of homilies written between 950 and 1200. Participants of the Praxismodul will be able to deepen their knowledge of these intriguing texts during a fieldtrip to Vercelli (Italy) in March, working with original manuscripts of preaching texts. Funding for the fieldtrip has been secured. First session attendance is mandatory.

453681 **Englische Sprachgeschichte**
Vorlesung SWS: 2 Credits: ; Anz. Teiln.: 160 *Rudolf, Winfried*
Do 14:15 - 15:45 Raum: ZHG ZHG104 , wöchentlich

Kommentar The historical development of the English language, from a variety of formerly continental Germanic dialects, over a pan-European pidgin to a global lingua franca of World Englishes encompasses numerous internal and external factors. This lecture offers a basic introduction to the main phonological, morphological, lexicological and syntactic changes of English between 650 and 1700 AD and also searches for triggers and an arguable teleology of language change. The lecture course is intended as a useful companion to a series of modules taught during this semester.

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

457378 **Content and Language Integrated Learning (CLIL)**
Übung SWS: 2 Credits: ; Anz. Teiln.: 20 *Sölter, Anja*
Do 16:00 - 18:00 Raum: Hochhaus ERZ N414 , wöchentlich

Kommentar Bilingual subject teaching is becoming increasingly popular in all subjects and all forms of school in Germany. The main question we will answer in this seminar is how subject-specific competences can be effectively trained in a foreign language. Based on the concept of *Content and Language Integrated Learning (CLIL)* we will discuss the didactical and methodical implications of teaching your second subject in English. According to the 4Cs model by *Coyle, Hood and Marsh*, we will analyze the content-specific, linguistic and cultural demands of a specific subject matter of your choice. We will also evaluate the suitability of different support strategies (e.g. scaffolding) for language and content learning. An essential element of this course is the planning of your own lesson sequence and an exemplary Micro Teaching Unit, so there is plenty of room for your own creativity.

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

Registration: via Stud.IP

458548 **English Teaching at the Theatre**
Übung SWS: 2 Credits: ; Anz. Teiln.: 12 *Martinas, Corina*
- 10:00 - 16:00 Raum: Jacob-Grim SEP 0.244 , Blockveranstaltung
+ Sa Von: 05.10.2012 Bis: 06.10.2012

Kommentar For English teachers, visiting a theatre production with a group of pupils as a part of the EFL curriculum requires a particular kind of preparation if they wish to get the most out of this experience. This course will focus on methods of teaching English using a stage performance. Pre- and post-viewing activities help to promote a greater awareness of the spoken language as well as of the interpretative richness of literature. By using drama work to spark the imagination and inspire storytelling you will learn how to improve both language skills and literacy.

Our seminar work involves cooperation with the KGS Geschwister-Scholl-Gesamtschule and the *Deutsches Theater* in Göttingen. We are going to take a group of about 22 Year 12 pupils to see the English speaking guest performance at the DT on the 12th of October. Pupils will also participate in a post-show discussion with members of the cast and creative team.

This course has a project-based syllabus. Project dates:

Fri, 5th October 10.00 a.m. - 4.00 p.m. - seminar unit

Sat, 6th October 10.00 a.m. - 4.00 p.m. - seminar unit

tba - 90 min. teaching unit in school, KGS

Fri, 12th October, 7.30 p.m. - 10.00 p.m. - theatre performance, backstage tour and post-show discussion

tba - 90 min. teaching unit in school, KGS

Requirements: active participation, basic knowledge about teaching methods; impulse paper in group based on seminar readings; oral examination (15min)

Registration: via Stud.IP

458549

Teaching Creative Writing

Übung SWS: 2 Credits: ; Anz. Teiln.: 20

Sara, Kira

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

Kommentar

Creative Writing is a frequently used method in English classes. But what results can it actually achieve? When and how can it be used effectively? It is against the backdrop of these questions that you will experience the learning process yourself.

If you want to teach Creative Writing successfully, you need to understand the writing process. This course will equip you with the tools to write your own stories. We will tackle essentials like character building, plotting, description and dialogue. Other subjects range from syntax to synesthesia. Through weekly writing tasks and feedback from me and your peers you are sure to improve your skills. The reflection on your own writing will be the base of our discussions about teaching others how to write well.

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

Registration: via Stud.IP. The number of participants is restricted to 20 students.

