

Englisches Seminar

Fächerübergreifender Bachelor - Fach Englisch

Foundations of Linguistics 1

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35

Shahrokny-Prehn, Arian (verantwortlich)

Mo, wöchentl., 08:00 - 10:00, 22.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us humans apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2013.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - arian.shahrokny@engsem.~
LingF1

Bemerkung

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35

Schulze, Rainer

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us humans apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

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LingF1

Bemerkung

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35

Gerckens (M. A.), Caroline

Di, wöchentl., 08:00 - 10:00, 23.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

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Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - caroline.gerckens@engsem.~

Bemerkung

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35

Pfaff, Meike

Do, wöchentl., 16:00 - 18:00, 25.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us humans apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

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Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - meike.pfaff@engsem.~

Bemerkung

LingF1

Foundations of Linguistics 2

Analysing Multimodal Text

Seminar, SWS: 2, Max. Teilnehmer: 25

Shahrokny-Prehn, Arian

Do, wöchentl., 08:00 - 10:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

Under this mysterious heading we will literally be looking at text that is composed of different visual elements such as letters, graphics, pictures, etc. The visual element has always played a significant role in human language, from early cave drawings, over illuminated manuscripts all the way to graphic novels and advertising. In each of these instances, graphic elements beyond codified letters are used to communicate increasingly complex messages. Over the course of the semester we will acquire the necessary background knowledge (e.g. in sign theory, text linguistics, pragmatics, etc) to analyse very different kinds of text. A strong sense of academic interest as well as a willingness to creatively work with linguistic theory is absolutely mandatory for this seminar.

Registration - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - arian.shahrokny@engsem.~

Bemerkung LingF4

Corpus Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 25

Gerckens (M. A.), Caroline

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 815 CIP-Pool

Kommentar

This course provides a theoretical and practical introduction to the field of corpus linguistics. We will look at the origins of corpus linguistics and move on to current trends. We will also deal with some major electronic corpora and look at the variety of language-related activities in which corpus linguistics play an important role or can make valuable contributions. Special attention will be paid to links between corpus linguistics and foreign language teaching (FLT).

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - caroline.gerckens@engsem.~

Bemerkung LingF4

English and German in Comparison and Contrast

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 815 CIP-Pool

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will take a contrastive approach to language. Its focus will be on phonetics and phonology comparing both segmental and supra-segmental features of the major reference accents of English, RP and General American, with High German. Students will also be introduced to perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols. We will also have a closer look at contrastive aspects of a selection of lexical and syntactic topics. This will include tense and aspect, modality and the structure of the English lexicon.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG, MEd LG, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingF3 / FAL1

International Varieties of English

Seminar, SWS: 2, Max. Teilnehmer: 25

Pfaff, Meike

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

With the great number of different varieties of English around the world, is it still appropriate today to treat English as a single monolithic language? In fact, some scholars speak of "Englishes" to emphasize the great heterogeneity of these varieties, which include classic 'inner circle' first language (L1) varieties such as British English and American English as well as Irish English or Australian English, and 'outer circle', i.e. postcolonial second language varieties such as Indian English, Singaporean English, or Kenyan English. Additionally, we find a great number of contact varieties, so-called English-based pidgins and creoles such as Jamaican Creole and Nigerian Pidgin English, which are especially fascinating as they can tell us a lot about general principles of language change and language acquisition. Last, but not least, English is increasingly used outside English-speaking countries, e.g. in Europe or China where we find so-called English as a Foreign Language varieties (EFL). In this course we will be looking at data from all types of Englishes in order to chart the special phonological, morphosyntactic and lexical features of the varieties in question. To this end we look at their distinct evolutionary histories and paths of development.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - meike.pfaff@engsem.~

Bemerkung LingF4
Literatur*Recommended Reading*

Mesthrie Rajend and Rakesh M.Bhatt. 2008. *World Englishes: The Study of New Linguistic Varieties*. Cambridge: Cambridge University Press.

Advanced Linguistics

Corpus Linguistics Colloquium (Bachelor / Master / alte Studiengänge)

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 709 II 709

Bemerkung FAL7 / Bachelor-, Masterarbeit

Frame Semantics

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This advanced course provides extensive insights into the structure and analysis of word meanings. Introducing Charles Fillmore's theory of Frame Semantics, the first part will discuss the openness and richness of word meanings, reflecting the rich variety of human experiences (cf., for example, *Tuesday*, *barber* or *alimony*). These words necessitate an understanding of concepts (or semantic frames) such as repeatable calendar events, grooming and hair, and marriage and divorce. From this we will learn that a theory of word meaning needs to include more than the small linguistically significant set of primitive concepts proposed by a number of linguists, among them Ray Jackendoff or Anna Wierzbicka.

The second part of the course will present the concept of semantic frame as developed by Fillmore and his associates. Frames offer rich conceptual backgrounds against which word meanings are understood. In this part of the course, we will learn how frames are discovered and described, how they are distinguished from and linked to other frames, and how frame-semantic information is syntactically relevant. If time permits, we will also explore how semantic frames can be applied to cross-linguistic analysis.

The third part of the course will employ the FrameNet database <http://framenet.icsi.berkeley.edu> to analyse the meaning of a given word as a network of interrelated senses. Some of these senses are more central, or basic, and others are less central, or peripheral. In this approach, the processes of metaphor and metonymy are central in describing the full range of meanings which a particular word can evoke. Finally, we will look at how Frame Semantics integrates with Construction Grammar.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL2

Learner Corpus Research (LCR)

Seminar, SWS: 2, Max. Teilnehmer: 20

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 20 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL2, FAL7

Meaning and Humour

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Mo, wöchentl., 10:00 - 12:00, 15.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This advanced seminar will introduce and critique a wide range of semantic and pragmatic theories in relation to humour, such as functional linguistics, speech acts, politeness or relevance theory, emphasising not only conceptual but also interpersonal and textual meanings. Exploiting recent corpus-based research, the seminar will suggest that much humour can be accounted for by the overriding of lexical priming. We will also cover areas of social, attitudinal and emotional meaning, use different and sometimes tasteless jokes as linguistic examples and provide in-class activities, discussion questions and suggestions for further reading.

Please check StudIP for updates and additional information as the semester approaches.

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Bemerkung LingA1, LingA2 / FAL1

Principles of Language Change

Seminar, SWS: 2, Max. Teilnehmer: 25

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL4, FAL5

The Verb in Contemporary English

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

The central concern of this advanced seminar will be to illustrate that verbs can only be adequately and properly understood if studied from both a theoretical and descriptive perspective. In a first part, theoretical problems will be explored: terminological problems of classifying verbs and verb-related elements, the 'determining' properties of verbs, verb complementation, the semantics and pragmatics of verbs and verbal combinations, and the notions of tense, aspect, voice and modality. In a second part, computer corpora will be used to study various types of verb and verb complementation and collocation, to trace the development of certain verb forms in English, and to detail the usage of verbs in different varieties and genres of English.

Please check StudIP for updates and additional information as the semester approaches.

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Bemerkung LingA1, LingA2 / FAL1

Intermediate Literature and Culture

Early Popular Cinema in the U.S.: The Rise of Narrative Film

Seminar, SWS: 2, Max. Teilnehmer: 25

Brasch (M. A.), Ilka

Mo, wöchentl., 14:00 - 16:00, 15.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

In this class we will be concerned with the rise of narrative film in the United States, taking into account a variety of films that filled film theatre programs between 1910 and 1940. Focusing on the rise of cinema as a mass medium, we will look at early silent feature films as well as film serials and study their status within early 20th century consumer culture. Additionally, we will trace the development towards the emergence of cinematic sound in American narrative film. The class will also engage with the influence of other popular forms on early and classical film (comic strips, periodical fiction) and discuss cinema's influence on other media. Participants in this class will be expected to attend film screenings that accompany the seminar (dates will be specified by the beginning of the semester). Please note that participants in this class should not be averse to watching silent films.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - AmerBritF1 ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - ilka.brasch@gmx.de

Bemerkung
Literatur AmerF4

Required Reading:

A reader with additional course material will be made available in the copy shop Stork (Körnerstr.) at the beginning of the semester.

Exploring the British Countryside

Seminar, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Fr, wöchentl., 12:00 - 14:00, 19.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

The countryside and rural life are very emotive issues in British culture and have been so for a long time. A variety of political, ideological, social and psychological attitudes can be inferred from the ways in which people write about, talk about, campaign about, paint, photograph, market or otherwise represent the British countryside. We shall consider the causes and effects of the various economic, political and demographic changes that have occurred in the British countryside over the last three or four hundred years. Above all, we shall analyse different cultural meanings and values which people and movements have attached to the countryside over the same period, and especially in the last two hundred years.

Assessment Tasks - Studienleistung: short presentation. Prüfungsleistung: term paper

● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25

● *Prerequisites* - successful completion of AmerBritF1 and SPAWR ● *Studiengänge* -

FüBA, MEd LBS, 3.Fach LG ● *Further Information* - peter.bennett@engsem.~

Bemerkung

BritF4

Literatur

Required Reading

To be announced at the first meeting.

Flann O'Brien - The Politics of a Comic Author

Seminar, SWS: 2, Max. Teilnehmer: 25

Marquardt, Johanna

Di, wöchentl., 18:00 - 20:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

Brian O'Nolan alias Flann O'Brien alias Myles na gCopaleen always stayed under the radar of a comparatively severe Irish censorship despite his delicate position as a civil servant. In this course we shall explore the subversive potential of his comic writing in the short story "The Martyr's Crown", the novels *The Third Policeman* and *The Poor Mouth* and extracts from his newspaper column "Cruiskeen Lawn". Please buy a copy of *The Third Policeman* and *The Poor Mouth*.

Required Reading

O'Brien, Flann. *Stories and Plays*. London: Grafton Books, 1973.

--- *The Best of Myles*. 1968. Hrsg. Kevin O Nolan. London: Harper Perennial, 2007. (in extracts)

--- *The Poor Mouth*. 1973. Translated by Patrick C. Power. *The Complete Novels*. Hrsg. Alfred A. Knopf. London: Everyman's Library, 2007.

--- *The Third Policeman*. 1967. London: Grafton Books, 1986.

Recommended Reading

Brown, Terence. *Ireland: A Social and Cultural History, 1922-1985*. London: Fontana Press, 1985.

Cronin, Mike. *A History of Ireland*. Basingstoke: Palgrave, 2001.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Assessment Tasks* - 1 oral presentation or 1 written task ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - AmerBritF1 and BritF2 ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - johanna.schaper@engsem~

Introduction to Visual Culture

Seminar, SWS: 2, Max. Teilnehmer: 25

Brinker (M. A.), Felix

Fr, wöchentl., 12:00 - 14:00, 19.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

This class serves as an introduction to the broad field of visual culture and aims to familiarize participants with the analysis and interpretation of (audio)visual texts of different media. Focusing in particular on photography and film, but taking on other visual media (like the comic book) as well, we will explore methods and approaches central to the study of still and moving images. We will engage in close formal analyses, discuss the technological and material conditions of visualization, and place representations into their (social, cultural, and historical) contexts. Participants are expected to attend the film screenings that will accompany the seminar (dates will be announced at the beginning of the semester).

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - Studienleistung(en) of AmerBritF1 ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - felix.brinker@engsem.~

Bemerkung
Literatur

AmerF4

Required Reading

Please refer to the course page on StudIP. An introductory text - which we will discuss in the first session - will be made available there as the semester approaches. A reader with additional course material will be made available in the copy shop Stork as well.

The Great Depression and the New Deal in American Literature and Culture

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

In this class we will discuss the art and literature emerging in the wake of the great depression and in the course of Franklin Delano Roosevelt's so-called 'New Deal.' We will focus on this political program's first phase, in which the goal was relief and recovery in the face of a deep-going economic crisis. In these days, an unprecedented and much-disputed government intervention on behalf of the poor set in, which went along on the cultural side with radically new programs for the promotion of the arts. Roosevelt's ambitious Works Progress Administration (WPA) comprised several support programs for artists - the Federal Writers Project, the Federal Theater Project, the Federal Arts Project. We will look into the effects and repercussions of such political measures on the artists and writers of the period. In particular, we will discuss James Agee's and Walker Evans' photo book *Let Us Now Praise Famous Men* (1941) together with other documentary photography of the day (Dorothea Lange, Erskine Caldwell, Margaret Bourke-White); we will watch and discuss Frank Capra's *Meet John Doe* (1941), read Richard Wright's *Native Son* (1940), Tillie Olsen's *Yonnonadio* (written 1932-1937, publ. 1974) and other fiction of the day. A reader with additional course material will be made available in the copy shop Stork (Körnerstr.) at the beginning of the semester.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - Studienleistung(en) of AmerBritF1 ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - ruth.mayer@engsem~

Bemerkung
Literatur

AmerF4

Required Reading

Please purchase *Native Son* (restored text, HarperPerennial, ISBN: 978-0060929800) and *Yonnonadio* (Bison Books, ISBN: 978-0803286214).

'The World in a Grain of Sand': An Introduction to Poetry

Seminar, SWS: 2, Max. Teilnehmer: 25

Funk, Wolfgang

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

This course will provide a systematic approach to the analysis and interpretation of poetry. Students will be acquainted with essential formal features and norms of the genre and strategies will be introduced for combining aspects of form and contents in order to reveal the 'secret life of poems' (Tom Paulin). The texts we will encounter range from the earliest literary writing in the English language to recent poems and songs that deal with the experience of contemporary existence and cover thematic aspects from, of course, love and sex to death, grief, self-searching, politics and the human condition as such. Above all, however, we will attempt to uncover the magic of poetic language, its power to condense complex and abstract thoughts and relationships into captivating, moving and delightful lines.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - successful completion of AmerBritF1 and SPAWR ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - wolfgang.funk@engsem.~

Bemerkung
Literatur

BritF4

*Required Reading*Robert, Phil. *How Poetry Works* . 2nd Ed. London et al: Penguin, 2000.

You MUST have bought this book by the first session.

*Recommended Reading*Paulin, Tom. *The Secret Life of Poems: A Poetry Primer* . London: Faber and Faber, 2008.Bode, Christoph. *Einführung in die Lyrikanalyse* . Trier: WVT, 2001.

Thomas Hardy: Selected Novels

Seminar, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Di, wöchentl., 14:00 - 16:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

Thomas Hardy's novels, predominantly pastoral and ranging from romance to tragedy, have always enjoyed commercial success and academic respect. We shall study a representative selection of novels, paying attention to the historical context of their composition and the cultural dimension of their popular reception.

Assessment Tasks - Studienleistung: to be announced. Prüfungsleistung: term paper

● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25

● *Prerequisites* - successful completion of AmerBritF1 and SPAWR ● *Studiengänge* -

FüBA, MEd LBS, 3.Fach LG ● *Further Information* - peter.bennett@engsem.~

Bemerkung

BritF4

Literatur

Required Reading

Far From the Madding Crowd

The Return of the Native

Tess of the d'Urbervilles

Some very cheap editions are available, but students are strongly urged to buy the Penguin Classics annotated editions. Apart from the fact that the introductions and annotations are helpful, progress is much easier if everyone is working with the same pagination.

Advanced Literature and Culture

Exploring the 19th Century through George Eliot's Middlemarch

Seminar, SWS: 2, Max. Teilnehmer: 25

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

This course provides an in-depth study of one of the key texts of 19th-century literature, George Eliot's *Middlemarch* (1871/72). We will adopt the somewhat unusual format of reading just one major text for several reasons. Combining a variety of text-oriented and context-oriented theories, ranging from narratology to Gender Studies and Cultural Materialism, we shall use the novel to practice our analytical skills with special emphasis on focalization, character and plot construction, and to explore important issues of 19th-century history. We will discuss the novel's representations of economic, political, social and cultural change concentrating on gender and class relations in connection with contemporary discourses on middle-class values, religion, science and medicine.

Reader - copy shop Stork (Körnerstraße) from 15 October 2012 ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* AmerF4/BritF4 (for FüBA and MEd students), none for others ● *Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung

BritA / AAS2

Literatur

Required Reading

George Eliot. *Middlemarch*. Ed. by Rosemary Ashton. London: Penguin 2003

Factory Lives: 19th-Century Working-Class Texts

Seminar, SWS: 2, Max. Teilnehmer: 25

Grünkemeier, Ellen

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

Although the so-called Great Reform Act of 1832 extended the franchise significantly, workers did not yet gain the right to vote and therefore continued to be formally excluded from political life. Nonetheless, they found ways to render visible their experiences and opinions. Working-class writers, for example, described the social realities of urban life in the new industrial cities and manufacturing districts. We shall read and analyse autobiographical texts (from the collection *Factory Lives*, see below) that describe factory labour in the British textile industries. In addition to our close readings, we will relate the texts to their socio-political, historical and cultural contexts. Our discussion will include issues such as factory legislation, working and living conditions in Victorian Britain, class and gender, power and agency.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 01.09.2012, 08.00 - 30.09.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - AmerF4/BritF4 (for FÜBA and MEd students), none for others ● *Studiengänge* - FÜBA, MEd LG, 3. Fach LG, MA AAS ● *Further Information* - ellen.gruenkemeier@engsem.~

Bemerkung
Literatur

BritA / AAS2, AAS3

Required Reading

Simmons, James, ed. *Factory Lives. Four Nineteenth-Century Working-Class Autobiographies*. Peterborough: Broadview Press, 2007. (ISBN: 1-55111-272-8)

Students are asked to buy this collection which includes John Brown's *A Memoir of Robert Blincoe, An Orphan Boy* (1832), William Dodd's *A Narrative of the Experience and Sufferings of William Dodd* (1841), James Myles's *Chapters in the Life of a Dundee Factory Boy* (1850), and Ellen Johnston's "Autobiography of Ellen Johnston, 'The Factory Girl'" (1867).

A reader with further material will be provided.

Film Genres

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

In a provocative essay published in 1998, Linda Williams argued that melodrama functions as *the* cinematic mode of our days, superseding and informing all other genres and modes of film-making: "a perpetually modernizing form that is neither opposed to the norms of the 'classical' nor to the norms of 'realism' but which adapts both," as she specified in 2007. Melodrama, consequently, should be considered a sort of 'meta-genre' for Hollywood productions. In this course, we will look into the tradition and history of the melodramatic mode on screen, starting with the melodramatic silent serials of the 1910s and moving into the present time, ending probably with Todd Haynes TV-mini series *Mildred Pierce* (HBO, 2011). We will take this investigation as an incentive to also reflect upon the significance and usefulness of the category of 'genre' in film analysis in general. Please note that this is a time intensive class, since you will have to attend film sessions in addition to the class meetings.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - BritF4/AmerF4 ● *Studiengänge* - FÜBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - ruth.mayer@engsem.~

Bemerkung

AmerA / AAS4

Film on Film: Metatextuality and Self-reflexivity

Seminar, SWS: 2, Max. Teilnehmer: 20

Köhler (Priv.-Doz.), Thomas Heinrich

Fr, 14-täglich, 14:00 - 18:30, 26.10.2012 - 02.02.2013, 1502 - 415 II 415

Kommentar

Throughout its history cinema has not only provided fictional representations of reality, but has also often shown the making of films itself or has self-reflexively questioned the particular representations. In a metatextual interpretation, self-portraits of the act of film-making may serve both as a celebration or a critique of the film industry. They may also be an invitation to the audience to reflect on the act of viewing and on the intricate relations between production, product and the cinema-going experience itself, for instance by - but not limited to - the appearance of film(s) within a film. From a narratological perspective, the topic 'film on film' allows for an exemplary study of strategies of narrative self-reflection of mediality and textuality in fictional contexts.

Bilingual in conception (Deutsches Seminar: Dr. Stefanie Kreuzer), this seminar will examine a number of films from different countries and eras of film-making. Films currently under consideration include Ludwig Berger's early sound film operetta ICH BEI TAG UND DU BEI NACHT (D 1932), Michael Powell's disturbing examination of the power of the camera(man) PEEPING TOM (GB 1960), Jean-Luc Godard's scathing critique of the film business LE MÉPRIS (F 1963) as well as Ingmar Bergman's PERSONA (S 1966), Woody Allen's THE PURPLE ROSE OF CAIRO (USA 1985) and David Lynch's multiperspectival Hollywood persiflage MULHOLLAND DRIVE (USA/F 2001) with their inextricable webs of filmic 'reality' and representation.

Please register for this class via Stud.IP. The number of participants should not exceed 30 (Germanistik) and 20 (Anglistik/Amerikanistik).

Assessment Tasks - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 20 ● *Prerequisites* - AmerF4/BritF4 ● *Studiengänge* - FÜBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - thomas_koehler_hannover@freenet.de

Bemerkung

BritA / AAS2, AAS4

Massenkultur: Unterhaltung, Konsum, Medialität

Seminar, SWS: 2, Max. Teilnehmer: 20

Gamper, Michael / Mayer, Ruth

Mi, wöchentl., 18:00 - 20:00, 24.10.2012 - 02.02.2013, 1502 - 415 II 415 , Gamper, Michael, Mayer, Ruth
Kommentar

Massenkultur' galt lange als *contradictio in adjectio* bzw. als Provokation jeder ernsthaften Auseinandersetzung mit den Künsten. Politisch so unterschiedlich lokalisierte Philosophen wie Theodor W. Adorno und José Ortega y Gasset lehnten Begriff und Konzept einer von den Massen getragenen Kultur ab und kritisierten in den 1950er und 1960er Jahren mit marxistischer bzw. wertkonservativer Begründung die verbildende Wirkung des Massenhaften. Im deutschsprachigen Raum hielt sich dieser kulturkritische Diskurs erstaunlich lange, und erst in den letzten zwei Jahrzehnten wurden Ansätze entwickelt, welche die eigenständige Leistung der populären Künste zu würdigen vermochten. Diese Entspannung in der Haltung gegenüber der ‚Massenkultur‘ verdankt sich ganz entscheidend einer grundlegend anders akzentuierten Debatte zum Thema in den USA. In den USA hatten sich bereits im 19. Jahrhundert massenkulturelle Praktiken, mediale Formate und soziale Räume herausgebildet (etwa: *dime novels* und *dime museums*, die *yellow press*, *minstrelsy*, Vaudeville, Vergnügungsparks und Weltausstellungen), die dann für Europa sowohl Modellcharakter gewinnen sollten als auch routinemäßig Abwehrgesten auslösten. Ob sich die amerikanischen Eigenheiten linear auf soziale Konstellationen (Einwanderungsgesellschaft) oder die politische Ordnung (Demokratie) zurückführen lassen, ist zu überprüfen. Unbestreitbar aber stellt die Beobachtung der amerikanischen Kultur aus der Perspektive des alten Kontinents seit dem 19. Jahrhundert, insbesondere für deutsche Intellektuelle und ihren Kulturbegriff, immer wieder eine große und folgenreiche Herausforderung dar.

Aus diesem Grund möchte dieses Seminar, das parallel im Deutschen und im Englischen Seminar angeboten wird, sich dem Phänomen aus der Perspektive deutschsprachiger und amerikanischer Kritiker nähern. Es ist als Kombination aus einem interdisziplinären Forschungsseminar (Englisches Seminar: Prof. Dr. Ruth Mayer) und einem *Kolloquium* (*Deutsches Seminar: Prof. Dr. Michael Gamper, Mi 18:00/20:00, Raum: 1502.415, Beginn: 24.10.2012*) angelegt und richtet sich primär an Studierende der forschungsorientierten Masterstudiengänge und fortgeschrittene Studierende des FÜBA Englisch ohne Theoriephobie. Das Kolloquium vereinigt Beiträge, die neuere methodisch-theoretische Zugänge zur ‚Massenkultur‘ präsentieren und/oder sich interessanten Materialbeständen zuwenden, welche deren Innovationspotential und gesamt-kulturelle Relevanz zu plausibilisieren vermögen.

Assessment Tasks - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 20 (+20 from German) ● *Prerequisites* - BritF4/ AmerF4 ● *Studiengänge* - FÜBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - ruth.mayer@engsem.~

Bemerkung AmerA / AAS2, AAS4

South African Fiction: "Jim Comes to Joburg"

Seminar, SWS: 2, Max. Teilnehmer: 25

Marquardt (Staatsexamen), Henning

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

In the first half of the 20th century, South Africa experienced a massive movement from rural areas into the cities. People came especially to the Johannesburg area in search for work, mainly in the gold mines. This process was paralleled by increasing segregation legislation, which massively affected the social and working life of the black and coloured population. Contemporary cultural productions in general and literary texts in particular critically assess urbanisation and the resulting living and working conditions. Many of them use the 'Jim comes to Jo'burg' motif, where a young, usually black, man moves to Johannesburg to find work.

We will analyse and interpret different 'Jim comes to Jo'burg' stories published between the 1920s and 1940s and work out interrelations between literary texts and their social and economic contexts. We will consider authors, readers and publishers as we engage with protest writing and its impact before the implementation of apartheid.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - AmerF4/BritF4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● *Further Information* - henning.marquardt@engsem.~

Bemerkung

BritA / AAS3, AAS5, AAS6 / Atlantic Studies: Forschungslernmodul / Transformation Studies

Literatur

Required Reading

Abrahams, Peter. *Mine Boy*. 1946. Oxford: Longman, 1989.

Dhlomo, Rolfes. *An African Tragedy*. Alice: Lovedale, 1928. <http://www.empire.amdigital.co.uk/contents/document-detail.aspx?sectionid=210> (accessible from within the LUH-network).

Plomer, William. "Ula Masondo." *I Speak of Africa*. 1927. Ed. William Plomer. London: Hogarth, 1938. 83-150.

Please read Dhlomo's *An African Tragedy* prior to class as this will be the first text that we will deal with. Please order Abrahams's *Mine Boy* well in advance due to long delivery times. Plomer's "Ula Masondo" will be provided in a reader.

Transpacific Reflections

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

In the past two decades American Studies has challenged the concept of American Exceptionalism by reassessing the country's place in an economically, politically, and culturally interconnected world. Scholars of the "American Pacific" have investigated the power relations between the United States and the geographically and culturally obscure and shifting concept of "Asia," reassessing the role of the concept in the formation of American culture and investigating the role of Asian American communities as intercultural contact zones and hybrid spaces.

In trying to trace the mapping of the "American Pacific," this seminar brings together literary texts, artworks, and movies that have shaped, challenged, and negotiated the concept, and discusses them with the help of postcolonial theory. Starting with the orientalism (Edward Said) of American Renaissance thinkers and poets, we will examine how they have inspired Asian American writers such as Sadakichi Hartmann or Maxine Hong Kingston. We will place texts by Mark Twain, Frank Norris, and Jack London in the historical context of transpacific relations to examine how canonical writers have imagined what has been interpreted as an expansion of the American frontier. The self-marketing of San Francisco's "Chinatown" and the comic strip "Terry and the Pirates" will be as much a part of this seminar as Pearl S. Buck's bestselling "Asian" novels. Taking up the proposition that Asian American culture is almost by necessity dissident (Lisa Lowe) we will look at texts by Milton Murayama, Jessica Hagedorn, Theresa Hak Kyung Cha, or Bao Ninh to examine how they position themselves in a heavily contested and increasingly theorized field. We will also turn to the more recent renaissance in Asian American visual culture as indicative of changing power relations in the transpacific region.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - BritF4/AmerF4 ● *Studiengänge* - FÜBA, MAAS, MED LG, 3. Fach LG ● *Further Information* - kirsten.twelbeck@engsem.~

Bemerkung

AmerA / AAS2, AAS3

Advanced English Skills**Academic Writing and Research**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 613 II 613 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 3. Gruppe

Di, wöchentl., 12:00 - 14:00, 23.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 613 II 613 , 5. Gruppe

Do, wöchentl., 16:00 - 18:00, 25.10.2012 - 02.02.2013, 1502 - 615 II 615 , 6. Gruppe

Kommentar

This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies. *Assessment Tasks* - two written tasks which build to the final task, an academic research essay (SL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPAWR

Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 709 II 709 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Mi, wöchentl., 10:00 - 12:00, 24.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Mi, wöchentl., 12:00 - 14:00, 24.10.2012 - 02.02.2013, 1502 - 703 II 703 , 5. Gruppe

Do, wöchentl., 12:00 - 14:00, 25.10.2012 - 02.02.2013, 1502 - 613 II 613 , 6. Gruppe

Kommentar This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies. *Assessment Tasks* - one informal presentation (SL) and one formal presentation based on the SPAWR research project (PL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

SPCS**Communication Skills**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 709 II 709 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Mi, wöchentl., 10:00 - 12:00, 24.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Mi, wöchentl., 12:00 - 14:00, 24.10.2012 - 02.02.2013, 1502 - 703 II 703 , 5. Gruppe

Do, wöchentl., 12:00 - 14:00, 25.10.2012 - 02.02.2013, 1502 - 613 II 613 , 6. Gruppe

Kommentar This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies. *Assessment Tasks* - one informal presentation (SL) and one formal presentation based on the SPAWR research project (PL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

SPAWR

Academic Writing and Research

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 613 II 613 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 3. Gruppe

Di, wöchentl., 12:00 - 14:00, 23.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 613 II 613 , 5. Gruppe

Do, wöchentl., 16:00 - 18:00, 25.10.2012 - 02.02.2013, 1502 - 615 II 615 , 6. Gruppe

Kommentar This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies. *Assessment Tasks* - two written tasks which build to the final task, an academic research essay (SL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung SPAWR**Writing in English****Expository Writing**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary. *Assessment Tasks* - two written tasks (SL) and one written exam (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach of text analysis. Students will also be required to teach one of the topics themselves as a short oral presentation (10 minutes), thus allowing them to investigate one topic in great depth and gain experience in teaching and explaining language to others. *Assessment Tasks* - one 10-minute oral presentation, regular completion of homework, regular participation (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

SPTAP

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach of text analysis. Students will also be required to teach one of the topics themselves as a short oral presentation (10 minutes), thus allowing them to investigate one topic in great depth and gain experience in teaching and explaining language to others. *Assessment Tasks* - one 10-minute oral presentation, regular completion of homework, regular participation (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

SPEW**Expository Writing**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary. *Assessment Tasks* - two written tasks (SL) and one written exam (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Contexts of English Language Use**Classroom English**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection) (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection) (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703 , 1. Gruppe

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Fr, wöchentl., 10:00 - 12:00, 19.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Kommentar

This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning. *Assessment Tasks* - one written task (CV and application letter) and one oral task (interview) (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, MEd LG, 3. Fach LG ● *Further Information* - peter.bennett@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The *Studienleistungen* are an annotated bibliography and an oral presentation; the *Prüfungsleistung* is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

In the process, and depending on enrollment, individual students and/or pairs/groups will each be assigned a particular state, which you will then follow through the election cycle, writing brief journalistic "dispatches" (2 x 250 words and 2 X 500-600 words for both SL and PL students) from the field as you go, culminating in a longer "report" (PL term paper) not just on the success or failure of Romney and Obama, but also on the nature of the election process (swing states, targeted advertising, how geography and demography influence U.S. politics) itself, and what those elections might say about the larger national culture of which they are an integral part.

Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

-

SPEP**English for Professional Use**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703 , 1. Gruppe

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Fr, wöchentl., 10:00 - 12:00, 19.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Kommentar

This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning. *Assessment Tasks* - one written task (CV and application letter) and one oral task (interview) (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, MEd LG, 3. Fach LG ● *Further Information* - peter.bennett@engsem.~

SPVE

Classroom English

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection (PL)

● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ●

Prerequisites - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ●

Further Information - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The Studienleistungen are an annotated bibliography and an oral presentation; the Prüfungsleistung is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

In the process, and depending on enrollment, individual students and/or pairs/groups will each be assigned a particular state, which you will then follow through the election cycle, writing brief journalistic "dispatches" (2 x 250 words and 2 X 500-600 words for both SL and PL students) from the field as you go, culminating in a longer "report" (PL term paper) not just on the success or failure of Romney and Obama, but also on the nature of the election process (swing states, targeted advertising, how geography and demography influence U.S. politics) itself, and what those elections might say about the larger national culture of which they are an integral part.

Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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Foundations Literature and Culture

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Mayer, Ruth (verantwortlich)

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FüBA, BSc TE, LG 3. Fach ● *Further Information* - ruth.mayer@engsem.~

Bemerkung

AmerBritF1

Literatur

Required Reading:

Will be specified in class.

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Marquardt, Johanna

Di, wöchentl., 16:00 - 18:00, 23.10.2012 - 02.02.2013, 1502 - 703 II 703

Fr, Einzel, 12:00 - 14:00, 18.01.2013 - 18.01.2013, 1502 - 609 II 609 , Ausweichtermin

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Required Reading

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature* . Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

Assessment Tasks – will be specified in class ● *Registration* – Doodle by 17.10.2012, 13.00 ● *Size restriction* – 35 ● *Prerequisites* – none ● *Studiengänge* – FÜB.A., BSC.TE, Drittes Fach ● *Further Information* – johanna.schaper@engsem.~

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Gohrisch, Jana

Mi, wöchentl., 08:00 - 10:00, 24.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FÜBA, BSc TE, LG 3. Fach ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung
Literatur

AmerBritF1

Required Reading

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature* . Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Grünkemeier, Ellen

Do, wöchentl., 08:00 - 10:00, 25.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FüBA, BSc TE, LG 3. Fach ● *Further Information* - ellen.gruenkemeier@engsem.~

Bemerkung
Literatur

AmerBritF1

Required Reading

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004. ISBN 3-12-939619-5

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Funk, Wolfgang

Do, wöchentl., 10:00 - 12:00, 25.10.2012 - 02.02.2013, 1502 - 703 II 703

Mi, Einzel, 15:30 - 16:30, 20.02.2013 - 20.02.2013, 1502 - 709 II 709, Klausurnachbesprechung

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FüBA, BSc TE, LG 3. Fach ● *Further Information* - wolfgang.funk@engsem.~

Bemerkung
Literatur

AmerBritF1

Required Reading

Meyer, Michael. *English and American Literatures*. 4th Edition. Tübingen: Francke, 2011.

Introduction to Literary Studies: Consultation Hour

Seminar, SWS: 1

Mayer, Ruth

Mo, 12:00 - 13:00, 22.10.2012 - 02.02.2013, 1. Gruppe, Dienstraum 1502.633

Kommentar Every participant of the AmerBritF1 class will be asked to attend a consultation, in order to clarify study goals, identify problems and discuss questions. Further information will be given at the beginning of the course.

Bemerkung AmerBritF1

Survey of American Literatures and Cultures I

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 25.10.2012 - 02.02.2013, 1208 - A001 Kesselhaus

Kommentar

This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence. All the material including power point presentations and handouts will be posted online on StudIP.

Reader - course material on StudIP ● *Assessment Tasks* - will be specified in class ●
Registration - StudIP 1.9.2012 - 30.9.2012 ● *Studiengänge* - FüBA, BSc, 3. Fach LG ●
Further Information - kirsten.twelbeck@engsem.~

Bemerkung

AmerF2

Literatur

Recommended Reading

For general reference I recommend buying the *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2005). Both are standard textbooks.

Survey of British Literatures and Cultures I

Vorlesung, SWS: 2

Emig, Rainer

Mo15.10.2012 - 02.02.2013

Kommentar

The aims of this set of two lectures (the second one will be taught in the spring term) are

1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

PLEASE NOTE: THE FIRST LECTURE COURSE WILL BE TAUGHT VIA VIDEO ONLY.

Assessment Tasks – Studienleistung: electronic test available mid-term;
 Prüfungsleistung: exam in summer term (after Lecture Course II) ● *Registration* – StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* – none ● *Prerequisites* – none ● *Studiengänge* – FüBA, BSc TE, 3. Fach LG ● *Further Information* – rainer.emig@engsem.~

Bemerkung
Literatur

BritF2, BritF3

Required Reading

Please refer to the course page on StudIP, where you will find the PowerPoint presentations used in each lecture as PDF files.

Recommended Reading

John Oakland. Ed. *British Civilization*. 7th edition. London: Taylor & Francis, 2010. Print.
 Paul Poplawski. Ed. *English Literature in Context*. Cambridge et al.: Cambridge UP, 2007. Print.

Survey Literature and Culture

Survey of American Literatures and Cultures I

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 25.10.2012 - 02.02.2013, 1208 - A001 Kesselhaus

Kommentar

This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence. All the material including power point presentations and handouts will be posted online on StudIP.

Reader - course material on StudIP ● *Assessment Tasks* - will be specified in class ●
Registration - StudIP 1.9.2012 - 30.9.2012 ● *Studiengänge* - FüBA, BSc, 3. Fach LG ●
Further Information - kirsten.twelbeck@engsem.~

Bemerkung
Literatur

AmerF2

Recommended Reading

For general reference I recommend buying the *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2005). Both are standard textbooks.

Survey of British Literatures and Cultures I

Vorlesung, SWS: 2

Emig, Rainer

Mo15.10.2012 - 02.02.2013

Kommentar

The aims of this set of two lectures (the second one will be taught in the spring term) are

1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

PLEASE NOTE: THE FIRST LECTURE COURSE WILL BE TAUGHT VIA VIDEO ONLY.

Assessment Tasks – Studienleistung: electronic test available mid-term;
 Prüfungsleistung: exam in summer term (after Lecture Course II) ● *Registration* – StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* – none ● *Prerequisites* – none ● *Studiengänge* – FÜBA, BSc TE, 3. Fach LG ● *Further Information* – rainer.emig@engsem.~

Bemerkung
Literatur

BritF2, BritF3

Required Reading

Please refer to the course page on StudIP, where you will find the PowerPoint presentations used in each lecture as PDF files.

Recommended Reading

John Oakland. Ed. *British Civilization*. 7th edition. London: Taylor & Francis, 2010. Print.
 Paul Poplawski. Ed. *English Literature in Context*. Cambridge et al.: Cambridge UP, 2007. Print.

Foundations Methodology of Teaching English as a Foreign Language

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Woltin, Alexander (verantwortlich)

Mo, wöchentl., 08:00 - 10:00, 15.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidF1

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Blell, Gabriele

Di, wöchentl., 14:00 - 16:00, 16.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidF1

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Djemaï-Runkel (Staatsexamen), Soumaya

Di, wöchentl., 14:00 - 16:00, 16.10.2012 - 02.02.2013, 1502 - 109 II 109

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung DidF1

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Becker, Carmen

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung DidF1

Portfolio

Seminar, SWS: 2, Max. Teilnehmer: 25

Becker, Carmen

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

Concepts such as the portfolio or standards-oriented assessment have become buzzwords in educational contexts. Although portfolios are highly recommended by the Ministries of Education as a means to evaluate students' language competence through self-assessment, the reality in classrooms is different. 'Portfolio' is still a magic word and not implemented in many schools. Portfolios are often criticized for being too time-consuming, taking away precious time for language learning, and for not being reliable enough to document students' language competence.

This seminar will closely examine the potential of portfolio assessment for language learning and teaching purposes. The European Language Portfolio will be introduced and evaluated, and preconditions for its successful implementation at school critically discussed. Furthermore, we will deal with portfolio (self-)assessment as a building block for a new learning culture, and all participants will be encouraged to become a part of this movement by actively documenting the development of their methodological competence in their own Language Teaching Portfolio.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - reading assignments and projects ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - carmen.becker@engsem.~

Bemerkung
Literatur

DidF2

Recommended Reading

Brunner, I.; Häcker, T.; Winter, F. (2006): Das Handbuch Portfolioarbeit. Seelze: Kallmeyer.

Deci, E. L. and Ryan, R. M. (1993). Die Selbstbestimmungstheorie der Motivation und ihre Bedeutung für die Pädagogik. Zeitschrift für Pädagogik, 39, S. 223-238.

Deci, E.L. and Ryan, R.M. (2002): Overview of Self-Determination Theory: An Organismic Dialectical Perspective. In: Deci, E.L. and Ryan, R.M. Handbook of Self-Determination Theory. Rochester, NY: The University of Rochester Press.

Schärer, R. (1999): „A European Language Portfolio. The Pilot Phase 1998-2000 - Perspectives 2000". *Babylonia* 7 (1), S. 58-61.

Schärer, R. (2000): Final Report. A European Language Portfolio Pilot Project. Phase 1998-2000. Strasbourg: Council of Europe.

Schärer, R. (2004): A European Language Portfolio: From piloting to implementation (2001-2004). Strasbourg: Council of Europe.

Schärer, R. (2008): European Language Portfolio: Interim Report 2007. Strasbourg: Council of Europe.

Schneider, G. and North, B. (2000): Fremdsprachen können - was heisst das? Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit. Chur, Zürich: Rüegger.

Schneider, G., and Lenz, P. (2001): European Language Portfolio: Guide for developers (1 st ed.). Strasbourg: Council of Europe.

Winter, F. (2011): Leistungsbewertung. Hohengehren: Schneider Verlag.

Vocabulary and Grammar - Learning and Teaching

Seminar, Max. Teilnehmer: 25

Fellmann, Gabriela

Mi, wöchentl., 16:00 - 18:00, 17.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

'Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.' (David Wilkins)

The learning and teaching of vocabulary and grammar has attracted considerable interest in recent years among acquisition specialists, language teachers as well as learners of a foreign language. This is due to new research findings, the recently improved accessibility of computerized corpora and also to new approaches to the teaching of foreign languages. However, the implementation of new ideas concerning the learning and teaching of vocabulary and grammar has not really reached foreign language classrooms, and this throughout Germany. Many teachers still teach vocabulary and grammar as they were taught.

The goal of this course is to bridge the gap between the theoretical background provided by research and the reality teachers meet in the classroom. Given the challenge involved in acquiring, processing, storing and producing words in a foreign language, this course tries to answer the question: What has to happen in the classroom to make the successful learning of vocabulary possible?

The structure of the course puts great emphasis on:

a) a balanced mix of theoretical aspects and examples from classroom practice b) your active involvement and c) co-operative learning.

In the first part of the seminar, I will give you a general overview of the learning and teaching of vocabulary and grammar. Some of the issues I will introduce and would like to discuss are: What is a word and how do words relate to one another, how many words do learners need to know, how is the knowledge of words acquired, organised and retrieved, how can you teach and test grammar and vocabulary?