458551

Vorbereitung und Auswertung des Fachpraktikums Englisch (zweisemestrige Veranstaltung)

Seminar SWS: 2 Credits: ; Anz. Teiln.: 25

Rohrbach, Jan Marc

Mo 16:15 - 17:45 Raum: Ethnologie 2.103 , wöchentlich

Kommentar

Vorbereitungsseminar: während des Wintersemesters 2012/13 jeweils montags 16:15-17:45 Uhr

Auswertungsseminar: während der Praktikumsphase (Februar-März 2013) jeweils montags 16:15-17:45 Uhr und zusätzlich als Blockseminar (Samstag und Sonntag) am Ende der Praktikumsphase

Maximale Teilnehmerzahl: 25 Personen

Prüfungsart: Praktikumsbericht (ca. 4000 Wörter)

Ziel: Es soll ein vertiefender Überblick über fachdidaktische Planungselemente und Vorgehensweisen des Englischunterrichts gegeben werden. Im Zentrum stehen dabei die Erstellung und die kritische Diskussion von Unterrichtsentwürfen sowie die Vorbereitung auf Unterrichtsbeobachtung und eigene Unterrichtsversuche im Rahmen der fünföchigen Praktikumsphase im Februar und März 2012.

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

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

Anmeldungen: über StudIP ab Montag, 26. September, 10:00 Uhr

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

458645

EFL und die globale Simulation

Übung SWS: 2 Credits: ; Anz. Teiln.: 12

Martinas, Corina

- 14:00 - 18:00 Raum: Universität HDW 2.117 , Blockveranstaltung

+ Sa Von: 11.01.2013 Bis: 12.01.2013

Fr 14:00 - 18:00 Raum: Universität HDW 2.117 , Einzeltermin am:
18.01.2013

Sa 10:00 - 18:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am:
19.01.2013

Kommentar

Die *globale Simulation* ist eine Unterrichtsmethode, die auf Handlungen in realitätsnahen Kontexten basiert. Ähnlich wie bei Rollenspielen wird ein Raum geschaffen, in dem die Teilnehmer nach bestimmten Regeln miteinander interagieren. Im Fremdsprachenunterricht werden als feste Koordinaten die Sprache und die Kultur des jeweiligen Landes festgelegt. So kann zum Beispiel ein Sprachendorf entstehen, in dem die Bewohner - d.h. die Schüler*innen und die Lehrkräfte - die Sprache und die Gepflogenheiten eines bestimmten Sprachraumes annehmen. In Kooperation mit der KGS (Geschwister-Scholl-Gesamtschule) in Göttingen wurden in den vergangenen drei Semestern *Sprachendorfprojekte* in den Sprachen Englisch, Französisch und Spanisch für den 7. bzw. 11. Jahrgang entwickelt. Dieser Kurs wird die Methoden der Globalen Simulation und deren praktische Anwendung in der Schule reflektieren. Ziel unserer Veranstaltung wird sein, eine Mappe mit Materialien für ein Sprachendorf zu entwerfen.

Voraussetzung für den Erwerb der Credits: rege Beteiligung, Impulsreferat, 15-min. mündliche Prüfung.

Zeiten:

11. Januar 14.00 - 18.00 Uhr s.t.

12. Januar 14.00 - 18.00 Uhr s.t.

18. Januar 14.00 - 18.00 Uhr s.t.

19. Januar 10.00 - 18.00 Uhr s.t.

Teilnehmerzahl: max. 12

Anmeldung über Stud.IP

458646

Possible Selves in the Foreign Language Classroom: A Dramapedagogical Weekend for Future Teachers

Blockveranstaltung SWS: 2 Credits: ; Anz. Teiln.: 12

Haack, Adrian

- - Blockveranstaltung + Sa und So Von: 19.10.2012 Bis:
21.10.2012

Organisatorisches

Der Kurs von Herrn Haack soll auch als Begleitseminar zum Forschungspraktikum Englisch belegt werden können.

Kommentar We will spend a weekend in the Harz mountains to discover, experience and reflect on various methods from the field of warming up, group-building, acting and theatre pedagogy - on the backdrop of a) your own experience with school and foreign language teaching and learning and b) the question of how to apply dramapedagogical methods and principles to foster foreign language learning. Activities will include the "drama-pedagogical process" (thus don't worry if you are totally new to any kind of acting: we will approach slowly!), "playback theatre" (a special form of improvisational psychodrama involving your own stories about school and teachers) and a role play that will have you experiment with different dimensions of personality important for the teaching profession.

Note: This class is set outside of Göttingen in order to take a step away from everyday life and thus facilitate the group process and creative thinking. The trip will cost about 60EUR for full board and lodging. We will apply for funding to cover 2/3 of the amount but unfortunately cannot fully guarantee it yet; the other 1/3 will have to be covered by yourself in any case.

Requirements: active participation, 15 minute oral examination

Registration: Please sign up on StudIP starting Mon, Sep 3rd. The number of participants is limited to 12 students.

Vorlesung oder Übung zur Fachdidaktik Englisch

Begleitseminar zum Praktikum

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

457378

Content and Language Integrated Learning (CLIL)

Übung SWS: 2 Credits: ; Anz. Teiln.: 20

Sölter, Anja

Do 16:00 - 18:00 Raum: Hochhaus ERZ N414 , wöchentlich

Kommentar Bilingual subject teaching is becoming increasingly popular in all subjects and all forms of school in Germany. The main question we will answer in this seminar is how subject-specific competences can be effectively trained in a foreign language. Based on the concept of *Content and Language Integrated Learning (CLIL)* we will discuss the didactical and methodical implications of teaching your second subject in English. According to the 4Cs model by *Coyle, Hood and Marsh*, we will analyze the content-specific, linguistic and cultural demands of a specific subject matter of your choice. We will also evaluate the suitability of different support strategies (e.g. scaffolding) for language and content learning. An essential element of this course is the planning of your own lesson sequence and an exemplary Micro Teaching Unit, so there is plenty of room for your own creativity.

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

Registration: via Stud.IP

458548

English Teaching at the Theatre

Übung SWS: 2 Credits: ; Anz. Teiln.: 12

Martinas, Corina

- 10:00 - 16:00 Raum: Jacob-Grim SEP 0.244 , Blockveranstaltung

+ Sa Von: 05.10.2012 Bis: 06.10.2012

Kommentar For English teachers, visiting a theatre production with a group of pupils as a part of the EFL curriculum requires a particular kind of preparation if they wish to get the most out

of this experience. This course will focus on methods of teaching English using a stage performance. Pre- and post-viewing activities help to promote a greater awareness of the spoken language as well as of the interpretative richness of literature. By using drama work to spark the imagination and inspire storytelling you will learn how to improve both language skills and literacy.

Our seminar work involves cooperation with the KGS Geschwister-Scholl-Gesamtschule and the *Deutsches Theater* in Göttingen. We are going to take a group of about 22 Year 12 pupils to see the English speaking guest performance at the DT on the 12th of October. Pupils will also participate in a post-show discussion with members of the cast and creative team.

This course has a project-based syllabus. Project dates:

Fri, 5th October 10.00 a.m. - 4.00 p.m. - seminar unit

Sat, 6th October 10.00 a.m. - 4.00 p.m. - seminar unit

tba - 90 min. teaching unit in school, KGS

Fri, 12th October, 7.30 p.m. - 10.00 p.m. - theatre performance, backstage tour and post-show discussion

tba - 90 min. teaching unit in school, KGS

Requirements: active participation, basic knowledge about teaching methods; impulse paper in group based on seminar readings; oral examination (15min)

Registration: via Stud.IP

458549

Teaching Creative Writing

Übung SWS: 2 Credits: ; Anz. Teiln.: 20

Sara, Kira

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

Kommentar

Creative Writing is a frequently used method in English classes. But what results can it actually achieve? When and how can it be used effectively? It is against the backdrop of these questions that you will experience the learning process yourself.

If you want to teach Creative Writing successfully, you need to understand the writing process. This course will equip you with the tools to write your own stories. We will tackle essentials like character building, plotting, description and dialogue. Other subjects range from syntax to synesthesia. Through weekly writing tasks and feedback from me and your peers you are sure to improve your skills. The reflection on your own writing will be the base of our discussions about teaching others how to write well.

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

Registration: via Stud.IP. The number of participants is restricted to 20 students.

458552

Teaching English Beyond the Classroom: Preparing and Accompanying a Class Trip to England

Seminar SWS: 2 Credits: ; Anz. Teiln.: 12

König, Lotta

Di 10:00 - 12:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Kommentar How can we teach English in a motivating way which demonstrates the relevance of the language as a means of (intercultural) communication? In order for the students to actively use English in authentic situations and to apply what is prepared during foreign language classes, it can be useful to sometimes move beyond the classroom. A class trip to an English-speaking country provides the ideal setting to combine visiting a number of such places with impressions of another cultural background and the experience of acting and communicating interculturally.