In the second part of the course, you will have the opportunity to focus on an individual aspect of the learning and teaching of vocabulary and grammar that interests you. After a critical look at the literature and the formulation of a research question in groups of three, you will watch and analyse a lesson. Your reflections and findings will be part of a presentation which you are going to give at the end of the course.

Please note:

If you already have school contacts, you are welcome to use them. If you do not, I will provide them for you. You should be aware that at least one school visit is mandatory!

Recommended Reading

Aitchison, Jean (1994): *Words in the Mind: An Introduction to the Mental Lexicon*, 2. Aufl. Oxford: Blackwell.

Larsen-Freeman, Diana. (2003). *Teaching language: From grammar to grammaring*. Boston, MA: Thomson-Heinle.

Larsen-Freeman, Diana. (2004): *Grammar*. In: Ronald Carter and David Nunan (eds.) *Teaching English to Speakers of other Languages*. Cambridge: Cambridge University Press, 34-41.

Lewis, Michael. (1997): *Implementing the Lexical Approach. Putting Theory into Practice*. Hove: Language Teaching Publications.

Lindstromberg, Seth and Boers, Frank. (2008): *Teaching Chunks of Language. From Noticing to Remembering*. Helbling Languages.

Nation, I.S.P. (2004): *Learning Vocabulary in another Language*. Cambridge: Cambridge University Press.

Thornbury, Scott (2002): *How to Teach Vocabulary*. Edinburgh Gate: Pearson Education Limited.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Regular attendance, active participation, one school visit, a presentation, reading assignments ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1# *Studiengänge* - FÜBA, BSc. TE, 3. Fach LG ● *Further Information* - gabriela.fellmann@engsem.~

Integrated English Practice

Classroom English

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection) (PL)

● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ●

Prerequisites - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ●

Further Information - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection) (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The Studienleistungen are an annotated bibliography and an oral presentation; the Prüfungsleistung is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

In the process, and depending on enrollment, individual students and/or pairs/groups will each be assigned a particular state, which you will then follow through the election cycle, writing brief journalistic "dispatches" (2 x 250 words and 2 X 500-600 words for both SL and PL students) from the field as you go, culminating in a longer "report" (PL term paper) not just on the success or failure of Romney and Obama, but also on the nature of the election process (swing states, targeted advertising, how geography and demography influence U.S. politics) itself, and what those elections might say about the larger national culture of which they are an integral part.

Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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SPTOP**Classroom English**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection) (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection) (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The Studienleistungen are an annotated bibliography and an oral presentation; the Prüfungsleistung is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

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Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

-

SPTOP1

SPTOP2

Bachelorarbeit

Die Abschlussarbeit: Theorie and Praxis

Kolloquium, SWS: 1

Gohrisch, Jana

Di, wöchentl., 18:00 - 19:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Diese Veranstaltung wendet sich an Studierende aller Studiengänge, die im Wintersemester 2012/2013 ihre Abschlussarbeit vorbereiten bzw. schreiben. Nach der Klärung formaler Fragen entsprechend der jeweiligen Prüfungsordnung, widmen wir uns der Gegenstands- und Themenfindung sowie der Betreuersuche. Wir üben, eine Forschungsfrage zu entwickeln und eine zentrale These zu formulieren, besprechen Arbeitstechniken und die Phasen des Schreibprozesses. Danach stellen die Studierenden ihre Projekte und Entwürfe im Einzelnen vor, um sie in der Schreibwerkstatt intensiv zu diskutieren. Es besteht auch die Möglichkeit, Texte vorbereitend zu lesen und dann gemeinsam an ihnen zu arbeiten.

Bei der ersten Sitzung (am 16.10.2012) werden die weiteren Sitzungstermine (als Blockveranstaltungen) festgelegt. Näheres finden Sie nach dem 16.10. auf StudIP.

Assessment Tasks - none ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - completed Bachelor or Master course ● *Studiengänge* - all ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung

AAS7

Literatur

Recommended Reading

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 14. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2008 (UTB).

MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language Association of America 2009 (1st ed. 1977).

Examenskolloquium (Bachelor / Master / alte Studiengänge)

Kolloquium, SWS: 1

Blell, Gabriele

Di, wöchentl., 13:00 - 13:45, 16.10.2012 - 02.02.2013

Kommentar

Das Examenskolloquium findet in Raum 1502.727 statt.

Das Examenskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet. Bei Bedarf bereiten sich ExamenskandidatInnen für die mündlichen MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft/ Erziehungswissenschaft).

Registration - StudIP 1.09.2012 - 30.09.2012 ● *Studiengänge* - FüBA, MEd LG, MEd LBS, MA ● *Prerequisites* - none ● *Further Information* - gabriele.blell@engsem.~

Kolloquium zum Studienabschluss (Bachelor, Master, alte Studiengänge)

Kolloquium, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA Advanced Anglophone Studies, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der Teilnehmenden) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

Assessment Tasks - none ● *Registration* - StudIP StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - completed FüBA or Master courses ● *Studiengänge* - all ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung
Literatur

AAS7

Recommended Reading

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 14. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2008 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett 2004.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Zapf, Hubert, Hg. *Amerikanische Literaturgeschichte*. 2. aktualis. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Writing a Linguistic Thesis - How to present (non-)empirical research

Kolloquium, SWS: 2

Schulze, Rainer (verantwortlich) / Altendorf, Ulrike (verantwortlich)
Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709
Kommentar

Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting-up data-based research, avoiding plagiarism, etc.

Students will be given ample chance to present their own preliminary findings.

This course may be taken by FAL students (Module 8) and also by any students writing their Bachelor or Master theses in Linguistics.

Registration - StudIP 01.09.2012 - 30.09.2012 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG, Med LG, MEd LBS, FAL, MA ● *Further Information* - ulrike.altendorf@engsem.~ or rainer.schulze@engsem.~

Bemerkung FAL8 / Bachelor-, Masterarbeit

Bachelor Technical Education - Fach Englisch**Foundations Linguistics 1****Introduction to Linguistics I**

Vorlesung, SWS: 2, Max. Teilnehmer: 35
Shahrokny-Prehn, Arian (verantwortlich)
Mo, wöchentl., 08:00 - 10:00, 22.10.2012 - 02.02.2013, 1502 - 003 II 003
Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us humans apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2013.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - arian.shahrokny@engsem.~

Bemerkung LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35

Schulze, Rainer

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us humans apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2013.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - rainer.schulze@engsem.~

Bemerkung

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35

Gerckens (M. A.), Caroline

Di, wöchentl., 08:00 - 10:00, 23.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us humans apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2013.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - caroline.gerckens@engsem.~

Bemerkung

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35

Pfaff, Meike

Do, wöchentl., 16:00 - 18:00, 25.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us humans apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2013.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - meike.pfaff@engsem.~

Bemerkung

LingF1

Foundations Linguistics 2

Analysing Multimodal Text

Seminar, SWS: 2, Max. Teilnehmer: 25

Shahrokny-Prehn, Arian

Do, wöchentl., 08:00 - 10:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

Under this mysterious heading we will literally be looking at text that is composed of different visual elements such as letters, graphics, pictures, etc. The visual element has always played a significant role in human language, from early cave drawings, over illuminated manuscripts all the way to graphic novels and advertising. In each of these instances, graphic elements beyond codified letters are used to communicate increasingly complex messages. Over the course of the semester we will acquire the necessary background knowledge (e.g. in sign theory, text linguistics, pragmatics, etc) to analyse very different kinds of text. A strong sense of academic interest as well as a willingness to creatively work with linguistic theory is absolutely mandatory for this seminar.

Registration - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - arian.shahrokny@engsem.~

Bemerkung

LingF4

Corpus Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 25

Gerckens (M. A.), Caroline

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 815 CIP-Pool

Kommentar

This course provides a theoretical and practical introduction to the field of corpus linguistics. We will look at the origins of corpus linguistics and move on to current trends. We will also deal with some major electronic corpora and look at the variety of language-related activities in which corpus linguistics play an important role or can make valuable contributions. Special attention will be paid to links between corpus linguistics and foreign language teaching (FLT).

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - caroline.gerckens@engsem.~

Bemerkung LingF4

English and German in Comparison and Contrast

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 815 CIP-Pool

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will take a contrastive approach to language. Its focus will be on phonetics and phonology comparing both segmental and supra-segmental features of the major reference accents of English, RP and General American, with High German. Students will also be introduced to perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols. We will also have a closer look at contrastive aspects of a selection of lexical and syntactic topics. This will include tense and aspect, modality and the structure of the English lexicon.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG, MEd LG, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingF3 / FAL1

International Varieties of English

Seminar, SWS: 2, Max. Teilnehmer: 25

Pfaff, Meike

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

With the great number of different varieties of English around the world, is it still appropriate today to treat English as a single monolithic language? In fact, some scholars speak of "Englishes" to emphasize the great heterogeneity of these varieties, which include classic 'inner circle' first language (L1) varieties such as British English and American English as well as Irish English or Australian English, and 'outer circle', i.e. postcolonial second language varieties such as Indian English, Singaporean English, or Kenyan English. Additionally, we find a great number of contact varieties, so-called English-based pidgins and creoles such as Jamaican Creole and Nigerian Pidgin English, which are especially fascinating as they can tell us a lot about general principles of language change and language acquisition. Last, but not least, English is increasingly used outside English-speaking countries, e.g. in Europe or China where we find so-called English as a Foreign Language varieties (EFL). In this course we will be looking at data from all types of Englishes in order to chart the special phonological, morphosyntactic and lexical features of the varieties in question. To this end we look at their distinct evolutionary histories and paths of development.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - meike.pfaff@engsem.~

Bemerkung
Literatur

LingF4

Recommended Reading

Mesthrie Rajend and Rakesh M.Bhatt. 2008. *World Englishes: The Study of New Linguistic Varieties*. Cambridge: Cambridge University Press.

Advanced English Skills

Academic Writing and Research

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 613 II 613 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 3. Gruppe

Di, wöchentl., 12:00 - 14:00, 23.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 613 II 613 , 5. Gruppe

Do, wöchentl., 16:00 - 18:00, 25.10.2012 - 02.02.2013, 1502 - 615 II 615 , 6. Gruppe

Kommentar

This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies. *Assessment Tasks* - two written tasks which build to the final task, an academic research essay (SL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPAWR

Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 709 II 709 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Mi, wöchentl., 10:00 - 12:00, 24.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Mi, wöchentl., 12:00 - 14:00, 24.10.2012 - 02.02.2013, 1502 - 703 II 703 , 5. Gruppe

Do, wöchentl., 12:00 - 14:00, 25.10.2012 - 02.02.2013, 1502 - 613 II 613 , 6. Gruppe

Kommentar

This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies. *Assessment Tasks* - one informal presentation (SL) and one formal presentation based on the SPAWR research project (PL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

SPCS**Communication Skills**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 709 II 709 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Mi, wöchentl., 10:00 - 12:00, 24.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Mi, wöchentl., 12:00 - 14:00, 24.10.2012 - 02.02.2013, 1502 - 703 II 703 , 5. Gruppe

Do, wöchentl., 12:00 - 14:00, 25.10.2012 - 02.02.2013, 1502 - 613 II 613 , 6. Gruppe

Kommentar

This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies. *Assessment Tasks* - one informal presentation (SL) and one formal presentation based on the SPAWR research project (PL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

SPAWR

Academic Writing and Research

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 613 II 613 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 3. Gruppe

Di, wöchentl., 12:00 - 14:00, 23.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 613 II 613 , 5. Gruppe

Do, wöchentl., 16:00 - 18:00, 25.10.2012 - 02.02.2013, 1502 - 615 II 615 , 6. Gruppe

Kommentar This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies. *Assessment Tasks* - two written tasks which build to the final task, an academic research essay (SL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung SPAWR

Writing in English

Expository Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary. *Assessment Tasks* - two written tasks (SL) and one written exam (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach of text analysis. Students will also be required to teach one of the topics themselves as a short oral presentation (10 minutes), thus allowing them to investigate one topic in great depth and gain experience in teaching and explaining language to others. *Assessment Tasks* - one 10-minute oral presentation, regular completion of homework, regular participation (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

SPTAP

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach of text analysis. Students will also be required to teach one of the topics themselves as a short oral presentation (10 minutes), thus allowing them to investigate one topic in great depth and gain experience in teaching and explaining language to others. *Assessment Tasks* - one 10-minute oral presentation, regular completion of homework, regular participation (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

SPEW**Expository Writing**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary. *Assessment Tasks* - two written tasks (SL) and one written exam (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Intergrated English Practice**Classroom English**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection) (PL)

● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ●

Prerequisites - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ●

Further Information - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection) (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The Studienleistungen are an annotated bibliography and an oral presentation; the Prüfungsleistung is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

In the process, and depending on enrollment, individual students and/or pairs/groups will each be assigned a particular state, which you will then follow through the election cycle, writing brief journalistic "dispatches" (2 x 250 words and 2 X 500-600 words for both SL and PL students) from the field as you go, culminating in a longer "report" (PL term paper) not just on the success or failure of Romney and Obama, but also on the nature of the election process (swing states, targeted advertising, how geography and demography influence U.S. politics) itself, and what those elections might say about the larger national culture of which they are an integral part.

Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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SPTOP1**Classroom English**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection (PL)) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection (PL)) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The Studienleistungen are an annotated bibliography and an oral presentation; the Prüfungsleistung is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

In the process, and depending on enrollment, individual students and/or pairs/groups will each be assigned a particular state, which you will then follow through the election cycle, writing brief journalistic "dispatches" (2 x 250 words and 2 X 500-600 words for both SL and PL students) from the field as you go, culminating in a longer "report" (PL term paper) not just on the success or failure of Romney and Obama, but also on the nature of the election process (swing states, targeted advertising, how geography and demography influence U.S. politics) itself, and what those elections might say about the larger national culture of which they are an integral part.

Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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SPTOP2

Foundations Methodology of Teaching English as a Foreign Language

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Woltin, Alexander (verantwortlich)

Mo, wöchentl., 08:00 - 10:00, 15.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidF1

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Blell, Gabriele

Di, wöchentl., 14:00 - 16:00, 16.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidF1

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Djemai-Runkel (Staatsexamen), Soumaya

Di, wöchentl., 14:00 - 16:00, 16.10.2012 - 02.02.2013, 1502 - 109 II 109

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidF1

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Becker, Carmen

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidF1

Portfolio

Seminar, SWS: 2, Max. Teilnehmer: 25

Becker, Carmen

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

Concepts such as the portfolio or standards-oriented assessment have become buzzwords in educational contexts. Although portfolios are highly recommended by the Ministries of Education as a means to evaluate students' language competence through self-assessment, the reality in classrooms is different. 'Portfolio' is still a magic word and not implemented in many schools. Portfolios are often criticized for being too time-consuming, taking away precious time for language learning, and for not being reliable enough to document students' language competence.

This seminar will closely examine the potential of portfolio assessment for language learning and teaching purposes. The European Language Portfolio will be introduced and evaluated, and preconditions for its successful implementation at school critically discussed. Furthermore, we will deal with portfolio (self-)assessment as a building block for a new learning culture, and all participants will be encouraged to become a part of this movement by actively documenting the development of their methodological competence in their own Language Teaching Portfolio.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - reading assignments and projects ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - carmen.becker@engsem.~

Bemerkung
Literatur

DidF2

Recommended Reading

Brunner, I.; Häcker, T.; Winter, F. (2006): Das Handbuch Portfolioarbeit. Seelze: Kallmeyer.

Deci, E. L. and Ryan, R. M. (1993). Die Selbstbestimmungstheorie der Motivation und ihre Bedeutung für die Pädagogik. Zeitschrift für Pädagogik, 39, S. 223-238.

Deci, E.L. and Ryan, R.M. (2002): Overview of Self-Determination Theory: An Organismic Dialectical Perspective. In: Deci, E.L. and Ryan, R.M. Handbook of Self-Determination Theory. Rochester, NY: The University of Rochester Press.

Schärer, R. (1999): „A European Language Portfolio. The Pilot Phase 1998-2000 - Perspectives 2000". *Babylonia* 7 (1), S. 58-61.

Schärer, R. (2000): Final Report. A European Language Portfolio Pilot Project. Phase 1998-2000. Strasbourg: Council of Europe.

Schärer, R. (2004): A European Language Portfolio: From piloting to implementation (2001-2004). Strasbourg: Council of Europe.

Schärer, R. (2008): European Language Portfolio: Interim Report 2007. Strasbourg: Council of Europe.

Schneider, G. and North, B. (2000): Fremdsprachen können - was heisst das? Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit. Chur, Zürich: Rüegger.

Schneider, G., and Lenz, P. (2001): European Language Portfolio: Guide for developers (1 st ed.). Strasbourg: Council of Europe.

Winter, F. (2011): Leistungsbewertung. Hohengehren: Schneider Verlag.

Vocabulary and Grammar - Learning and Teaching

Seminar, Max. Teilnehmer: 25

Fellmann, Gabriela

Mi, wöchentl., 16:00 - 18:00, 17.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

'Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.' (David Wilkins)

The learning and teaching of vocabulary and grammar has attracted considerable interest in recent years among acquisition specialists, language teachers as well as learners of a foreign language. This is due to new research findings, the recently improved accessibility of computerized corpora and also to new approaches to the teaching of foreign languages. However, the implementation of new ideas concerning the learning and teaching of vocabulary and grammar has not really reached foreign language classrooms, and this throughout Germany. Many teachers still teach vocabulary and grammar as they were taught.

The goal of this course is to bridge the gap between the theoretical background provided by research and the reality teachers meet in the classroom. Given the challenge involved in acquiring, processing, storing and producing words in a foreign language, this course tries to answer the question: What has to happen in the classroom to make the successful learning of vocabulary possible?

The structure of the course puts great emphasis on:

a) a balanced mix of theoretical aspects and examples from classroom practice b) your active involvement and c) co-operative learning.

In the first part of the seminar, I will give you a general overview of the learning and teaching of vocabulary and grammar. Some of the issues I will introduce and would like to discuss are: What is a word and how do words relate to one another, how many words do learners need to know, how is the knowledge of words acquired, organised and retrieved, how can you teach and test grammar and vocabulary?

In the second part of the course, you will have the opportunity to focus on an individual aspect of the learning and teaching of vocabulary and grammar that interests you. After a critical look at the literature and the formulation of a research question in groups of three, you will watch and analyse a lesson. Your reflections and findings will be part of a presentation which you are going to give at the end of the course.

Please note:

If you already have school contacts, you are welcome to use them. If you do not, I will provide them for you. You should be aware that at least one school visit is mandatory!

Recommended Reading

Aitchison, Jean (1994): *Words in the Mind: An Introduction to the Mental Lexicon*, 2. Aufl. Oxford: Blackwell.

Larsen-Freeman, Diana. (2003). *Teaching language: From grammar to grammaring*. Boston, MA: Thomson-Heinle.

Larsen-Freeman, Diana. (2004): *Grammar*. In: Ronald Carter and David Nunan (eds.) *Teaching English to Speakers of other Languages*. Cambridge: Cambridge University Press, 34-41.

Lewis, Michael. (1997): *Implementing the Lexical Approach. Putting Theory into Practice*. Hove: Language Teaching Publications.

Lindstromberg, Seth and Boers, Frank. (2008): *Teaching Chunks of Language. From Noticing to Remembering*. Helbling Languages.

Nation, I.S.P. (2004): *Learning Vocabulary in another Language*. Cambridge: Cambridge University Press.

Thornbury, Scott (2002): *How to Teach Vocabulary*. Edinburgh Gate: Pearson Education Limited.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Regular attendance, active participation, one school visit, a presentation, reading assignments ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1# *Studiengänge* - FÜBA, BSc. TE, 3. Fach LG ● *Further Information* - gabriela.fellmann@engsem.~

Foundations Literature and Culture

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Mayer, Ruth (verantwortlich)

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FÜBA, BSc TE, LG 3. Fach ● *Further Information* - ruth.mayer@engsem.~

Bemerkung

AmerBritF1

Literatur

Required Reading:

Will be specified in class.

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Marquardt, Johanna

Di, wöchentl., 16:00 - 18:00, 23.10.2012 - 02.02.2013, 1502 - 703 II 703

Fr, Einzel, 12:00 - 14:00, 18.01.2013 - 18.01.2013, 1502 - 609 II 609 , Ausweichtermi

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Required Reading

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

Assessment Tasks – will be specified in class ● *Registration* – Doodle by 17.10.2012, 13.00 ● *Size restriction* – 35 ● *Prerequisites* – none ● *Studiengänge* – FÜB.A., BSC.TE, Drittes Fach ● *Further Information* – johanna.schaper@engsem.~

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Gohrisch, Jana

Mi, wöchentl., 08:00 - 10:00, 24.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FüBA, BSc TE, LG 3. Fach ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung
Literatur

AmerBritF1

Required Reading

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Grünkemeier, Ellen

Do, wöchentl., 08:00 - 10:00, 25.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FüBA, BSc TE, LG 3. Fach ● *Further Information* - ellen.gruenkemeier@engsem.~

Bemerkung
Literatur

AmerBritF1

Required Reading

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004. ISBN 3-12-939619-5

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Funk, Wolfgang

Do, wöchentl., 10:00 - 12:00, 25.10.2012 - 02.02.2013, 1502 - 703 II 703

Mi, Einzel, 15:30 - 16:30, 20.02.2013 - 20.02.2013, 1502 - 709 II 709 , Klausurnachbesprechung

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FÜBA, BSc TE, LG 3. Fach ● *Further Information* - wolfgang.funk@engsem.~

Bemerkung
Literatur AmerBritF1

Required Reading

Meyer, Michael. *English and American Literatures* . 4th Edition. Tübingen: Francke, 2011.