In this course we will discuss how to teach English beyond the classroom and specifically how to plan and prepare a class trip. This will touch on different elements of foreign language teaching: providing linguistic support for everyday communication, training intercultural competence and preparing specific sights and general cultural aspects. These contents should be conveyed through action-oriented methods focusing on communication suitable to motivate and prepare students to gain the most from a class trip. You will design micro-teaching units which will be at the basis of the workshop sessions to be held in school later on. In the course, we will also cover methods of empirical learning and teaching research which will enable you to base your own teaching on didactic theory and evaluate it accordingly.

Thanks to a cooperation with the Geschwister-Scholl Gesamtschule in Göttingen you will have the unique opportunity of putting the results of the course into practice right afterwards and during summer term 2013 in the framework of a *Forschungspraktikum* which would include the following

* Team-teaching workshops (*Arbeitsgemeinschaften*) as conceptualized

during our course in grade 8 groups at the KGS Geschwister

Scholl: Tuesdays 13.50h-15.20h, February-June 2013 (so be prepared

to be there on a weekly basis!)

* Accompanying a 6-day class trip to Whitstable (incl. 2 days in

London) with a homestay, taking responsibility for the students

during the days and for some of the organization of the trip. The

trip will take place at the end of June/beginning of July 2013 (tba).

Note: The trip will cost about 330EUR for transport, accommodation and entry fees. We will apply for funding to cover 2/3 of the amount but unfortunately cannot fully guarantee it until some time into the winter term; the other 1/3, about 110 EUR, will have to be covered by yourself in any case.

Requirements: regular attendance, active participation, report of 4000 words (about 12-15 pages)

Registration: Please sign up on StudIP. Due to the restricted number of persons going on the class trip, the number of participants is limited to 12 students.

458553

How do children live around the world? – From Reading to Reader

Seminar SWS: 2 Credits: ; Anz. Teiln.: 20

Plümer, Monika

Do 16:00 - 20:00 Raum: Wald.26 ERZ 156 , wöchentlich Von:

08.11.2012 Bis:

Kommentar With its focus on different cultures, perspectives and languages, the foreign language classroom encourages students to develop their communicative competences with materials and texts that are meaningful and related to real, globalised worlds.

The degree to which students can read and understand texts that are related to different contexts and discourses is a key indicator to meaningful participation and success in life, society and school. Reading is a foundational skill for learning, personal growth, enjoyment and entertainment. Reading is also a lifelong learning skill, as we constantly learn to (re-)decode and comprehend or contextualize, to (re-)interpret and to develop new understandings. In modern societies the mastery of reading might even become a factor in social integration while different forms of social exclusion are often linked to an inadequate ability in reading.

In this seminar, we will look at texts in different formats (e.g. print, pictures, films, Internet) that portray different cultures. We will practise, discuss and evaluate reading strategies, reading methods, concepts and games. We will also work on materials, assignments and lesson plans for learners of different age groups.

Students who want to go on a school placement after this semester will learn how to foster reading skills and teach with children's books, and they will prepare materials they will use in their classes. Students who attend this seminar as a *Vertiefungsseminar* will present their materials at the end of the semester.

Reading: A list and a reader with secondary sources will be provided at the beginning of the semester (copy shop *Klartext*). **You should have read:** Wolfgang Hallet. *Lernen fördern Englisch*. Klett/Kallmeyer 2011. (Seminarapparat Plümer Bibliothek Waldweg)

Requirements: regular attendance, active participation, school placement report of 4000 words

(about 12-15 pages / *Forschungspraktikum*), presentation of a teaching unit (30 minutes) + term paper (5 pages / *Vertiefung*), all in English.

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

458645

EFL und die globale Simulation

Übung SWS: 2 Credits ; Anz. Teiln.: 12

Martinas, Corina

- 14:00 - 18:00 Raum: Universität HDW 2.117 , Blockveranstaltung

+ Sa Von: 11.01.2013 Bis: 12.01.2013

Fr 14:00 - 18:00 Raum: Universität HDW 2.117 , Einzeltermin am:
18.01.2013

Sa 10:00 - 18:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am:
19.01.2013

Kommentar Die *globale Simulation* ist eine Unterrichtsmethode, die auf Handlungen in realitätsnahen Kontexten basiert. Ähnlich wie bei Rollenspielen wird ein Raum geschaffen, in dem die Teilnehmer nach bestimmten Regeln miteinander interagieren. Im Fremdsprachenunterricht werden als feste Koordinaten die Sprache und die Kultur des jeweiligen Landes festgelegt. So kann zum Beispiel ein Sprachendorf entstehen, in dem die Bewohner - d.h. die Schüler*innen und die Lehrkräfte - die Sprache und die Gepflogenheiten eines bestimmten Sprachraumes annehmen. In Kooperation mit der KGS (Geschwister-Scholl-Gesamtschule) in Göttingen wurden in den vergangenen drei Semestern *Sprachendorfprojekte* in den Sprachen Englisch, Französisch und Spanisch für den 7. bzw. 11. Jahrgang entwickelt. Dieser Kurs wird die Methoden der Globalen Simulation und deren praktische An-

wendung in der Schule reflektieren. Ziel unserer Veranstaltung wird sein, eine Mappe mit Materialien für ein Sprachendorf zu entwerfen.

Voraussetzung für den Erwerb der Credits: rege Beteiligung, Impulsreferat, 15-min. mündliche Prüfung.

Zeiten:

11. Januar 14.00 - 18.00 Uhr s.t.

12. Januar 14.00 - 18.00 Uhr s.t.

18. Januar 14.00 - 18.00 Uhr s.t.

19. Januar 10.00 - 18.00 Uhr s.t.

Teilnehmerzahl: max. 12

Anmeldung über Stud.IP

458646

Possible Selves in the Foreign Language Classroom: A Dramapedagogical Weekend for Future Teachers

Blockveranstaltung SWS: 2 Credits: ; Anz. Teiln.: 12

Haack, Adrian

- - Blockveranstaltung + Sa und So Von: 19.10.2012 Bis: 21.10.2012

Organisatorisches

Der Kurs von Herrn Haack soll auch als Begleitseminar zum Forschungspraktikum Englisch belegt werden können.

Kommentar

We will spend a weekend in the Harz mountains to discover, experience and reflect on various methods from the field of warming up, group-building, acting and theatre pedagogy - on the backdrop of a) your own experience with school and foreign language teaching and learning and b) the question of how to apply dramapedagogical methods and principles to foster foreign language learning. Activities will include the "drama-pedagogical process" (thus don't worry if you are totally new to any kind of acting: we will approach slowly!), "playback theatre" (a special form of improvisational psychodrama involving your own stories about school and teachers) and a role play that will have you experiment with different dimensions of personality important for the teaching profession.

Note: This class is set outside of Göttingen in order to take a step away from everyday life and thus facilitate the group process and creative thinking. The trip will cost about 60EUR for full board and lodging. We will apply for funding to cover 2/3 of the amount but unfortunately cannot fully guarantee it yet; the other 1/3 will have to be covered by yourself in any case.

Requirements: active participation, 15 minute oral examination

Registration: Please sign up on StudIP starting Mon, Sep 3rd. The number of participants is limited to 12 students.

Vorlesung oder Übung zur Fachdidaktik Englisch

Begleitseminar zum Praktikum

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

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

457239

Teaching Culture: Concepts and Ways of Learning in the Foreign Language Class

Seminar SWS: 2 Credits: ; Anz. Teiln.: 20

Surkamp, Carola

Mo 16:00 - 19:30 Raum: Jacob-Grim SEP 0.244 , 14-taglich Von:
22.10.2012 Bis: 28.01.2013

Kommentar

A theory and methodology of teaching culture ("*Kulturdidaktik*") has not yet been fully established within the field of foreign language teaching. "*Kulturdidaktik*" includes several concepts of teaching, representing and understanding communicative interaction with cultures of other languages or with individual members or products of these cultures. "*Kulturdidaktik*" in terms of conceptualized ways of teaching culture therefore competes with other disciplines and concepts of the subject area, above all with the traditional *Landeskunde*, but also with more recent approaches, such as intercultural and transcultural learning or cultural studies. Overall, the concept of "*Kulturdidaktik*" indicates a departure from essentialistic concepts of teaching culture as national cultures. This is expressed, for example, in a change of focus from teaching cultural facts towards encouraging an attitude of communication and understanding as well as the ability to negotiate meanings. In times of increasing globalisation and migration, these attitudes and abilities become more and more important.

In this course, we are going to discuss different concepts of culture and approaches to integrate cultural aspects in foreign language teaching and learning. The following aspects will be touched upon: the interrelation of language learning and cultural learning; the representability of culture and the representativity of the texts, materials and ways of teaching and learning introduced to teach culture in the FLC; the competences required of the learners as cultural agents as well as the didactical and cultural expertise required in the foreign language teachers enabling them to design and teach up-to-date culture classes.