Introduction to Literary Studies: Consultation Hour

Seminar, SWS: 1

Mayer, Ruth

Mo, 12:00 - 13:00, 22.10.2012 - 02.02.2013, 1. Gruppe, Dienstraum 1502.633

Kommentar

Every participant of the AmerBritF1 class will be asked to attend a consultation, in order to clarify study goals, identify problems and discuss questions. Further information will be given at the beginning of the course.

Bemerkung AmerBritF1

Survey of American Literatures and Cultures I

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 25.10.2012 - 02.02.2013, 1208 - A001 Kesselhaus

Kommentar

This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence. All the material including power point presentations and handouts will be posted online on StudIP.

Reader - course material on StudIP ● *Assessment Tasks* - will be specified in class ●
Registration - StudIP 1.9.2012 - 30.9.2012 ● *Studiengänge* - FüBA, BSc, 3. Fach LG ●
Further Information - kirsten.twelbeck@engsem.~

Bemerkung
Literatur

AmerF2

Recommended Reading

For general reference I recommend buying the *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2005). Both are standard textbooks.

Survey of British Literatures and Cultures I

Vorlesung, SWS: 2

Emig, Rainer

Mo15.10.2012 - 02.02.2013

Kommentar

The aims of this set of two lectures (the second one will be taught in the spring term) are

1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

PLEASE NOTE: THE FIRST LECTURE COURSE WILL BE TAUGHT VIA VIDEO ONLY.

Assessment Tasks – Studienleistung: electronic test available mid-term;
 Prüfungsleistung: exam in summer term (after Lecture Course II) ● *Registration* – StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* – none ● *Prerequisites* – none ● *Studiengänge* – FüBA, BSc TE, 3. Fach LG ● *Further Information* – rainer.emig@engsem.~

Bemerkung
Literatur

BritF2, BritF3

Required Reading

Please refer to the course page on StudIP, where you will find the PowerPoint presentations used in each lecture as PDF files.

Recommended Reading

John Oakland. Ed. *British Civilization*. 7th edition. London: Taylor & Francis, 2010. Print.
 Paul Poplawski. Ed. *English Literature in Context*. Cambridge et al.: Cambridge UP, 2007. Print.

Schlüsselkompetenzen

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

Creative Writing

Seminar, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, Einzel, 14:00 - 16:00, 17.10.2012 - 17.10.2012, 1502 - 613 II 613

Mi, wöchentl., 14:00 - 16:00, 24.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

Students will learn about the writing process and compose and edit their own compositions on a variety of topics. Students are required to participate actively each week and complete all oral or written tasks set by the instructor.

This course counts for either Bereich A "Sprach-, Medien und Darstellungskompetenzen" or Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung".

_ *Assessment Tasks* - will be specified in class ● *Registration* - none ● *Size restriction* - 25 ● *Prerequisites* - none ● *Studiengänge* - all ● *Further Information* - jeanne.hamilton-bick@engsem.~

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Die Poesie der Dinge - Sammeln, Dokumentieren, Erforschen, Digitalisieren, Publizieren, Präsentieren im Museum

Seminar, SWS: 2

Ziessow, Karl-Heinz (Prüfer/-in)

Fr, wöchentl., 12:00 - 14:00, 19.10.2012 - 02.02.2013, 1146 - B108

Kommentar

Die Überlegung, dass ein Museum eine Sammlung von Dingen für Ausstellungen ist, scheint unmittelbar einleuchtend zu sein, und dennoch streiten sich Museologen seit fast einhundert Jahren darum, was denn ein Museumsobjekt sei. Auf der anderen Seite hat das British Museum jüngst "A History of the World in 100 Objects" präsentiert und damit die enorme Aussagekraft von Museumsdingen unterstrichen.

Die Veranstaltung beginnt daher mit unterschiedlichen Theorien zu Sammlungen und Objekten in Museen, stellt die Struktur verschiedener Museumsbestände vor, verfolgt den Prozess der Aufnahme und Dokumentation von Objekten, ihrer systematischen Einordnung sowie der Entscheidung über ihre Präsentation. Im Mittelpunkt aller Vorgänge steht dabei das Objekt: als Gegenstand der wissenschaftlichen Erschließung, als Referenz sachlicher und medialer Kontexte, als Bezugspunkt der Präsentation und Wahrnehmung. Am Beispiel verschiedener Ausstellungen soll schließlich dieser Objektdiskurs in seinen Ergebnissen untersucht und beschrieben werden.

Nähere Informationen zur Veranstaltung ab 1. Oktober 2012 unter www.ballodora.de. Es besteht in begrenztem Umfang die Möglichkeit eines Praktikums im Museumsdorf Cloppenburg.

Literatur

Krzysztof Pomian : Der Ursprung des Museums. Vom Sammeln. Berlin 1998; Gottfried Korff : Museumsdinge. deponieren - exponieren. Herausgegeben von Martina Eberspächer u.a. Mit Beiträgen von Bodo-Michael Baumunk u.a. 2. Aufl. (1. Aufl. 2002). Köln/Weimar/Wien 2007; Anke te Heesen/Petra Lutz (Hg.): Dingwelten. Das Museum als Erkenntnisort. (Schriften des Deutschen Hygiene-Museums Dresden 4). Köln/Weimar/Wien 2005; Adriaan de Jong : Die Dirigenten der Erinnerung. Musealisierung und Nationalisierung der Volkskultur in den Niederlanden 1815-1940. (Beiträge zur Volkskultur in Nordwestdeutschland 110). Münster 2007; Angela Jannelli : Wilde Museen. Zur Museologie des Amateur museums. Bielefeld 2012.

English Theatre Workshop

Workshop, SWS: 4

Bennett, Peter

Mi, wöchentl., 14:00 - 18:00, 17.10.2012 - 02.02.2013, 1501 - -119 K119

Kommentar

The aim, as usual, will be to perform an English-language play in the final week of the teaching period. The chosen play will be announced no later than the first meeting, possibly beforehand on our Internet homepage (see below for the address). All students who might be interested are warmly invited to the first meeting, which begins punctually at 14.00. Come and find out what is happening. Nobody is asked to commit themselves in the first two weeks.

The Theatre Workshop exists first and foremost for the pleasure of creating theatre in English. Credits for key competencies can be obtained incidentally, but that is not what the workshop is for and should not be the main reason for taking part.

Prerequisites for certificate: regular, active participation and completion of all tasks

Prerequisites for participation: curiosity, goodwill, enthusiasm

For further information on the English Theatre Group and what it has done in the past, check out the Internet homepage: <http://www.engsem~/theatregroup.html>

This course counts for BOTH Bereich A "Sprach-, Medien und Darstellungskompetenzen" AND Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung".

_ *Assessment Tasks* - see above ● *Registration* - none ● *Size restriction* - none ● *Prerequisites* - none ● *Studiengänge* - all ● *Further Information* - peter.bennett@engsem.~

Exchange Texas State University, San Marcos

Sonstige, Max. Teilnehmer: 12

Gans (M. A.), Anne / Pfaff, Meike

Kommentar

Twelve LUH students of English and Geography will spend four weeks in San Marcos, Texas in February and March. They will be provided with accommodation in a dorm at TSU, and the partner group will organise a range of cultural events and entertainment. Students are expected to attend classes at TSU and participate in all cultural events. The partner group will visit Hannover in May-June, and LUH students are expected to provide accommodation for their partners and arrange a program of cultural and entertaining events for their partners also. The LUH group will be accompanied by Dr Pfaff. An information session will take place in October; please watch notice boards for more details. Applications will be due around the end of October or beginning of November.

This course counts for BOTH Bereich A "Sprach-, Medien und Darstellungskompetenzen" (for participation in classes and program in Texas) AND Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung" (for organisation of a cultural program in Hannover).

Assessment Tasks - see above ● *Registration* - see notices for application deadline

● *Size restriction* - 12 ● *Prerequisites* - none, although older students and those who

need a stay abroad for their teaching program will be given priority ● *Studiengänge* - all

● *Further Information* - anne.gans@engsem.~

Bemerkung

4 Wochen in Texas Feb-März + 4 wochen in Hannover Mai-Juni

Masterstudiengang an berufsbildenden Schulen -Fach Englisch

Advanced Linguistics

Corpus Linguistics Colloquium (Bachelor / Master / alte Studiengänge)

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 709 II 709

Bemerkung

FAL7 / Bachelor-, Masterarbeit

Frame Semantics

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This advanced course provides extensive insights into the structure and analysis of word meanings. Introducing Charles Fillmore's theory of Frame Semantics, the first part will discuss the openness and richness of word meanings, reflecting the rich variety of human experiences (cf., for example, *Tuesday*, *barber* or *alimony*). These words necessitate an understanding of concepts (or semantic frames) such as repeatable calendar events, grooming and hair, and marriage and divorce. From this we will learn that a theory of word meaning needs to include more than the small linguistically significant set of primitive concepts proposed by a number of linguists, among them Ray Jackendoff or Anna Wierzbicka.

The second part of the course will present the concept of semantic frame as developed by Fillmore and his associates. Frames offer rich conceptual backgrounds against which word meanings are understood. In this part of the course, we will learn how frames are discovered and described, how they are distinguished from and linked to other frames, and how frame-semantic information is syntactically relevant. If time permits, we will also explore how semantic frames can be applied to cross-linguistic analysis.

The third part of the course will employ the FrameNet database <http://framenet.icsi.berkeley.edu> to analyse the meaning of a given word as a network of interrelated senses. Some of these senses are more central, or basic, and others are less central, or peripheral. In this approach, the processes of metaphor and metonymy are central in describing the full range of meanings which a particular word can evoke. Finally, we will look at how Frame Semantics integrates with Construction Grammar.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL2

Learner Corpus Research (LCR)

Seminar, SWS: 2, Max. Teilnehmer: 20

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 20 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL2, FAL7

Meaning and Humour

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Mo, wöchentl., 10:00 - 12:00, 15.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This advanced seminar will introduce and critique a wide range of semantic and pragmatic theories in relation to humour, such as functional linguistics, speech acts, politeness or relevance theory, emphasising not only conceptual but also interpersonal and textual meanings. Exploiting recent corpus-based research, the seminar will suggest that much humour can be accounted for by the overriding of lexical priming. We will also cover areas of social, attitudinal and emotional meaning, use different and sometimes tasteless jokes as linguistic examples and provide in-class activities, discussion questions and suggestions for further reading.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL1

Principles of Language Change

Seminar, SWS: 2, Max. Teilnehmer: 25

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL4, FAL5

The Verb in Contemporary English

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

The central concern of this advanced seminar will be to illustrate that verbs can only be adequately and properly understood if studied from both a theoretical and descriptive perspective. In a first part, theoretical problems will be explored: terminological problems of classifying verbs and verb-related elements, the 'determining' properties of verbs, verb complementation, the semantics and pragmatics of verbs and verbal combinations, and the notions of tense, aspect, voice and modality. In a second part, computer corpora will be used to study various types of verb and verb complementation and collocation, to trace the development of certain verb forms in English, and to detail the usage of verbs in different varieties and genres of English.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL1

Contexts of English Language Use**Classroom English**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection (PL)) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Bemerkung SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection (PL)) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703 , 1. Gruppe

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Fr, wöchentl., 10:00 - 12:00, 19.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Kommentar

This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning. *Assessment Tasks* - one written task (CV and application letter) and one oral task (interview) (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, MEd LG, 3. Fach LG ● *Further Information* - peter.bennett@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The *Studienleistungen* are an annotated bibliography and an oral presentation; the *Prüfungsleistung* is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

In the process, and depending on enrollment, individual students and/or pairs/groups will each be assigned a particular state, which you will then follow through the election cycle, writing brief journalistic "dispatches" (2 x 250 words and 2 X 500-600 words for both SL and PL students) from the field as you go, culminating in a longer "report" (PL term paper) not just on the success or failure of Romney and Obama, but also on the nature of the election process (swing states, targeted advertising, how geography and demography influence U.S. politics) itself, and what those elections might say about the larger national culture of which they are an integral part.

Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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SPEP**English for Professional Use**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703 , 1. Gruppe

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Fr, wöchentl., 10:00 - 12:00, 19.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Kommentar

This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning. *Assessment Tasks* - one written task (CV and application letter) and one oral task (interview) (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, MEd LG, 3. Fach LG ● *Further Information* - peter.bennett@engsem.~

SPVE

Classroom English

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection (PL)

● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ●

Prerequisites - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ●

Further Information - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The Studienleistungen are an annotated bibliography and an oral presentation; the Prüfungsleistung is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

In the process, and depending on enrollment, individual students and/or pairs/groups will each be assigned a particular state, which you will then follow through the election cycle, writing brief journalistic "dispatches" (2 x 250 words and 2 X 500-600 words for both SL and PL students) from the field as you go, culminating in a longer "report" (PL term paper) not just on the success or failure of Romney and Obama, but also on the nature of the election process (swing states, targeted advertising, how geography and demography influence U.S. politics) itself, and what those elections might say about the larger national culture of which they are an integral part.

Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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Advanced Methodology of Teaching English as FL

English as a Lingua Franca: Sociocultural and Pedagogical Perspectives

Seminar, Max. Teilnehmer: 25

Mi, wöchentl., 14:00 - 16:00, 24.10.2012 - 02.02.2013, 1502 - 609 II 609, Prof. Dr. Gnutzmann

Fr, Einzel, 14:00 - 16:00, 18.01.2013 - 18.01.2013, 1502 - 709 II 709, Prof. Dr. Gnutzmann

Kommentar

Research into the linguistic forms and uses of English as a lingua franca has gained considerable momentum over the past decade. There are a number of reasons for this development, which can be found on a European and on a global level. Undoubtedly, the English language has become the medium of globalisation and it is itself deeply affected by globalisation. As a result, many and new kinds of Englishes all over the world have come into being, and these give rise to a number of questions relating to, for example,

The impact of English as a Lingua Franca (ELF) on speakers' identities: Are ELF and its many manifestations, ideologically speaking, neutral forms of English or do they foster Englishisation and Americanisation of other languages and cultures? If so, how could these processes be evaluated?

The teaching of English (as a lingua franca): How could the development of English as a lingua franca be reflected in English language classrooms, for non-native learners, but possibly also for pupils in the 'real' English-speaking world? Do we need new teaching models? If so, how could they be legitimized, what could they look like and how could they be implemented in the classroom?

c.gnutzmann@tu-bs.de

Bemerkung

Lehrperson: Prof. Claus Gnutzmann

Interaction in the CLIL Classroom

Seminar, SWS: 2, Max. Teilnehmer: 25

Letz (M. Ed.), Lisa

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

CLIL is said to be one of the most promising approaches to foreign language learning. We will study this grassroots movement initiated by teachers and discovered by researchers recently. We will watch recorded biology, geography and history lessons taught in English.

It has become a tradition in teacher education at the English department of the Leibniz University in Hannover to incorporate issues of interaction analysis and language learning in the curriculum, e.g. by employing a discourse analytical approach. We will combine classroom research and videography. Furthermore, you will be encouraged to design tasks for interaction in a CLIL environment.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Prerequisites for certificate: oral presentation and term paper or project; MEd: Studienleistungen: participation/oral contribution/project. Prüfungsleistung: Hausarbeit in DidA1 oder DidA2 ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - rita.kupetz@engsem.~

Bemerkung DidA / FAL7

Learner Language Studies and Implications for TEFL

Seminar, SWS: 2, Max. Teilnehmer: 25

Kupetz, Rita

Kommentar

This course will review the research on interlanguage variation and consider the implications of this variation in the process of foreign language learning and teaching. The impact of social context upon the development of interlanguage will be discussed. You will be encouraged to organize a workshop on how to assess learners' texts and how to give feedback. Furthermore, we will deal with the European Language Portfolio and portfolio assessment in particular.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Studienleistungen: participation/oral contribution/project, Prüfungsleistung: Hausarbeit in DidA1 or DidA2 ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - rita.kupetz@engsem.~

Bemerkung Veranstaltung entfällt (siehe Info <http://www.engsem.uni-hannover.de/> Aktuelles)

My Story, My Music, My World: Multimediale und sprachenübergreifende Aufgabenentwicklung

Seminar, SWS: 2, Max. Teilnehmer: 25

Blell, Gabriele

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Auf der Grundlage eines kulturen-, medien- und sprachenübergreifenden Forschungsprojekts sollen gesammelte Textformen (Erzählungen, Zeichnungen, Fotos, Musik) von Kindern aus verschiedenen Ländern und in verschiedenen Sprachen auf ihr Potential für einen interkulturell fundierten und mehrsprachigkeitsfördernden fremd- und muttersprachlichen Unterricht (Englisch, Deutsch u.a.) hin untersucht werden.

Im Anschluss an die Behandlung ausgewählter theoretischer Aspekte (u. a. Aufgabenorientierung/*Task-based language learning*, Mehrsprachigkeitsdidaktik, Interkulturelles Lernen) sollen die Texte dazu genutzt werden Aufgabenstellungen und Lernmaterialien für einen fächer- und sprachenübergreifenden Unterricht herzustellen. Die Studierenden erhalten im Rahmen des Seminars die Möglichkeit, die entwickelten Materialien im Schulkontext und in der Zusammenarbeit mit Lehrerinnen und Lehrern auszuprobieren.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - see course programme ● *Languages of instruction* - English and German ● *Registration* - StudIP 1.09.2012 - 30.09.2012. ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung
Literatur

DidA

Required Reading

Please see the course page on StudIP.

Planung und Analyse von Englischunterricht (LbS)

Seminar, SWS: 2

Tissler (Staatsexamen), Birte

Fr, Einzel, 16:00 - 20:00, 19.10.2012 - 19.10.2012, 1502 - 615 II 615

Sa, Einzel, 10:00 - 16:00, 20.10.2012 - 20.10.2012, 1502 - 615 II 615

Fr, Einzel, 16:00 - 20:00, 02.11.2012 - 02.11.2012, 1502 - 615 II 615

Sa, Einzel, 10:00 - 16:00, 03.11.2012 - 03.11.2012, 1502 - 615 II 615

Fr, Einzel, 16:00 - 20:00, 16.11.2012 - 16.11.2012, 1502 - 615 II 615

Sa, Einzel, 10:00 - 16:00, 17.11.2012 - 17.11.2012, 1502 - 615 II 615

Kommentar Ausweichtermine: 23. - 24.11.2012

Dieses Blockseminar bereitet auf das Fachpraktikum Englisch vor und ist für alle Lehramtsstudierende (LBS) obligatorisch. Im MEd (LBS) ist die Veranstaltung Teil des Moduls *Fachpraktikum Englisch*.

Es werden Aufzeichnungen und Unterricht analysiert sowie Unterrichtssequenzen geplant. Ebenso ist vorgesehen, dass Unterricht an der BBS durchgeführt und reflektiert wird. Die Veranstaltung ist schulformübergreifend (Berufsschule und Vollzeitschule) angelegt, so dass die SeminarteilnehmerInnen für ihre jeweilige berufliche Fachrichtung und Schulform (z. B. BEK, BFS, FOS, BG) Unterrichtssequenzen erarbeiten.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Studienleistungen werden zu Seminarbeginn spezifiziert ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - none ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - M Ed LBS ● *Further Information* - birte.tissler@bztg-oldenburg.de

Bemerkung
Literatur

DidPA

Recommended Reading:

Bach, Gerhard und Johannes-Peter Timm. (Hrsg.). (2009). Englischunterricht. Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis. 4. Auflage. Tübingen: Francke.

Hallet, Wolfgang und Königs, Frank G. (Hrsg.). (2010). Handbuch Fremdsprachenunterricht. Seelze/Velber: Klett/Kallmeyer.

Heuer, Helmut und Friederike Klippel. (1993). Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungsempfehlungen, Berlin: Cornelsen.

Karbe, Ursula und Piepho, Hans-Eberhard. (2000). Fremdsprachenunterricht von A bis Z: praktisches Begriffswörterbuch. Ismaning: Hueber.

Meyer, Hilbert. (1987). Unterrichtsmethoden, 2 Bände, Frankfurt a.M.: Cornelsen/Scriptor.

Müller-Hartmann, Andreas und Schocker-von Ditfurth, Marita. (Hrsg.). (2005). Aufgabenorientierung im Fremdsprachenunterricht. Festschrift für Michael K. Legutke. Tübingen: gnv.

Timm, Johannes-Peter. (Hrsg.) (1998). Englisch lernen und lehren. Didaktik des Englischunterrichts. Berlin: Cornelsen.

Zydatißen, Wolfgang. (2005). Bildungsstandards und Kompetenzniveaus im Englischunterricht. Konzepte, Empirie, Kritik und Konsequenzen. Frankfurt: Lang.

Teaching Film

Seminar, SWS: 2, Max. Teilnehmer: 25

Blell, Gabriele

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre for the EFL classroom has been fully accepted in Lower Saxony since 2003. The course is designed to help you to teach two episodic films: *Crash* (2004) and *Babel* (2006). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students, as well as intertextual connections between media (e.g. film and novel); understand and apply different critical approaches to studying film (e.g. semiotic, postcolonial, cultural studies) and teach them in a task-based learning context; develop 'reading/viewing' skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film. A film-screening for the films discussed in the classroom will be organized.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - see course programme ● *Registration* - StudIP 1.09.2012 - 30.09.2012. ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidA

Literatur

Required Reading

Please see the course page on StudIP.

To Teach the Boundary - Enseñar la Frontera

Seminar, SWS: 2, Max. Teilnehmer: 25

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

The USA shares a border with Mexico, and the high standard of living in the USA acts as a growing magnet to Mexican migrants. In 2000, for the first time in California, Spanish speakers outnumbered English speakers. Hispanics have added a distinct flavour to US culture and society. The aim of the seminar is to focus on this topic and discuss it from an EFL-classroom perspective. Within the context of intercultural and multilingual language-learning concepts, we will review and analyze various Hispanic/Mexican-American short stories, novel extracts or poems and other artistic forms such as pictures (Balmy Alley murals in San Francisco, CA) or film sequences (*Spanglish/Babel*) and adopt them to various teaching scenarios. The texts will be discussed with reference to issues of immigration, transculturality, multilingualism and hybridity.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - see course programme ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidA

Literatur

Required Reading

Please see the course page on StudIP.

Intermediate Literature Culture

Early Popular Cinema in the U.S.: The Rise of Narrative Film

Seminar, SWS: 2, Max. Teilnehmer: 25

Brasch (M. A.), Ilka

Mo, wöchentl., 14:00 - 16:00, 15.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

In this class we will be concerned with the rise of narrative film in the United States, taking into account a variety of films that filled film theatre programs between 1910 and 1940. Focusing on the rise of cinema as a mass medium, we will look at early silent feature films as well as film serials and study their status within early 20th century consumer culture. Additionally, we will trace the development towards the emergence of cinematic sound in American narrative film. The class will also engage with the influence of other popular forms on early and classical film (comic strips, periodical fiction) and discuss cinema's influence on other media. Participants in this class will be expected to attend film screenings that accompany the seminar (dates will be specified by the beginning of the semester). Please note that participants in this class should not be averse to watching silent films.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - AmerBritF1 ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - ilka.brasch@gmx.de

Bemerkung
Literatur

AmerF4

Required Reading:

A reader with additional course material will be made available in the copy shop Stork (Körnerstr.) at the beginning of the semester.

Exploring the British Countryside

Seminar, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Fr, wöchentl., 12:00 - 14:00, 19.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

The countryside and rural life are very emotive issues in British culture and have been so for a long time. A variety of political, ideological, social and psychological attitudes can be inferred from the ways in which people write about, talk about, campaign about, paint, photograph, market or otherwise represent the British countryside. We shall consider the causes and effects of the various economic, political and demographic changes that have occurred in the British countryside over the last three or four hundred years. Above all, we shall analyse different cultural meanings and values which people and movements have attached to the countryside over the same period, and especially in the last two hundred years.

Assessment Tasks - Studienleistung: short presentation. Prüfungsleistung: term paper ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - successful completion of AmerBritF1 and SPAWR ● *Studiengänge* - FÜBA, MEd LBS, 3.Fach LG ● *Further Information* - peter.bennett@engsem.~

Bemerkung
Literatur

BritF4

Required Reading

To be announced at the first meeting.

Flann O'Brien - The Politics of a Comic Author

Seminar, SWS: 2, Max. Teilnehmer: 25

Marquardt, Johanna

Di, wöchentl., 18:00 - 20:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

Brian O'Nolan alias Flann O'Brien alias Myles na gCopaleen always stayed under the radar of a comparatively severe Irish censorship despite his delicate position as a civil servant. In this course we shall explore the subversive potential of his comic writing in the short story "The Martyr's Crown", the novels *The Third Policeman* and *The Poor Mouth* and extracts from his newspaper column "Cruiskeen Lawn". Please buy a copy of *The Third Policeman* and *The Poor Mouth*.

Required ReadingO'Brien, Flann. *Stories and Plays*. London: Grafton Books, 1973.--- *The Best of Myles*. 1968. Hrsg. Kevin O Nolan. London: Harper Perennial, 2007. (in extracts)--- *The Poor Mouth*. 1973. Translated by Patrick C. Power. *The Complete Novels*. Hrsg. Alfred A. Knopf. London: Everyman's Library, 2007.--- *The Third Policeman*. 1967. London: Grafton Books, 1986.**Recommended Reading**Brown, Terence. *Ireland: A Social and Cultural History, 1922-1985*. London: Fontana Press, 1985.Cronin, Mike. *A History of Ireland*. Basingstoke: Palgrave, 2001.

Reader - copy shop Stork (Körnerstraße) from 1 October ● **Assessment Tasks** - 1 oral presentation or 1 written task ● **Registration** - StudIP 1.9.2012 - 30.9.2012 ● **Size restriction** - 25 ● **Prerequisites** - AmerBritF1 and BritF2 ● **Studiengänge** - FüBA, MEd LBS, 3. Fach LG ● **Further Information** - johanna.schaper@engsem~

Introduction to Visual Culture

Seminar, SWS: 2, Max. Teilnehmer: 25

Brinker (M. A.), Felix

Fr, wöchentl., 12:00 - 14:00, 19.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

This class serves as an introduction to the broad field of visual culture and aims to familiarize participants with the analysis and interpretation of (audio)visual texts of different media. Focusing in particular on photography and film, but taking on other visual media (like the comic book) as well, we will explore methods and approaches central to the study of still and moving images. We will engage in close formal analyses, discuss the technological and material conditions of visualization, and place representations into their (social, cultural, and historical) contexts. Participants are expected to attend the film screenings that will accompany the seminar (dates will be announced at the beginning of the semester).

Reader - copy shop Stork (Körnerstraße) from 15 October ● **Assessment Tasks** - will be specified in class ● **Registration** - StudIP 1.9.2012 - 30.9.2012 ● **Size restriction** - 25 ● **Prerequisites** - Studienleistung(en) of AmerBritF1 ● **Studiengänge** - FüBA, MEd LBS, 3. Fach LG ● **Further Information** - felix.brinker@engsem.~

Bemerkung
Literatur

AmerF4

Required Reading

Please refer to the course page on StudIP. An introductory text - which we will discuss in the first session - will be made available there as the semester approaches. A reader with additional course material will be made available in the copy shop Stork as well.

The Great Depression and the New Deal in American Literature and Culture

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

In this class we will discuss the art and literature emerging in the wake of the great depression and in the course of Franklin Delano Roosevelt's so-called 'New Deal.' We will focus on this political program's first phase, in which the goal was relief and recovery in the face of a deep-going economic crisis. In these days, an unprecedented and much-disputed government intervention on behalf of the poor set in, which went along on the cultural side with radically new programs for the promotion of the arts. Roosevelt's ambitious Works Progress Administration (WPA) comprised several support programs for artists - the Federal Writers Project, the Federal Theater Project, the Federal Arts Project. We will look into the effects and repercussions of such political measures on the artists and writers of the period. In particular, we will discuss James Agee's and Walker Evans' photo book *Let Us Now Praise Famous Men* (1941) together with other documentary photography of the day (Dorothea Lange, Erskine Caldwell, Margaret Bourke-White); we will watch and discuss Frank Capra's *Meet John Doe* (1941), read Richard Wright's *Native Son* (1940), Tillie Olsen's *Yonnonadio* (written 1932-1937, publ. 1974) and other fiction of the day. A reader with additional course material will be made available in the copy shop Stork (Körnerstr.) at the beginning of the semester.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - Studienleistung(en) of AmerBritF1 ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - ruth.mayer@engsem~

Bemerkung
Literatur

AmerF4

Required Reading

Please purchase *Native Son* (restored text, HarperPerennial, ISBN: 978-0060929800) and *Yonnonadio* (Bison Books, ISBN: 978-0803286214).

'The World in a Grain of Sand': An Introduction to Poetry

Seminar, SWS: 2, Max. Teilnehmer: 25

Funk, Wolfgang

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

This course will provide a systematic approach to the analysis and interpretation of poetry. Students will be acquainted with essential formal features and norms of the genre and strategies will be introduced for combining aspects of form and contents in order to reveal the 'secret life of poems' (Tom Paulin). The texts we will encounter range from the earliest literary writing in the English language to recent poems and songs that deal with the experience of contemporary existence and cover thematic aspects from, of course, love and sex to death, grief, self-searching, politics and the human condition as such. Above all, however, we will attempt to uncover the magic of poetic language, its power to condense complex and abstract thoughts and relationships into captivating, moving and delightful lines.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - successful completion of AmerBritF1 and SPAWR ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - wolfgang.funk@engsem.~

Bemerkung
Literatur

BritF4

*Required Reading*Robert, Phil. *How Poetry Works* . 2nd Ed. London et al: Penguin, 2000.

You MUST have bought this book by the first session.

*Recommended Reading*Paulin, Tom. *The Secret Life of Poems: A Poetry Primer* . London: Faber and Faber, 2008.Bode, Christoph. *Einführung in die Lyrikanalyse* . Trier: WVT, 2001.

Thomas Hardy: Selected Novels

Seminar, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Di, wöchentl., 14:00 - 16:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

Thomas Hardy's novels, predominantly pastoral and ranging from romance to tragedy, have always enjoyed commercial success and academic respect. We shall study a representative selection of novels, paying attention to the historical context of their composition and the cultural dimension of their popular reception.

Assessment Tasks - Studienleistung: to be announced. Prüfungsleistung: term paper

● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25

● *Prerequisites* - successful completion of AmerBritF1 and SPAWR ● *Studiengänge* -

FüBA, MEd LBS, 3.Fach LG ● *Further Information* - peter.bennett@engsem.~

Bemerkung

BritF4

Literatur

Required Reading

Far From the Madding Crowd

The Return of the Native

Tess of the d'Urbervilles

Some very cheap editions are available, but students are strongly urged to buy the Penguin Classics annotated editions. Apart from the fact that the introductions and annotations are helpful, progress is much easier if everyone is working with the same pagination.

Masterarbeit

Die Abschlussarbeit: Theorie and Praxis

Kolloquium, SWS: 1

Gohrisch, Jana

Di, wöchentl., 18:00 - 19:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Diese Veranstaltung wendet sich an Studierende aller Studiengänge, die im Wintersemester 2012/2013 ihre Abschlussarbeit vorbereiten bzw. schreiben. Nach der Klärung formaler Fragen entsprechend der jeweiligen Prüfungsordnung, widmen wir uns der Gegenstands- und Themenfindung sowie der Betreuersuche. Wir üben, eine Forschungsfrage zu entwickeln und eine zentrale These zu formulieren, besprechen Arbeitstechniken und die Phasen des Schreibprozesses. Danach stellen die Studierenden ihre Projekte und Entwürfe im Einzelnen vor, um sie in der Schreibwerkstatt intensiv zu diskutieren. Es besteht auch die Möglichkeit, Texte vorbereitend zu lesen und dann gemeinsam an ihnen zu arbeiten.

Bei der ersten Sitzung (am 16.10.2012) werden die weiteren Sitzungstermine (als Blockveranstaltungen) festgelegt. Näheres finden Sie nach dem 16.10. auf StudIP.

Assessment Tasks - none ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - completed Bachelor or Master course ● *Studiengänge* - all ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung

AAS7

Literatur

Recommended Reading

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 14. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2008 (UTB).

MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language Association of America 2009 (1st ed. 1977).

Examenskolloquium (Bachelor / Master / alte Studiengänge)

Kolloquium, SWS: 1

Blell, Gabriele

Di, wöchentl., 13:00 - 13:45, 16.10.2012 - 02.02.2013

Kommentar

Das Examenskolloquium findet in Raum 1502.727 statt.

Das Examenskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet. Bei Bedarf bereiten sich ExamenskandidatInnen für die mündlichen MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft/ Erziehungswissenschaft).

Registration - StudIP 1.09.2012 - 30.09.2012 ● *Studiengänge* - FüBA, MEd LG, MEd LBS, MA ● *Prerequisites* - none ● *Further Information* - gabriele.blell@engsem.~

Kolloquium zum Studienabschluss (Bachelor, Master, alte Studiengänge)

Kolloquium, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA Advanced Anglophone Studies, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der Teilnehmenden) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

Assessment Tasks - none ● *Registration* - StudIP StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - completed FüBA or Master courses ● *Studiengänge* - all ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung

AAS7

Literatur

Recommended Reading

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 14. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2008 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett 2004.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Zapf, Hubert, Hg. *Amerikanische Literaturgeschichte*. 2. aktualis. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Writing a Linguistic Thesis - How to present (non-)empirical research

Kolloquium, SWS: 2

Schulze, Rainer (verantwortlich) / Altendorf, Ulrike (verantwortlich)
Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709
Kommentar

Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting-up data-based research, avoiding plagiarism, etc.

Students will be given ample chance to present their own preliminary findings.

This course may be taken by FAL students (Module 8) and also by any students writing their Bachelor or Master theses in Linguistics.

Registration - StudIP 01.09.2012 - 30.09.2012 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG, Med LG, MEd LBS, FAL, MA ● *Further Information* - ulrike.altendorf@engsem.~ or rainer.schulze@engsem.~

Bemerkung FAL8 / Bachelor-, Masterarbeit

Masterstudiengang Funktionale und Angewandte Linguistik / MA Functional and Applied Linguistics

Das Angebot für den Masterstudiengang Funktionale und Angewandte Linguistik finden Sie im Vorlesungsverzeichnis unter "Interdisziplinäre Masterstudiengänge" (für den entsprechenden Link drücken Sie bitte auf das Informationssymbol).

Grammatikalische Beschreibung/ Grammatical Description (FAL 1)

English and German in Comparison and Contrast

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 815 CIP-Pool

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will take a contrastive approach to language. Its focus will be on phonetics and phonology comparing both segmental and supra-segmental features of the major reference accents of English, RP and General American, with High German. Students will also be introduced to perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols. We will also have a closer look at contrastive aspects of a selection of lexical and syntactic topics. This will include tense and aspect, modality and the structure of the English lexicon.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG, MEd LG, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingF3 / FAL1

Meaning and Humour

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Mo, wöchentl., 10:00 - 12:00, 15.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This advanced seminar will introduce and critique a wide range of semantic and pragmatic theories in relation to humour, such as functional linguistics, speech acts, politeness or relevance theory, emphasising not only conceptual but also interpersonal and textual meanings. Exploiting recent corpus-based research, the seminar will suggest that much humour can be accounted for by the overriding of lexical priming. We will also cover areas of social, attitudinal and emotional meaning, use different and sometimes tasteless jokes as linguistic examples and provide in-class activities, discussion questions and suggestions for further reading.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL1

The Verb in Contemporary English

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

The central concern of this advanced seminar will be to illustrate that verbs can only be adequately and properly understood if studied from both a theoretical and descriptive perspective. In a first part, theoretical problems will be explored: terminological problems of classifying verbs and verb-related elements, the 'determining' properties of verbs, verb complementation, the semantics and pragmatics of verbs and verbal combinations, and the notions of tense, aspect, voice and modality. In a second part, computer corpora will be used to study various types of verb and verb complementation and collocation, to trace the development of certain verb forms in English, and to detail the usage of verbs in different varieties and genres of English.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL1

Theorien und Methoden der Linguistik / Linguistic Theory and Methodology (FAL 2)

Frame Semantics

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This advanced course provides extensive insights into the structure and analysis of word meanings. Introducing Charles Fillmore's theory of Frame Semantics, the first part will discuss the openness and richness of word meanings, reflecting the rich variety of human experiences (cf., for example, *Tuesday*, *barber* or *alimony*). These words necessitate an understanding of concepts (or semantic frames) such as repeatable calendar events, grooming and hair, and marriage and divorce. From this we will learn that a theory of word meaning needs to include more than the small linguistically significant set of primitive concepts proposed by a number of linguists, among them Ray Jackendoff or Anna Wierzbicka.

The second part of the course will present the concept of semantic frame as developed by Fillmore and his associates. Frames offer rich conceptual backgrounds against which word meanings are understood. In this part of the course, we will learn how frames are discovered and described, how they are distinguished from and linked to other frames, and how frame-semantic information is syntactically relevant. If time permits, we will also explore how semantic frames can be applied to cross-linguistic analysis.

The third part of the course will employ the FrameNet database <http://framenet.icsi.berkeley.edu> to analyse the meaning of a given word as a network of interrelated senses. Some of these senses are more central, or basic, and others are less central, or peripheral. In this approach, the processes of metaphor and metonymy are central in describing the full range of meanings which a particular word can evoke. Finally, we will look at how Frame Semantics integrates with Construction Grammar.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL2

Learner Corpus Research (LCR)

Seminar, SWS: 2, Max. Teilnehmer: 20

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 20 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL2, FAL7

Medienkommunikation / Media and Communication (FAL 3)

Fremdsprachenkenntnisse / Foreign Language Skills (SK 1)

Auslandsstudium, Praktikum / Study Abroad, Internship (SK 2)

Sprachvariation und Sprachwandel / Language Variation and Language Change (FAL 4)

Principles of Language Change

Seminar, SWS: 2, Max. Teilnehmer: 25

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL4, FAL5

Sprachkontrast und Sprachwandel / Language Variation and Language Change (FAL 5)

Principles of Language Change

Seminar, SWS: 2, Max. Teilnehmer: 25

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL4, FAL5

Mehrsprachigkeit und Multiliteralität / Multilingualism and Multiliteracies (FAL 6)

Spracherwerb und Sprachvermittlung / Language Acquisition and Language Teaching (FAL 7)

Corpus Linguistics Colloquium (Bachelor / Master / alte Studiengänge)

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 709 II 709

Bemerkung FAL7 / Bachelor-, Masterarbeit

Interaction in the CLIL Classroom

Seminar, SWS: 2, Max. Teilnehmer: 25

Letz (M. Ed.), Lisa

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

CLIL is said to be one of the most promising approaches to foreign language learning. We will study this grassroots movement initiated by teachers and discovered by researchers recently. We will watch recorded biology, geography and history lessons taught in English.

It has become a tradition in teacher education at the English department of the Leibniz University in Hannover to incorporate issues of interaction analysis and language learning in the curriculum, e.g. by employing a discourse analytical approach. We will combine classroom research and videography. Furthermore, you will be encouraged to design tasks for interaction in a CLIL environment.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Prerequisites for certificate: oral presentation and term paper or project; MEd: Studienleistungen: participation/oral contribution/project. Prüfungsleistung: Hausarbeit in DidA1 oder DidA2 ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - rita.kupetz@engsem.~

Bemerkung DidA / FAL7

Learner Corpus Research (LCR)

Seminar, SWS: 2, Max. Teilnehmer: 20

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 20 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL2, FAL7

Learner Language Studies and Implications for TEFL

Seminar, SWS: 2, Max. Teilnehmer: 25

Kupetz, Rita

Kommentar

This course will review the research on interlanguage variation and consider the implications of this variation in the process of foreign language learning and teaching. The impact of social context upon the development of interlanguage will be discussed. You will be encouraged to organize a workshop on how to assess learners' texts and how to give feedback. Furthermore, we will deal with the European Language Portfolio and portfolio assessment in particular.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Studienleistungen: participation/oral contribution/project, Prüfungsleistung: Hausarbeit in DidA1 or DidA2 ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - rita.kupetz@engsem.~

Bemerkung Veranstaltung entfällt (siehe Info <http://www.engsem.uni-hannover.de/> Aktuelles)

Masterarbeit / M. A. Thesis

Writing a Linguistic Thesis - How to present (non-)empirical research

Kolloquium, SWS: 2

Schulze, Rainer (verantwortlich) / Altendorf, Ulrike (verantwortlich)

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting-up data-based research, avoiding plagiarism, etc.

Students will be given ample chance to present their own preliminary findings.

This course may be taken by FAL students (Module 8) and also by any students writing their Bachelor or Master theses in Linguistics.

Registration - StudIP 01.09.2012 - 30.09.2012 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG, Med LG, MEd LBS, FAL, MA ● *Further Information* - ulrike.altendorf@engsem.~ or rainer.schulze@engsem.~

Bemerkung FAL8 / Bachelor-, Masterarbeit

Masterstudiengang Advanced Anglophone Studies

Theory and Method (AAS1)

Theoretische Ansätze und Methoden der Atlantic Studies

Seminar, SWS: 2

Gohrisch, Jana / Reinwald, Brigitte

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

Seit dem Ende des 15. Jahrhunderts sind die drei am Atlantik gelegenen Kontinente Afrika, Amerika und Europa durch vielfältige Verflechtungen wirtschaftlicher, sozialer, kultureller und politischer Art miteinander verbunden. Dies bedeutet auch, dass sich die Entwicklungen in jedem der drei Kontinente nicht mehr allein aus sich selbst heraus verstehen lassen, sondern nur vor dem Hintergrund der wechselseitigen Beziehungen und Einflüsse hinreichend begriffen werden können, welche aus der Zirkulation von Waren, Menschen und Ideen über den Atlantik erwachsen sind. Wie die Geschichts-, Sozial- und Kulturwissenschaften jenen globalen Verflechtungen Rechnung tragen, soll in diesem Seminar anhand ausgewählter Texte diskutiert werden, die in die theoretischen Grundlagen, methodologischen Zugänge und verschiedenen Methoden der Atlantic Studies einführen. Ziel ist es, die Spezifika der jeweiligen fachlichen Zugänge sowie Möglichkeiten und Grenzen für deren interdisziplinäre Zusammenführung aufzuzeigen. Dabei sind Ansätze der Globalgeschichte und Historischen Anthropologie, der kulturwissenschaftlich orientierten Literaturwissenschaft, der Entwicklungssoziologie und Kulturanthropologie sowie neuere Perspektiven der Geschlechter- und Ungleichheitsforschung von besonderer Bedeutung.