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

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

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

457382

Task-Based Language Learning

Seminar SWS: 2 Credits: ; Anz. Teiln.: 20

Surkamp, Carola

Di 08:00 - 11:00 Raum: Verfugungs VG 4.104 , 14-taglich Von:
23.10.2012 Bis:

Kommentar

One approach to foreign language learning that has been discussed widely in recent years is "task-based language learning". Its central idea is that one can learn a language best when being exposed to it in meaningful communicative contexts, when having frequent opportunity for the active and authentic use of the target language in communicative situations and when being motivated and sensing the need for actually using the foreign language (e.g. to solve a problem).

This course first aims to incite a theoretical discussion of the basic principles of task-based language learning. We are then going to explore how the implementation of task-based language learning in English lessons can contribute to the development of various language skills and competences. Furthermore, students are expected to evaluate exi-

sting exercises and tasks in schoolbooks and possibly redesign them with regard to real world challenges, practicality, language input and output, support systems (scaffolding), additional material etc.

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

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

458553

How do children live around the world? – From Reading to Reader

Seminar SWS: 2 Credits: ; Anz. Teiln.: 20

Plümer, Monika

Do 16:00 - 20:00 Raum: Wald.26 ERZ 156 , wöchentlich Von:
08.11.2012 Bis:

Kommentar

With its focus on different cultures, perspectives and languages, the foreign language classroom encourages students to develop their communicative competences with materials and texts that are meaningful and related to real, globalised worlds.

The degree to which students can read and understand texts that are related to different contexts and discourses is a key indicator to meaningful participation and success in life, society and school. Reading is a foundational skill for learning, personal growth, enjoyment and entertainment. Reading is also a lifelong learning skill, as we constantly learn to (re-)decode and comprehend or contextualize, to (re-)interpret and to develop new understandings. In modern societies the mastery of reading might even become a factor in social integration while different forms of social exclusion are often linked to an inadequate ability in reading.

In this seminar, we will look at texts in different formats (e.g. print, pictures, films, Internet) that portray different cultures. We will practise, discuss and evaluate reading strategies, reading methods, concepts and games. We will also work on materials, assignments and lesson plans for learners of different age groups.

Students who want to go on a school placement after this semester will learn how to foster reading skills and teach with children's books, and they will prepare materials they will use in their classes. Students who attend this seminar as a *Vertiefungsseminar* will present their materials at the end of the semester.

Reading: A list and a reader with secondary sources will be provided at the beginning of the semester (copy shop *Klartext*). **You should have read:** Wolfgang Hallet. *Lernen fördern Englisch*. Klett/Kallmeyer 2011. (Seminarapparat Plümer Bibliothek Waldweg)

Requirements: regular attendance, active participation, school placement report of 4000 words

(about 12-15 pages / *Forschungspraktikum*), presentation of a teaching unit (30 minutes) + term paper (5 pages / *Vertiefung*), all in English.

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

458555

Using Textbooks in the EFL Class

Seminar SWS: 2 Credits: ; Anz. Teiln.: 20

Sölter, Anja

Mi 16:00 - 18:00 Raum: Universität HDW 2.124 , wöchentlich

Kommentar The textbook is an established medium in the EFL class which nowadays provides a complex multi-media set-up for language learning. Although it offers many possibilities to initiate, structure and support the learning process, it also has its limitations. In this course you can develop the ability to use textbooks critically, which is a key competence for future EFL teachers. In a first step, we will deal with the functions and benefits of textbooks in language instruction, analyze the composition of selected textbooks and evaluate the support they offer to develop communicative and intercultural competence. In a second step, we will discuss how to use textbook units to develop a competence-oriented lesson planning that is up to didactical standards.

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

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

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

458557

Teaching Genre

Seminar SWS: 2 Credits: ; Anz. Teiln.: 20

Sara, Kira

Fr 14:00 - 16:00 Raum: KWZ 1.601 , wöchentlich

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

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

Reading: A reader with secondary texts will be provided at Klartext.

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

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

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

457321

Masterabschlussmodul

Blockveranstaltung SWS: 1 Credits: ; Anz. Teiln.: 15

Surkamp, Carola

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

Anforderungen: Regelmäßige Teilnahme, aktive Mitarbeit und mehrmalige Vorstellung des jeweiligen Arbeitsstandes der Master- bzw. Examensarbeit. Bitte melden Sie sich bei StudIP für die Veranstaltung an.