Reader - copy shop Stork (Körnerstraße) from 15 Oct ● *Assessment Tasks* will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - AmerF4/BritF4 (for FÜBA and MEd students), none for others ● *Studiengänge* - MA AAS, MA Atlantic Studies ● *Further Information* - jana.gohrisch@engsem.~, brigitte.reinwald@hist.~

Bemerkung

BritA / AAS1, AAS5 / Atlantic Studies: Basismodul

Literatur

Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird.

Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)

Exploring the 19th Century through George Eliot's Middlemarch

Seminar, SWS: 2, Max. Teilnehmer: 25

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

This course provides an in-depth study of one of the key texts of 19th-century literature, George Eliot's *Middlemarch* (1871/72). We will adopt the somewhat unusual format of reading just one major text for several reasons. Combining a variety of text-oriented and context-oriented theories, ranging from narratology to Gender Studies and Cultural Materialism, we shall use the novel to practice our analytical skills with special emphasis on focalization, character and plot construction, and to explore important issues of 19th-century history. We will discuss the novel's representations of economic, political, social and cultural change concentrating on gender and class relations in connection with contemporary discourses on middle-class values, religion, science and medicine.

Reader - copy shop Stork (Körnerstraße) from 15 October 2012 ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* AmerF4/BritF4 (for FÜBA and MEd students), none for others ● *Studiengänge* - FÜBA, MEd LG, 3. Fach LG, MA AAS ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung

BritA / AAS2

Literatur

Required Reading

George Eliot. *Middlemarch*. Ed. by Rosemary Ashton. London: Penguin 2003

Factory Lives: 19th-Century Working-Class Texts

Seminar, SWS: 2, Max. Teilnehmer: 25

Grünkemeier, Ellen

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

Although the so-called Great Reform Act of 1832 extended the franchise significantly, workers did not yet gain the right to vote and therefore continued to be formally excluded from political life. Nonetheless, they found ways to render visible their experiences and opinions. Working-class writers, for example, described the social realities of urban life in the new industrial cities and manufacturing districts. We shall read and analyse autobiographical texts (from the collection *Factory Lives*, see below) that describe factory labour in the British textile industries. In addition to our close readings, we will relate the texts to their socio-political, historical and cultural contexts. Our discussion will include issues such as factory legislation, working and living conditions in Victorian Britain, class and gender, power and agency.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 01.09.2012, 08.00 - 30.09.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - AmerF4/BritF4 (for FÜBA and MEd students), none for others ● *Studiengänge* - FÜBA, MEd LG, 3. Fach LG, MA AAS ● *Further Information* - ellen.gruenkemeier@engsem.~

Bemerkung
Literatur

BritA / AAS2, AAS3

Required Reading

Simmons, James, ed. *Factory Lives. Four Nineteenth-Century Working-Class Autobiographies*. Peterborough: Broadview Press, 2007. (ISBN: 1-55111-272-8)

Students are asked to buy this collection which includes John Brown's *A Memoir of Robert Blincoe, An Orphan Boy* (1832), William Dodd's *A Narrative of the Experience and Sufferings of William Dodd* (1841), James Myles's *Chapters in the Life of a Dundee Factory Boy* (1850), and Ellen Johnston's "Autobiography of Ellen Johnston, 'The Factory Girl'" (1867).

A reader with further material will be provided.

Film on Film: Metatextuality and Self-reflexivity

Seminar, SWS: 2, Max. Teilnehmer: 20

Köhler (Priv.-Doz.), Thomas Heinrich

Fr, 14-tägig, 14:00 - 18:30, 26.10.2012 - 02.02.2013, 1502 - 415 II 415

Kommentar

Throughout its history cinema has not only provided fictional representations of reality, but has also often shown the making of films itself or has self-reflexively questioned the particular representations. In a metatextual interpretation, self-portraits of the act of film-making may serve both as a celebration or a critique of the film industry. They may also be an invitation to the audience to reflect on the act of viewing and on the intricate relations between production, product and the cinema-going experience itself, for instance by - but not limited to - the appearance of film(s) within a film. From a narratological perspective, the topic 'film on film' allows for an exemplary study of strategies of narrative self-reflection of mediality and textuality in fictional contexts.

Bilingual in conception (Deutsches Seminar: Dr. Stefanie Kreuzer), this seminar will examine a number of films from different countries and eras of film-making. Films currently under consideration include Ludwig Berger's early sound film operetta ICH BEI TAG UND DU BEI NACHT (D 1932), Michael Powell's disturbing examination of the power of the camera(man) PEEPING TOM (GB 1960), Jean-Luc Godard's scathing critique of the film business LE MÉPRIS (F 1963) as well as Ingmar Bergman's PERSONA (S 1966), Woody Allen's THE PURPLE ROSE OF CAIRO (USA 1985) and David Lynch's multiperspectival Hollywood persiflage MULHOLLAND DRIVE (USA/F 2001) with their inextricable webs of filmic 'reality' and representation.

Please register for this class via Stud.IP. The number of participants should not exceed 30 (Germanistik) and 20 (Anglistik/Amerikanistik).

Assessment Tasks - will be specified in class ● *Registration* - StudIP 1.9.2012

- 30.9.2012 ● *Size restriction* - 20 ● *Prerequisites* - AmerF4/BritF4 ●

Studiengänge - FÜBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* -

thomas_koehler_hannover@freenet.de

Bemerkung

BritA / AAS2, AAS4

Massenkultur: Unterhaltung, Konsum, Medialität

Seminar, SWS: 2, Max. Teilnehmer: 20

Gamper, Michael / Mayer, Ruth

Mi, wöchentl., 18:00 - 20:00, 24.10.2012 - 02.02.2013, 1502 - 415 II 415 , Gamper, Michael, Mayer, Ruth
Kommentar

Massenkultur' galt lange als *contradictio in adjectio* bzw. als Provokation jeder ernsthaften Auseinandersetzung mit den Künsten. Politisch so unterschiedlich lokalisierte Philosophen wie Theodor W. Adorno und José Ortega y Gasset lehnten Begriff und Konzept einer von den Massen getragenen Kultur ab und kritisierten in den 1950er und 1960er Jahren mit marxistischer bzw. wertkonservativer Begründung die verbildende Wirkung des Massenhaften. Im deutschsprachigen Raum hielt sich dieser kulturkritische Diskurs erstaunlich lange, und erst in den letzten zwei Jahrzehnten wurden Ansätze entwickelt, welche die eigenständige Leistung der populären Künste zu würdigen vermochten. Diese Entspannung in der Haltung gegenüber der ‚Massenkultur‘ verdankt sich ganz entscheidend einer grundlegend anders akzentuierten Debatte zum Thema in den USA. In den USA hatten sich bereits im 19. Jahrhundert massenkulturelle Praktiken, mediale Formate und soziale Räume herausgebildet (etwa: *dime novels* und *dime museums*, die *yellow press*, *minstrelsy*, Vaudeville, Vergnügungsparks und Weltausstellungen), die dann für Europa sowohl Modellcharakter gewinnen sollten als auch routinemäßig Abwehrgesten auslösten. Ob sich die amerikanischen Eigenheiten linear auf soziale Konstellationen (Einwanderungsgesellschaft) oder die politische Ordnung (Demokratie) zurückführen lassen, ist zu überprüfen. Unbestreitbar aber stellt die Beobachtung der amerikanischen Kultur aus der Perspektive des alten Kontinents seit dem 19. Jahrhundert, insbesondere für deutsche Intellektuelle und ihren Kulturbegriff, immer wieder eine große und folgenreiche Herausforderung dar.

Aus diesem Grund möchte dieses Seminar, das parallel im Deutschen und im Englischen Seminar angeboten wird, sich dem Phänomen aus der Perspektive deutschsprachiger und amerikanischer Kritiker nähern. Es ist als Kombination aus einem interdisziplinären Forschungsseminar (Englisches Seminar: Prof. Dr. Ruth Mayer) und einem *Kolloquium* (*Deutsches Seminar: Prof. Dr. Michael Gamper, Mi 18:00/20:00, Raum: 1502.415, Beginn: 24.10.2012*) angelegt und richtet sich primär an Studierende der forschungsorientierten Masterstudiengänge und fortgeschrittene Studierende des FÜBA Englisch ohne Theoriephobie. Das Kolloquium vereinigt Beiträge, die neuere methodisch-theoretische Zugänge zur ‚Massenkultur‘ präsentieren und/oder sich interessanten Materialbeständen zuwenden, welche deren Innovationspotential und gesamt-kulturelle Relevanz zu plausibilisieren vermögen.

Assessment Tasks - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 20 (+20 from German) ● *Prerequisites* - BritF4/ AmerF4 ● *Studiengänge* - FÜBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - ruth.mayer@engsem.~

Bemerkung AmerA / AAS2, AAS4

Transpacific Reflections

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

In the past two decades American Studies has challenged the concept of American Exceptionalism by reassessing the country's place in an economically, politically, and culturally interconnected world. Scholars of the "American Pacific" have investigated the power relations between the United States and the geographically and culturally obscure and shifting concept of "Asia," reassessing the role of the concept in the formation of American culture and investigating the role of Asian American communities as intercultural contact zones and hybrid spaces.

In trying to trace the mapping of the "American Pacific," this seminar brings together literary texts, artworks, and movies that have shaped, challenged, and negotiated the concept, and discusses them with the help of postcolonial theory. Starting with the orientalism (Edward Said) of American Renaissance thinkers and poets, we will examine how they have inspired Asian American writers such as Sadakichi Hartmann or Maxine Hong Kingston. We will place texts by Mark Twain, Frank Norris, and Jack London in the historical context of transpacific relations to examine how canonical writers have imagined what has been interpreted as an expansion of the American frontier. The self-marketing of San Francisco's "Chinatown" and the comic strip "Terry and the Pirates" will be as much a part of this seminar as Pearl S. Buck's bestselling "Asian" novels. Taking up the proposition that Asian American culture is almost by necessity dissident (Lisa Lowe) we will look at texts by Milton Murayama, Jessica Hagedorn, Theresa Hak Kyung Cha, or Bao Ninh to examine how they position themselves in a heavily contested and increasingly theorized field. We will also turn to the more recent renaissance in Asian American visual culture as indicative of changing power relations in the transpacific region.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - BritF4/AmerF4 ● *Studiengänge* - FüBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - kirsten.twelbeck@engsem.~

Bemerkung AmerA / AAS2, AAS3

Independent Studies (AAS6)

South African Fiction: "Jim Comes to Joburg"

Seminar, SWS: 2, Max. Teilnehmer: 25

Marquardt (Staatsexamen), Henning

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

In the first half of the 20th century, South Africa experienced a massive movement from rural areas into the cities. People came especially to the Johannesburg area in search for work, mainly in the gold mines. This process was paralleled by increasing segregation legislation, which massively affected the social and working life of the black and coloured population. Contemporary cultural productions in general and literary texts in particular critically assess urbanisation and the resulting living and working conditions. Many of them use the 'Jim comes to Jo'burg' motif, where a young, usually black, man moves to Johannesburg to find work.

We will analyse and interpret different 'Jim comes to Jo'burg' stories published between the 1920s and 1940s and work out interrelations between literary texts and their social and economic contexts. We will consider authors, readers and publishers as we engage with protest writing and its impact before the implementation of apartheid.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - AmerF4/BritF4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● *Further Information* - henning.marquardt@engsem.~

Bemerkung BritA / AAS3, AAS5, AAS6 / Atlantic Studies: Forschungslernmodul / Transformation Studies

Literatur

Required Reading

Abrahams, Peter. *Mine Boy*. 1946. Oxford: Longman, 1989.

Dhlomo, Rolfes. *An African Tragedy*. Alice: Lovedale, 1928. <http://www.empire.amdigital.co.uk/contents/document-detail.aspx?sectionid=210> (accessible from within the LUH-network).

Plomer, William. "Ula Masondo." *I Speak of Africa*. 1927. Ed. William Plomer. London: Hogarth, 1938. 83-150.

Please read Dhlomo's *An African Tragedy* prior to class as this will be the first text that we will deal with. Please order Abrahams's *Mine Boy* well in advance due to long delivery times. Plomer's "Ula Masondo" will be provided in a reader.

MA-Thesis (AAS7)

Die Abschlussarbeit: Theorie and Praxis

Kolloquium, SWS: 1

Gohrisch, Jana

Di, wöchentl., 18:00 - 19:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Diese Veranstaltung wendet sich an Studierende aller Studiengänge, die im Wintersemester 2012/2013 ihre Abschlussarbeit vorbereiten bzw. schreiben. Nach der Klärung formaler Fragen entsprechend der jeweiligen Prüfungsordnung, widmen wir uns der Gegenstands- und Themenfindung sowie der Betreuersuche. Wir üben, eine Forschungsfrage zu entwickeln und eine zentrale These zu formulieren, besprechen Arbeitstechniken und die Phasen des Schreibprozesses. Danach stellen die Studierenden ihre Projekte und Entwürfe im Einzelnen vor, um sie in der Schreibwerkstatt intensiv zu diskutieren. Es besteht auch die Möglichkeit, Texte vorbereitend zu lesen und dann gemeinsam an ihnen zu arbeiten.

Bei der ersten Sitzung (am 16.10.2012) werden die weiteren Sitzungstermine (als Blockveranstaltungen) festgelegt. Näheres finden Sie nach dem 16.10. auf StudIP.

Assessment Tasks - none ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - completed Bachelor or Master course ● *Studiengänge* - all ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung

AAS7

Literatur

Recommended Reading

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 14. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2008 (UTB).

MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language Association of America 2009 (1st ed. 1977).

Kolloquium zum Studienabschluss (Bachelor, Master, alte Studiengänge)

Kolloquium, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA Advanced Anglophone Studies, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der Teilnehmenden) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

Assessment Tasks - none ● *Registration* - StudIP StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - completed FüBA or Master courses ● *Studiengänge* - all ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung
Literatur

AAS7

Recommended Reading

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung* . 14. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2008 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature* . Stuttgart: Klett 2004.

Poplawski, Paul, ed. *English Literature in Context* . Cambridge: Cambridge University Press 2008.

Zapf, Hubert, Hg. *Amerikanische Literaturgeschichte* . 2. aktualis. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Professional Skills (AAS8)**Electives (AAS9)****Research and Internship (AAS10)****Concepts of Race, Class, and Gender (AAS3)**

Factory Lives: 19th-Century Working-Class Texts

Seminar, SWS: 2, Max. Teilnehmer: 25

Grünkemeier, Ellen

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

Although the so-called Great Reform Act of 1832 extended the franchise significantly, workers did not yet gain the right to vote and therefore continued to be formally excluded from political life. Nonetheless, they found ways to render visible their experiences and opinions. Working-class writers, for example, described the social realities of urban life in the new industrial cities and manufacturing districts. We shall read and analyse autobiographical texts (from the collection *Factory Lives*, see below) that describe factory labour in the British textile industries. In addition to our close readings, we will relate the texts to their socio-political, historical and cultural contexts. Our discussion will include issues such as factory legislation, working and living conditions in Victorian Britain, class and gender, power and agency.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 01.09.2012, 08.00 - 30.09.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - AmerF4/BritF4 (for FÜBA and MEd students), none for others ● *Studiengänge* - FÜBA, MEd LG, 3. Fach LG, MA AAS ● *Further Information* - ellen.gruenkemeier@engsem.~

Bemerkung
Literatur

BritA / AAS2, AAS3

Required Reading

Simmons, James, ed. *Factory Lives. Four Nineteenth-Century Working-Class Autobiographies*. Peterborough: Broadview Press, 2007. (ISBN: 1-55111-272-8)

Students are asked to buy this collection which includes John Brown's *A Memoir of Robert Blincoe, An Orphan Boy* (1832), William Dodd's *A Narrative of the Experience and Sufferings of William Dodd* (1841), James Myles's *Chapters in the Life of a Dundee Factory Boy* (1850), and Ellen Johnston's "Autobiography of Ellen Johnston, 'The Factory Girl'" (1867).

A reader with further material will be provided.

South African Fiction: "Jim Comes to Joburg"

Seminar, SWS: 2, Max. Teilnehmer: 25

Marquardt (Staatsexamen), Henning

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

In the first half of the 20th century, South Africa experienced a massive movement from rural areas into the cities. People came especially to the Johannesburg area in search for work, mainly in the gold mines. This process was paralleled by increasing segregation legislation, which massively affected the social and working life of the black and coloured population. Contemporary cultural productions in general and literary texts in particular critically assess urbanisation and the resulting living and working conditions. Many of them use the 'Jim comes to Jo'burg' motif, where a young, usually black, man moves to Johannesburg to find work.

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Bemerkung

BritA / AAS3, AAS5, AAS6 / Atlantic Studies: Forschungslernmodul / Transformation Studies

Literatur

Required Reading

Abrahams, Peter. *Mine Boy*. 1946. Oxford: Longman, 1989.

Dhlomo, Rolfes. *An African Tragedy*. Alice: Lovedale, 1928. <http://www.empire.amdigital.co.uk/contents/document-detail.aspx?sectionid=210> (accessible from within the LUH-network).

Plomer, William. "Ula Masondo." *I Speak of Africa*. 1927. Ed. William Plomer. London: Hogarth, 1938. 83-150.

Please read Dhlomo's *An African Tragedy* prior to class as this will be the first text that we will deal with. Please order Abrahams's *Mine Boy* well in advance due to long delivery times. Plomer's "Ula Masondo" will be provided in a reader.

Transpacific Reflections

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

In the past two decades American Studies has challenged the concept of American Exceptionalism by reassessing the country's place in an economically, politically, and culturally interconnected world. Scholars of the "American Pacific" have investigated the power relations between the United States and the geographically and culturally obscure and shifting concept of "Asia," reassessing the role of the concept in the formation of American culture and investigating the role of Asian American communities as intercultural contact zones and hybrid spaces.

In trying to trace the mapping of the "American Pacific," this seminar brings together literary texts, artworks, and movies that have shaped, challenged, and negotiated the concept, and discusses them with the help of postcolonial theory. Starting with the orientalism (Edward Said) of American Renaissance thinkers and poets, we will examine how they have inspired Asian American writers such as Sadakichi Hartmann or Maxine Hong Kingston. We will place texts by Mark Twain, Frank Norris, and Jack London in the historical context of transpacific relations to examine how canonical writers have imagined what has been interpreted as an expansion of the American frontier. The self-marketing of San Francisco's "Chinatown" and the comic strip "Terry and the Pirates" will be as much a part of this seminar as Pearl S. Buck's bestselling "Asian" novels. Taking up the proposition that Asian American culture is almost by necessity dissident (Lisa Lowe) we will look at texts by Milton Murayama, Jessica Hagedorn, Theresa Hak Kyung Cha, or Bao Ninh to examine how they position themselves in a heavily contested and increasingly theorized field. We will also turn to the more recent renaissance in Asian American visual culture as indicative of changing power relations in the transpacific region.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - BritF4/AmerF4 ● *Studiengänge* - FüBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - kirsten.twelbeck@engsem.~

Bemerkung AmerA / AAS2, AAS3

Media, Cultural Communication and Popular Culture (AAS4)

Film Genres

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

In a provocative essay published in 1998, Linda Williams argued that melodrama functions as *the* cinematic mode of our days, superseding and informing all other genres and modes of film-making: "a perpetually modernizing form that is neither opposed to the norms of the 'classical' nor to the norms of 'realism' but which adapts both," as she specified in 2007. Melodrama, consequently, should be considered a sort of 'meta-genre' for Hollywood productions. In this course, we will look into the tradition and history of the melodramatic mode on screen, starting with the melodramatic silent serials of the 1910s and moving into the present time, ending probably with Todd Haynes TV-mini series *Mildred Pierce* (HBO, 2011). We will take this investigation as an incentive to also reflect upon the significance and usefulness of the category of 'genre' in film analysis in general. Please note that this is a time intensive class, since you will have to attend film sessions in addition to the class meetings.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - BritF4/AmerF4 ● *Studiengänge* - FÜBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - ruth.mayer@engsem.~

Bemerkung

AmerA / AAS4

Film on Film: Metatextuality and Self-reflexivity

Seminar, SWS: 2, Max. Teilnehmer: 20

Köhler (Priv.-Doz.), Thomas Heinrich

Fr, 14-täglich, 14:00 - 18:30, 26.10.2012 - 02.02.2013, 1502 - 415 II 415

Kommentar

Throughout its history cinema has not only provided fictional representations of reality, but has also often shown the making of films itself or has self-reflexively questioned the particular representations. In a metatextual interpretation, self-portraits of the act of film-making may serve both as a celebration or a critique of the film industry. They may also be an invitation to the audience to reflect on the act of viewing and on the intricate relations between production, product and the cinema-going experience itself, for instance by - but not limited to - the appearance of film(s) within a film. From a narratological perspective, the topic 'film on film' allows for an exemplary study of strategies of narrative self-reflection of mediality and textuality in fictional contexts.

Bilingual in conception (Deutsches Seminar: Dr. Stefanie Kreuzer), this seminar will examine a number of films from different countries and eras of film-making. Films currently under consideration include Ludwig Berger's early sound film operetta ICH BEI TAG UND DU BEI NACHT (D 1932), Michael Powell's disturbing examination of the power of the camera(man) PEEPING TOM (GB 1960), Jean-Luc Godard's scathing critique of the film business LE MÉPRIS (F 1963) as well as Ingmar Bergman's PERSONA (S 1966), Woody Allen's THE PURPLE ROSE OF CAIRO (USA 1985) and David Lynch's multiperspectival Hollywood persiflage MULHOLLAND DRIVE (USA/F 2001) with their inextricable webs of filmic 'reality' and representation.

Please register for this class via Stud.IP. The number of participants should not exceed 30 (Germanistik) and 20 (Anglistik/Amerikanistik).

Assessment Tasks - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 20 ● *Prerequisites* - AmerF4/BritF4 ● *Studiengänge* - FÜBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - thomas_koehler_hannover@freenet.de

Bemerkung

BritA / AAS2, AAS4

Massenkultur: Unterhaltung, Konsum, Medialität

Seminar, SWS: 2, Max. Teilnehmer: 20

Gamper, Michael / Mayer, Ruth

Mi, wöchentl., 18:00 - 20:00, 24.10.2012 - 02.02.2013, 1502 - 415 II 415 , Gamper, Michael, Mayer, Ruth
Kommentar

Massenkultur' galt lange als *contradictio in adjectio* bzw. als Provokation jeder ernsthaften Auseinandersetzung mit den Künsten. Politisch so unterschiedlich lokalisierte Philosophen wie Theodor W. Adorno und José Ortega y Gasset lehnten Begriff und Konzept einer von den Massen getragenen Kultur ab und kritisierten in den 1950er und 1960er Jahren mit marxistischer bzw. wertkonservativer Begründung die verbildende Wirkung des Massenhaften. Im deutschsprachigen Raum hielt sich dieser kulturkritische Diskurs erstaunlich lange, und erst in den letzten zwei Jahrzehnten wurden Ansätze entwickelt, welche die eigenständige Leistung der populären Künste zu würdigen vermochten. Diese Entspannung in der Haltung gegenüber der ‚Massenkultur‘ verdankt sich ganz entscheidend einer grundlegend anders akzentuierten Debatte zum Thema in den USA. In den USA hatten sich bereits im 19. Jahrhundert massenkulturelle Praktiken, mediale Formate und soziale Räume herausgebildet (etwa: *dime novels* und *dime museums*, die *yellow press*, *minstrelsy*, Vaudeville, Vergnügungsparks und Weltausstellungen), die dann für Europa sowohl Modellcharakter gewinnen sollten als auch routinemäßig Abwehrgesten auslösten. Ob sich die amerikanischen Eigenheiten linear auf soziale Konstellationen (Einwanderungsgesellschaft) oder die politische Ordnung (Demokratie) zurückführen lassen, ist zu überprüfen. Unbestreitbar aber stellt die Beobachtung der amerikanischen Kultur aus der Perspektive des alten Kontinents seit dem 19. Jahrhundert, insbesondere für deutsche Intellektuelle und ihren Kulturbegriff, immer wieder eine große und folgenreiche Herausforderung dar.

Aus diesem Grund möchte dieses Seminar, das parallel im Deutschen und im Englischen Seminar angeboten wird, sich dem Phänomen aus der Perspektive deutschsprachiger und amerikanischer Kritiker nähern. Es ist als Kombination aus einem interdisziplinären Forschungsseminar (Englisches Seminar: Prof. Dr. Ruth Mayer) und einem *Kolloquium* (*Deutsches Seminar: Prof. Dr. Michael Gamper, Mi 18:00/20:00, Raum: 1502.415, Beginn: 24.10.2012*) angelegt und richtet sich primär an Studierende der forschungsorientierten Masterstudiengänge und fortgeschrittene Studierende des FÜBA Englisch ohne Theoriephobie. Das Kolloquium vereinigt Beiträge, die neuere methodisch-theoretische Zugänge zur ‚Massenkultur‘ präsentieren und/oder sich interessanten Materialbeständen zuwenden, welche deren Innovationspotential und gesamt-kulturelle Relevanz zu plausibilisieren vermögen.

Assessment Tasks - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 20 (+20 from German) ● *Prerequisites* - BritF4/ AmerF4 ● *Studiengänge* - FÜBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - ruth.mayer@engsem.~

Bemerkung AmerA / AAS2, AAS4

New English Literatures and Cultures (AAS5)

South African Fiction: "Jim Comes to Joburg"

Seminar, SWS: 2, Max. Teilnehmer: 25

Marquardt (Staatsexamen), Henning

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

In the first half of the 20th century, South Africa experienced a massive movement from rural areas into the cities. People came especially to the Johannesburg area in search for work, mainly in the gold mines. This process was paralleled by increasing segregation legislation, which massively affected the social and working life of the black and coloured population. Contemporary cultural productions in general and literary texts in particular critically assess urbanisation and the resulting living and working conditions. Many of them use the 'Jim comes to Jo'burg' motif, where a young, usually black, man moves to Johannesburg to find work.

We will analyse and interpret different 'Jim comes to Jo'burg' stories published between the 1920s and 1940s and work out interrelations between literary texts and their social and economic contexts. We will consider authors, readers and publishers as we engage with protest writing and its impact before the implementation of apartheid.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - AmerF4/BritF4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● *Further Information* - henning.marquardt@engsem.~

Bemerkung BritA / AAS3, AAS5, AAS6 / Atlantic Studies: Forschungslernmodul / Transformation Studies

Literatur

Required Reading

Abrahams, Peter. *Mine Boy*. 1946. Oxford: Longman, 1989.

Dhlomo, Rolfes. *An African Tragedy*. Alice: Lovedale, 1928. <http://www.empire.amdigital.co.uk/contents/document-detail.aspx?sectionid=210> (accessible from within the LUH-network).

Plomer, William. "Ula Masondo." *I Speak of Africa*. 1927. Ed. William Plomer. London: Hogarth, 1938. 83-150.

Please read Dhlomo's *An African Tragedy* prior to class as this will be the first text that we will deal with. Please order Abrahams's *Mine Boy* well in advance due to long delivery times. Plomer's "Ula Masondo" will be provided in a reader.

Theoretische Ansätze und Methoden der Atlantic Studies

Seminar, SWS: 2

Gohrisch, Jana / Reinwald, Brigitte

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

Seit dem Ende des 15. Jahrhunderts sind die drei am Atlantik gelegenen Kontinente Afrika, Amerika und Europa durch vielfältige Verflechtungen wirtschaftlicher, sozialer, kultureller und politischer Art miteinander verbunden. Dies bedeutet auch, dass sich die Entwicklungen in jedem der drei Kontinente nicht mehr allein aus sich selbst heraus verstehen lassen, sondern nur vor dem Hintergrund der wechselseitigen Beziehungen und Einflüsse hinreichend begriffen werden können, welche aus der Zirkulation von Waren, Menschen und Ideen über den Atlantik erwachsen sind. Wie die Geschichts-, Sozial- und Kulturwissenschaften jenen globalen Verflechtungen Rechnung tragen, soll in diesem Seminar anhand ausgewählter Texte diskutiert werden, die in die theoretischen Grundlagen, methodologischen Zugänge und verschiedenen Methoden der Atlantic Studies einführen. Ziel ist es, die Spezifika der jeweiligen fachlichen Zugänge sowie Möglichkeiten und Grenzen für deren interdisziplinäre Zusammenführung aufzuzeigen. Dabei sind Ansätze der Globalgeschichte und Historischen Anthropologie, der kulturwissenschaftlich orientierten Literaturwissenschaft, der Entwicklungssoziologie und Kulturanthropologie sowie neuere Perspektiven der Geschlechter- und Ungleichheitsforschung von besonderer Bedeutung.

Reader - copy shop Stork (Körnerstraße) from 15 Oct ● *Assessment Tasks* will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - AmerF4/BritF4 (for FÜBA and MEd students), none for others ● *Studiengänge* - MA AAS, MA Atlantic Studies ● *Further Information* - jana.gohrisch@engsem.~, brigitte.reinwald@hist.~

Bemerkung

BritA / AAS1, AAS5 / Atlantic Studies: Basismodul

Literatur

Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird.

Masterstudiengang Lehramt Gymnasium - Fach Englisch**Fachpraktikum Englisch****Fachpraktikum für das Lehramt am Gymnasium / MEd. (semesterbegleitend)**

Fachpraktikum, Max. Teilnehmer: 6

Woltin, Alexander

Mo, wöchentl., 15.10.2012 - 02.02.2013

Kommentar

Das semesterbegleitende Fachpraktikum findet jeweils an einem Wochentag nach Absprache an der KGS Sehnde statt.

Die Schule ist vom Hauptbahnhof Hannover in gut 25 Minuten mit der S-Bahn zu erreichen.

Als kooperative Gesamtschule bieten sich hier auch interessante Möglichkeiten, stufenübergreifende Erfahrungen durch Hospitationen und/oder angeleiteten Unterricht zu erwerben.

Die aktive Teilnahme an fachspezifischen Projekten (z. B. Sprachendorf) ist möglich und gewünscht.

Size restriction - 6 ● *Prerequisites* - DidPA ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Studiengänge* - MEd LG ● *Further Information* - alexander.woltin@engsem.~

Bemerkung

DidFP

Fachpraktikum für das Lehramt an Gymnasien / M.Ed. (im Block)

Fachpraktikum

 Becker, Carmen / Blötz (Staatsexamen), Lisa
 Block, 04.02.2013 - 08.03.2013, 1. Gruppe, Carmen Becker

Block, 04.02.2013 - 08.03.2013, 2. Gruppe, Lisa Blötz

Kommentar

Seminar Becker:

Das Blockpraktikum findet vom 04.02. bis 08.03.2013 an einem Gymnasium in Celle statt. Celle ist von Hannover aus mit öffentlichen Verkehrsmitteln gut zu erreichen.

Registration - StudIP 14.09.2012 - 15.10.2012 ● *Size restriction* - 6 (die Plätze werden in der Reihenfolge der Anmeldung vergeben) ● *Prerequisites* - DidPA ● *Studiengänge* - MEd LG ● *Further Information* - carmen.becker@engsem.~

Seminar Blötz

Das Blockpraktikum findet vom 04.02. bis 08.03.2013 an der Kooperativen Gesamtschule „Schule am Kanstein“ in Salzhemmendorf statt. Diese umfasst die Schulformen Haupt-, Realschule und Gymnasium (Klassenstufen von 5 bis 12) und ist mit über 1.400 Schülerinnen und Schülern eine der größten Schulen des Kreises Hameln-Pyrmont. Es handelt sich um eine COMENIUS- und Medienprofil-Schule. U.a. werden Notebook-Klassen in allen Schulzweigen ab Jahrgang 7 angeboten. Die Klassen- und Fachräume sind entsprechend mit interaktiven Whiteboards ausgestattet.

Die Schule ist von Hannover aus mit öffentlichen Verkehrsmitteln zu erreichen, es empfiehlt sich jedoch die Bildung von Fahrgemeinschaften.

Registration - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 12 (die Plätze werden in der Reihenfolge der Anmeldung vergeben) ● *Prerequisites* - DidPA ● *Studiengänge* - MEd LG ● *Further Information* - lisa.bloetz@kgs-salzhemmendorf.eu

Bemerkung DidFP

Planung und Analyse von Englischunterricht (LG)

Seminar, SWS: 2, Max. Teilnehmer: 25

Blötz (Staatsexamen), Lisa

Mo, wöchentl., 10:00 - 12:00, 15.10.2012 - 02.02.2013, 1502 - 615 II 615 , 1. Gruppe, Lisa Blötz

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im MEd ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumsersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.

Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivisierungen, method-ische Überlegungen und Lernperspektiven bzw. Kompetenzerwerb als Basis für Unterrichts-planungsentwürfe. Die Veranstaltung ist stufen- und schulartübergreifend angelegt.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Will be specified in class ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - ASP; DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - lisa.bloetz@kgs-salzhemmendorf.eu, alexander.woltin@engsem.~

Bemerkung
Literatur

DidPA

Required Reading

Please refer to the course page on StudIP.

Recommended Reading

Grieser-Kindel et al. (Hrsg.). (2007). *Method Guide: schüleraktivierende Methoden für den Englischunterricht in den Klassen 5-10*. Paderborn: Schöningh

Grieser-Kindel et al. (Hrsg.). (2010). *Method Guide: Methoden für einen kooperativen und individualisierenden Englischunterricht in den Klassen 5-12*. Paderborn: Schöningh.

Haß, Frank. (2010). (Hrsg.). *Fachdidaktik Englisch: Tradition, Innovation, Praxis*. Stuttgart: Klett.

Matters, W. (2002). *Methoden für den Unterricht: 75 kompakte Übersichten für Lehrende und Lernende*. Braunschweig: Schöningh.

Meyer, Hilbert. (2001). *Unterrichtsmethoden (2 Bände)*. Berlin: Cornelsen Scriptor.

Mindt, Dieter. (1995) *Unterrichtsplanung Englisch für die Sekundarstufe I (Neubearbeitung)*. Stuttgart: Klett.

Niedersächsisches Kultusministerium (Hrsg.) (2006). *Kerncurriculum für das Gymnasium Schuljahrgänge 5 - 10. Englisch*. Hannover.

Niedersächsisches Kultusministerium (Hrsg.). (2009). *Kerncurriculum für das Gymnasium - gymnasiale Oberstufe. Englisch*. Hannover.

Schaefer, Klaus. (1992). *So schaffen Sie den Englischunterricht*. Münster: Aschendorff.

Siebold, Jörg. (2006). *Let's talk - Lehrtechniken: vom gebundenen zum freien Sprechen*. Berlin: Cornelsen.

Thaler, Engelbert. (2009). *Method Guide: kreative Methoden für den Literaturunterricht in den Klassen 7-12*. Paderborn:

Timm, Johannes-Peter. (Hrsg.). (1998). *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen.

Ziegésar, Detlev and Margaret. (2001). *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenburg.

Ziener, Gerhard. (2008). *Bildungsstandards in der Praxis: Kompetenzorientiert unterrichten*. Seelze-Velber: Klett Kallmeyetr.

Planung und Analyse von Englischunterricht (LG)

Seminar, SWS: 2, Max. Teilnehmer: 25

Woltin, Alexander

Mo, wöchentl., 12:00 - 14:00, 15.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im MEd ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumsersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.

Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivisierungen, method-ische Überlegungen und Lernperspektiven bzw. Kompetenzerwerb als Basis für Unterrichts-planungsentwürfe. Die Veranstaltung ist stufen- und schulartübergreifend angelegt.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Will be specified in class ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - ASP; DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - lisa.bloetz@kgs-salzhemmendorf.eu, alexander.woltin@engsem.~

Advanced Methodology**English as a Lingua Franca: Sociocultural and Pedagogical Perspectives**

Seminar, Max. Teilnehmer: 25

Mi, wöchentl., 14:00 - 16:00, 24.10.2012 - 02.02.2013, 1502 - 609 II 609 , Prof. Dr. Gnutzmann

Fr, Einzel, 14:00 - 16:00, 18.01.2013 - 18.01.2013, 1502 - 709 II 709 , Prof. Dr. Gnutzmann

Kommentar

Research into the linguistic forms and uses of English as a lingua franca has gained considerable momentum over the past decade. There are a number of reasons for this development, which can be found on a European and on a global level. Undoubtedly, the English language has become the medium of globalisation and it is itself deeply affected by globalisation. As a result, many and new kinds of Englishes all over the world have come into being, and these give rise to a number of questions relating to, for example,

The impact of English as a Lingua Franca (ELF) on speakers' identities: Are ELF and its many manifestations, ideologically speaking, neutral forms of English or do they foster Englishisation and Americanisation of other languages and cultures? If so, how could these processes be evaluated?

The teaching of English (as a lingua franca): How could the development of English as a lingua franca be reflected in English language classrooms, for non-native learners, but possibly also for pupils in the 'real' English-speaking world? Do we need new teaching models? If so, how could they be legitimized, what could they look like and how could they be implemented in the classroom?

c.gnutzmann@tu-bs.de

Bemerkung

Lehrperson: Prof. Claus Gnutzmann

Interaction in the CLIL Classroom

Seminar, SWS: 2, Max. Teilnehmer: 25

Letz (M. Ed.), Lisa

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

CLIL is said to be one of the most promising approaches to foreign language learning. We will study this grassroots movement initiated by teachers and discovered by researchers recently. We will watch recorded biology, geography and history lessons taught in English.

It has become a tradition in teacher education at the English department of the Leibniz University in Hannover to incorporate issues of interaction analysis and language learning in the curriculum, e.g. by employing a discourse analytical approach. We will combine classroom research and videography. Furthermore, you will be encouraged to design tasks for interaction in a CLIL environment.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Prerequisites for certificate: oral presentation and term paper or project; MEd: Studienleistungen: participation/oral contribution/project. Prüfungsleistung: Hausarbeit in DidA1 oder DidA2 ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - rita.kupetz@engsem.~

Bemerkung DidA / FAL7

Learner Language Studies and Implications for TEFL

Seminar, SWS: 2, Max. Teilnehmer: 25

Kupetz, Rita

Kommentar

This course will review the research on interlanguage variation and consider the implications of this variation in the process of foreign language learning and teaching. The impact of social context upon the development of interlanguage will be discussed. You will be encouraged to organize a workshop on how to assess learners' texts and how to give feedback. Furthermore, we will deal with the European Language Portfolio and portfolio assessment in particular.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Studienleistungen: participation/oral contribution/project, Prüfungsleistung: Hausarbeit in DidA1 or DidA2 ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - rita.kupetz@engsem.~

Bemerkung Veranstaltung entfällt (siehe Info <http://www.engsem.uni-hannover.de/> Aktuelles)

My Story, My Music, My World: Multimediale und sprachenübergreifende Aufgabenentwicklung

Seminar, SWS: 2, Max. Teilnehmer: 25

Blell, Gabriele

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Auf der Grundlage eines kulturen-, medien- und sprachenübergreifenden Forschungsprojekts sollen gesammelte Textformen (Erzählungen, Zeichnungen, Fotos, Musik) von Kindern aus verschiedenen Ländern und in verschiedenen Sprachen auf ihr Potential für einen interkulturell fundierten und mehrsprachigkeitsfördernden fremd- und muttersprachlichen Unterricht (Englisch, Deutsch u.a.) hin untersucht werden.

Im Anschluss an die Behandlung ausgewählter theoretischer Aspekte (u. a. Aufgabenorientierung/*Task-based language learning*, Mehrsprachigkeitsdidaktik, Interkulturelles Lernen) sollen die Texte dazu genutzt werden Aufgabenstellungen und Lernmaterialien für einen fächer- und sprachenübergreifenden Unterricht herzustellen. Die Studierenden erhalten im Rahmen des Seminars die Möglichkeit, die entwickelten Materialien im Schulkontext und in der Zusammenarbeit mit Lehrerinnen und Lehrern auszuprobieren.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - see course programme ● *Languages of instruction* - English and German ● *Registration* - StudIP 1.09.2012 - 30.09.2012. ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung
Literatur

Required Reading

Please see the course page on StudIP.

Teaching Film

Seminar, SWS: 2, Max. Teilnehmer: 25

Blell, Gabriele

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre for the EFL classroom has been fully accepted in Lower Saxony since 2003. The course is designed to help you to teach two episodic films: *Crash* (2004) and *Babel* (2006). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students, as well as intertextual connections between media (e.g. film and novel); understand and apply different critical approaches to studying film (e.g. semiotic, postcolonial, cultural studies) and teach them in a task-based learning context; develop 'reading/viewing' skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film. A film-screening for the films discussed in the classroom will be organized.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - see course programme ● *Registration* - StudIP 1.09.2012 - 30.09.2012. ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung
Literatur

Required Reading

Please see the course page on StudIP.

To Teach the Boundary - Enseñar la Frontera

Seminar, SWS: 2, Max. Teilnehmer: 25

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

The USA shares a border with Mexico, and the high standard of living in the USA acts as a growing magnet to Mexican migrants. In 2000, for the first time in California, Spanish speakers outnumbered English speakers. Hispanics have added a distinct flavour to US culture and society. The aim of the seminar is to focus on this topic and discuss it from an EFL-classroom perspective. Within the context of intercultural and multilingual language-learning concepts, we will review and analyze various Hispanic/Mexican-American short stories, novel extracts or poems and other artistic forms such as pictures (Balmy Alley murals in San Francisco, CA) or film sequences (*Spanglish / Babel*) and adopt them to various teaching scenarios. The texts will be discussed with reference to issues of immigration, transculturality, multilingualism and hybridity.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - see course programme ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung
Literatur

DidA

Required Reading

Please see the course page on StudIP.

Advanced Studies

Exploring the 19th Century through George Eliot's Middlemarch

Seminar, SWS: 2, Max. Teilnehmer: 25

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

This course provides an in-depth study of one of the key texts of 19th-century literature, George Eliot's *Middlemarch* (1871/72). We will adopt the somewhat unusual format of reading just one major text for several reasons. Combining a variety of text-oriented and context-oriented theories, ranging from narratology to Gender Studies and Cultural Materialism, we shall use the novel to practice our analytical skills with special emphasis on focalization, character and plot construction, and to explore important issues of 19th-century history. We will discuss the novel's representations of economic, political, social and cultural change concentrating on gender and class relations in connection with contemporary discourses on middle-class values, religion, science and medicine.

Reader - copy shop Stork (Körnerstraße) from 15 October 2012 ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* AmerF4/BritF4 (for FüBA and MEd students), none for others ● *Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung
Literatur

BritA / AAS2

Required Reading

George Eliot. *Middlemarch*. Ed. by Rosemary Ashton. London: Penguin 2003

Factory Lives: 19th-Century Working-Class Texts

Seminar, SWS: 2, Max. Teilnehmer: 25

Grünkemeier, Ellen

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

Although the so-called Great Reform Act of 1832 extended the franchise significantly, workers did not yet gain the right to vote and therefore continued to be formally excluded from political life. Nonetheless, they found ways to render visible their experiences and opinions. Working-class writers, for example, described the social realities of urban life in the new industrial cities and manufacturing districts. We shall read and analyse autobiographical texts (from the collection *Factory Lives*, see below) that describe factory labour in the British textile industries. In addition to our close readings, we will relate the texts to their socio-political, historical and cultural contexts. Our discussion will include issues such as factory legislation, working and living conditions in Victorian Britain, class and gender, power and agency.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 01.09.2012, 08.00 - 30.09.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - AmerF4/BritF4 (for FÜBA and MEd students), none for others ● *Studiengänge* - FÜBA, MEd LG, 3. Fach LG, MA AAS ● *Further Information* - ellen.gruenkemeier@engsem.~

Bemerkung
Literatur

BritA / AAS2, AAS3

Required Reading

Simmons, James, ed. *Factory Lives. Four Nineteenth-Century Working-Class Autobiographies*. Peterborough: Broadview Press, 2007. (ISBN: 1-55111-272-8)

Students are asked to buy this collection which includes John Brown's *A Memoir of Robert Blincoe, An Orphan Boy* (1832), William Dodd's *A Narrative of the Experience and Sufferings of William Dodd* (1841), James Myles's *Chapters in the Life of a Dundee Factory Boy* (1850), and Ellen Johnston's "Autobiography of Ellen Johnston, 'The Factory Girl'" (1867).

A reader with further material will be provided.

Frame Semantics

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This advanced course provides extensive insights into the structure and analysis of word meanings. Introducing Charles Fillmore's theory of Frame Semantics, the first part will discuss the openness and richness of word meanings, reflecting the rich variety of human experiences (cf., for example, *Tuesday*, *barber* or *alimony*). These words necessitate an understanding of concepts (or semantic frames) such as repeatable calendar events, grooming and hair, and marriage and divorce. From this we will learn that a theory of word meaning needs to include more than the small linguistically significant set of primitive concepts proposed by a number of linguists, among them Ray Jackendoff or Anna Wierzbicka.

The second part of the course will present the concept of semantic frame as developed by Fillmore and his associates. Frames offer rich conceptual backgrounds against which word meanings are understood. In this part of the course, we will learn how frames are discovered and described, how they are distinguished from and linked to other frames, and how frame-semantic information is syntactically relevant. If time permits, we will also explore how semantic frames can be applied to cross-linguistic analysis.

The third part of the course will employ the FrameNet database <http://framenet.icsi.berkeley.edu> to analyse the meaning of a given word as a network of interrelated senses. Some of these senses are more central, or basic, and others are less central, or peripheral. In this approach, the processes of metaphor and metonymy are central in describing the full range of meanings which a particular word can evoke. Finally, we will look at how Frame Semantics integrates with Construction Grammar.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL2

Learner Corpus Research (LCR)

Seminar, SWS: 2, Max. Teilnehmer: 20

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 20 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL2, FAL7

Meaning and Humour

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Mo, wöchentl., 10:00 - 12:00, 15.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This advanced seminar will introduce and critique a wide range of semantic and pragmatic theories in relation to humour, such as functional linguistics, speech acts, politeness or relevance theory, emphasising not only conceptual but also interpersonal and textual meanings. Exploiting recent corpus-based research, the seminar will suggest that much humour can be accounted for by the overriding of lexical priming. We will also cover areas of social, attitudinal and emotional meaning, use different and sometimes tasteless jokes as linguistic examples and provide in-class activities, discussion questions and suggestions for further reading.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL1

Principles of Language Change

Seminar, SWS: 2, Max. Teilnehmer: 25

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL4, FAL5

The Verb in Contemporary English

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

The central concern of this advanced seminar will be to illustrate that verbs can only be adequately and properly understood if studied from both a theoretical and descriptive perspective. In a first part, theoretical problems will be explored: terminological problems of classifying verbs and verb-related elements, the 'determining' properties of verbs, verb complementation, the semantics and pragmatics of verbs and verbal combinations, and the notions of tense, aspect, voice and modality. In a second part, computer corpora will be used to study various types of verb and verb complementation and collocation, to trace the development of certain verb forms in English, and to detail the usage of verbs in different varieties and genres of English.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL1

Linguistic Survey**English and German in Comparison and Contrast**

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 815 CIP-Pool

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will take a contrastive approach to language. Its focus will be on phonetics and phonology comparing both segmental and supra-segmental features of the major reference accents of English, RP and General American, with High German. Students will also be introduced to perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols. We will also have a closer look at contrastive aspects of a selection of lexical and syntactic topics. This will include tense and aspect, modality and the structure of the English lexicon.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG, MEd LG, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingF3 / FAL1

Advanced Linguistics**Corpus Linguistics Colloquium (Bachelor / Master / alte Studiengänge)**

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 709 II 709

Bemerkung FAL7 / Bachelor-, Masterarbeit

Frame Semantics

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This advanced course provides extensive insights into the structure and analysis of word meanings. Introducing Charles Fillmore's theory of Frame Semantics, the first part will discuss the openness and richness of word meanings, reflecting the rich variety of human experiences (cf., for example, *Tuesday*, *barber* or *alimony*). These words necessitate an understanding of concepts (or semantic frames) such as repeatable calendar events, grooming and hair, and marriage and divorce. From this we will learn that a theory of word meaning needs to include more than the small linguistically significant set of primitive concepts proposed by a number of linguists, among them Ray Jackendoff or Anna Wierzbicka.

The second part of the course will present the concept of semantic frame as developed by Fillmore and his associates. Frames offer rich conceptual backgrounds against which word meanings are understood. In this part of the course, we will learn how frames are discovered and described, how they are distinguished from and linked to other frames, and how frame-semantic information is syntactically relevant. If time permits, we will also explore how semantic frames can be applied to cross-linguistic analysis.

The third part of the course will employ the FrameNet database <http://framenet.icsi.berkeley.edu> to analyse the meaning of a given word as a network of interrelated senses. Some of these senses are more central, or basic, and others are less central, or peripheral. In this approach, the processes of metaphor and metonymy are central in describing the full range of meanings which a particular word can evoke. Finally, we will look at how Frame Semantics integrates with Construction Grammar.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL2

Learner Corpus Research (LCR)

Seminar, SWS: 2, Max. Teilnehmer: 20

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 20 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL2, FAL7

Meaning and Humour

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Mo, wöchentl., 10:00 - 12:00, 15.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This advanced seminar will introduce and critique a wide range of semantic and pragmatic theories in relation to humour, such as functional linguistics, speech acts, politeness or relevance theory, emphasising not only conceptual but also interpersonal and textual meanings. Exploiting recent corpus-based research, the seminar will suggest that much humour can be accounted for by the overriding of lexical priming. We will also cover areas of social, attitudinal and emotional meaning, use different and sometimes tasteless jokes as linguistic examples and provide in-class activities, discussion questions and suggestions for further reading.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL1

Principles of Language Change

Seminar, SWS: 2, Max. Teilnehmer: 25

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL4, FAL5

The Verb in Contemporary English

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

The central concern of this advanced seminar will be to illustrate that verbs can only be adequately and properly understood if studied from both a theoretical and descriptive perspective. In a first part, theoretical problems will be explored: terminological problems of classifying verbs and verb-related elements, the 'determining' properties of verbs, verb complementation, the semantics and pragmatics of verbs and verbal combinations, and the notions of tense, aspect, voice and modality. In a second part, computer corpora will be used to study various types of verb and verb complementation and collocation, to trace the development of certain verb forms in English, and to detail the usage of verbs in different varieties and genres of English.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FüBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL1

Advanced Literature and Culture

Exploring the 19th Century through George Eliot's Middlemarch

Seminar, SWS: 2, Max. Teilnehmer: 25

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

This course provides an in-depth study of one of the key texts of 19th-century literature, George Eliot's *Middlemarch* (1871/72). We will adopt the somewhat unusual format of reading just one major text for several reasons. Combining a variety of text-oriented and context-oriented theories, ranging from narratology to Gender Studies and Cultural Materialism, we shall use the novel to practice our analytical skills with special emphasis on focalization, character and plot construction, and to explore important issues of 19th-century history. We will discuss the novel's representations of economic, political, social and cultural change concentrating on gender and class relations in connection with contemporary discourses on middle-class values, religion, science and medicine.

Reader - copy shop Stork (Körnerstraße) from 15 October 2012 ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* AmerF4/BritF4 (for FüBA and MEd students), none for others ● *Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung BritA / AAS2
Literatur

Required Reading

George Eliot. *Middlemarch*. Ed. by Rosemary Ashton. London: Penguin 2003

Film Genres

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

In a provocative essay published in 1998, Linda Williams argued that melodrama functions as *the* cinematic mode of our days, superseding and informing all other genres and modes of film-making: "a perpetually modernizing form that is neither opposed to the norms of the 'classical' nor to the norms of 'realism' but which adapts both," as she specified in 2007. Melodrama, consequently, should be considered a sort of 'meta-genre' for Hollywood productions. In this course, we will look into the tradition and history of the melodramatic mode on screen, starting with the melodramatic silent serials of the 1910s and moving into the present time, ending probably with Todd Haynes TV-mini series *Mildred Pierce* (HBO, 2011). We will take this investigation as an incentive to also reflect upon the significance and usefulness of the category of 'genre' in film analysis in general. Please note that this is a time intensive class, since you will have to attend film sessions in addition to the class meetings.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - BritF4/AmerF4 ● *Studiengänge* - FüBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - ruth.mayer@engsem.~

Bemerkung

AmerA / AAS4

Film on Film: Metatextuality and Self-reflexivity

Seminar, SWS: 2, Max. Teilnehmer: 20

Köhler (Priv.-Doz.), Thomas Heinrich

Fr, 14-täglich, 14:00 - 18:30, 26.10.2012 - 02.02.2013, 1502 - 415 II 415

Kommentar

Throughout its history cinema has not only provided fictional representations of reality, but has also often shown the making of films itself or has self-reflexively questioned the particular representations. In a metatextual interpretation, self-portraits of the act of film-making may serve both as a celebration or a critique of the film industry. They may also be an invitation to the audience to reflect on the act of viewing and on the intricate relations between production, product and the cinema-going experience itself, for instance by - but not limited to - the appearance of film(s) within a film. From a narratological perspective, the topic 'film on film' allows for an exemplary study of strategies of narrative self-reflection of mediality and textuality in fictional contexts.

Bilingual in conception (Deutsches Seminar: Dr. Stefanie Kreuzer), this seminar will examine a number of films from different countries and eras of film-making. Films currently under consideration include Ludwig Berger's early sound film operetta ICH BEI TAG UND DU BEI NACHT (D 1932), Michael Powell's disturbing examination of the power of the camera(man) PEEPING TOM (GB 1960), Jean-Luc Godard's scathing critique of the film business LE MÉPRIS (F 1963) as well as Ingmar Bergman's PERSONA (S 1966), Woody Allen's THE PURPLE ROSE OF CAIRO (USA 1985) and David Lynch's multiperspectival Hollywood persiflage MULHOLLAND DRIVE (USA/F 2001) with their inextricable webs of filmic 'reality' and representation.

Please register for this class via Stud.IP. The number of participants should not exceed 30 (Germanistik) and 20 (Anglistik/Amerikanistik).

Assessment Tasks - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 20 ● *Prerequisites* - AmerF4/BritF4 ● *Studiengänge* - FüBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - thomas_koehler_hannover@freenet.de

Bemerkung

BritA / AAS2, AAS4

Massenkultur: Unterhaltung, Konsum, Medialität

Seminar, SWS: 2, Max. Teilnehmer: 20

Gamper, Michael / Mayer, Ruth

Mi, wöchentl., 18:00 - 20:00, 24.10.2012 - 02.02.2013, 1502 - 415 II 415 , Gamper, Michael, Mayer, Ruth
Kommentar

Massenkultur' galt lange als *contradictio in adjectio* bzw. als Provokation jeder ernsthaften Auseinandersetzung mit den Künsten. Politisch so unterschiedlich lokalisierte Philosophen wie Theodor W. Adorno und José Ortega y Gasset lehnten Begriff und Konzept einer von den Massen getragenen Kultur ab und kritisierten in den 1950er und 1960er Jahren mit marxistischer bzw. wertkonservativer Begründung die verbildende Wirkung des Massenhaften. Im deutschsprachigen Raum hielt sich dieser kulturkritische Diskurs erstaunlich lange, und erst in den letzten zwei Jahrzehnten wurden Ansätze entwickelt, welche die eigenständige Leistung der populären Künste zu würdigen vermochten. Diese Entspannung in der Haltung gegenüber der ‚Massenkultur‘ verdankt sich ganz entscheidend einer grundlegend anders akzentuierten Debatte zum Thema in den USA. In den USA hatten sich bereits im 19. Jahrhundert massenkulturelle Praktiken, mediale Formate und soziale Räume herausgebildet (etwa: *dime novels* und *dime museums*, die *yellow press*, *minstrelsy*, Vaudeville, Vergnügungsparks und Weltausstellungen), die dann für Europa sowohl Modellcharakter gewinnen sollten als auch routinemäßig Abwehrgesten auslösten. Ob sich die amerikanischen Eigenheiten linear auf soziale Konstellationen (Einwanderungsgesellschaft) oder die politische Ordnung (Demokratie) zurückführen lassen, ist zu überprüfen. Unbestreitbar aber stellt die Beobachtung der amerikanischen Kultur aus der Perspektive des alten Kontinents seit dem 19. Jahrhundert, insbesondere für deutsche Intellektuelle und ihren Kulturbegriff, immer wieder eine große und folgenreiche Herausforderung dar.

Aus diesem Grund möchte dieses Seminar, das parallel im Deutschen und im Englischen Seminar angeboten wird, sich dem Phänomen aus der Perspektive deutschsprachiger und amerikanischer Kritiker nähern. Es ist als Kombination aus einem interdisziplinären Forschungsseminar (Englisches Seminar: Prof. Dr. Ruth Mayer) und einem *Kolloquium* (*Deutsches Seminar: Prof. Dr. Michael Gamper, Mi 18:00/20:00, Raum: 1502.415, Beginn: 24.10.2012*) angelegt und richtet sich primär an Studierende der forschungsorientierten Masterstudiengänge und fortgeschrittene Studierende des FÜBA Englisch ohne Theoriephobie. Das Kolloquium vereinigt Beiträge, die neuere methodisch-theoretische Zugänge zur ‚Massenkultur‘ präsentieren und/oder sich interessanten Materialbeständen zuwenden, welche deren Innovationspotential und gesamt-kulturelle Relevanz zu plausibilisieren vermögen.

Assessment Tasks - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 20 (+20 from German) ● *Prerequisites* - BritF4/ AmerF4 ● *Studiengänge* - FÜBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - ruth.mayer@engsem.~

Bemerkung AmerA / AAS2, AAS4

South African Fiction: "Jim Comes to Joburg"

Seminar, SWS: 2, Max. Teilnehmer: 25

Marquardt (Staatsexamen), Henning

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

In the first half of the 20th century, South Africa experienced a massive movement from rural areas into the cities. People came especially to the Johannesburg area in search for work, mainly in the gold mines. This process was paralleled by increasing segregation legislation, which massively affected the social and working life of the black and coloured population. Contemporary cultural productions in general and literary texts in particular critically assess urbanisation and the resulting living and working conditions. Many of them use the 'Jim comes to Jo'burg' motif, where a young, usually black, man moves to Johannesburg to find work.

We will analyse and interpret different 'Jim comes to Jo'burg' stories published between the 1920s and 1940s and work out interrelations between literary texts and their social and economic contexts. We will consider authors, readers and publishers as we engage with protest writing and its impact before the implementation of apartheid.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - AmerF4/BritF4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● *Further Information* - henning.marquardt@engsem.~

Bemerkung BritA / AAS3, AAS5, AAS6 / Atlantic Studies: Forschungslernmodul / Transformation Studies

Literatur

Required Reading

Abrahams, Peter. *Mine Boy*. 1946. Oxford: Longman, 1989.

Dhlomo, Rolfes. *An African Tragedy*. Alice: Lovedale, 1928. <http://www.empire.amdigital.co.uk/contents/document-detail.aspx?sectionid=210> (accessible from within the LUH-network).

Plomer, William. "Ula Masondo." *I Speak of Africa*. 1927. Ed. William Plomer. London: Hogarth, 1938. 83-150.

Please read Dhlomo's *An African Tragedy* prior to class as this will be the first text that we will deal with. Please order Abrahams's *Mine Boy* well in advance due to long delivery times. Plomer's "Ula Masondo" will be provided in a reader.

Transpacific Reflections

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

In the past two decades American Studies has challenged the concept of American Exceptionalism by reassessing the country's place in an economically, politically, and culturally interconnected world. Scholars of the "American Pacific" have investigated the power relations between the United States and the geographically and culturally obscure and shifting concept of "Asia," reassessing the role of the concept in the formation of American culture and investigating the role of Asian American communities as intercultural contact zones and hybrid spaces.

In trying to trace the mapping of the "American Pacific," this seminar brings together literary texts, artworks, and movies that have shaped, challenged, and negotiated the concept, and discusses them with the help of postcolonial theory. Starting with the orientalism (Edward Said) of American Renaissance thinkers and poets, we will examine how they have inspired Asian American writers such as Sadakichi Hartmann or Maxine Hong Kingston. We will place texts by Mark Twain, Frank Norris, and Jack London in the historical context of transpacific relations to examine how canonical writers have imagined what has been interpreted as an expansion of the American frontier. The self-marketing of San Francisco's "Chinatown" and the comic strip "Terry and the Pirates" will be as much a part of this seminar as Pearl S. Buck's bestselling "Asian" novels. Taking up the proposition that Asian American culture is almost by necessity dissident (Lisa Lowe) we will look at texts by Milton Murayama, Jessica Hagedorn, Theresa Hak Kyung Cha, or Bao Ninh to examine how they position themselves in a heavily contested and increasingly theorized field. We will also turn to the more recent renaissance in Asian American visual culture as indicative of changing power relations in the transpacific region.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - BritF4/AmerF4 ● *Studiengänge* - FüBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - kirsten.twelbeck@engsem.~

Bemerkung AmerA / AAS2, AAS3

Integrated English Practice

Classroom English

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection (PL)

● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ●

Prerequisites - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ●

Further Information - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The Studienleistungen are an annotated bibliography and an oral presentation; the Prüfungsleistung is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

In the process, and depending on enrollment, individual students and/or pairs/groups will each be assigned a particular state, which you will then follow through the election cycle, writing brief journalistic "dispatches" (2 x 250 words and 2 X 500-600 words for both SL and PL students) from the field as you go, culminating in a longer "report" (PL term paper) not just on the success or failure of Romney and Obama, but also on the nature of the election process (swing states, targeted advertising, how geography and demography influence U.S. politics) itself, and what those elections might say about the larger national culture of which they are an integral part.

Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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SPTOP**Classroom English**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection (PL)) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection (PL)) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The Studienleistungen are an annotated bibliography and an oral presentation; the Prüfungsleistung is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

In the process, and depending on enrollment, individual students and/or pairs/groups will each be assigned a particular state, which you will then follow through the election cycle, writing brief journalistic "dispatches" (2 x 250 words and 2 X 500-600 words for both SL and PL students) from the field as you go, culminating in a longer "report" (PL term paper) not just on the success or failure of Romney and Obama, but also on the nature of the election process (swing states, targeted advertising, how geography and demography influence U.S. politics) itself, and what those elections might say about the larger national culture of which they are an integral part.

Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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Contexts of English Use**English for Professional Use**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703 , 1. Gruppe

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Fr, wöchentl., 10:00 - 12:00, 19.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Kommentar

This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning. *Assessment Tasks* - one written task (CV and application letter) and one oral task (interview) (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, MEd LG, 3. Fach LG ● *Further Information* - peter.bennett@engsem.~

SPEP

English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703 , 1. Gruppe

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Fr, wöchentl., 10:00 - 12:00, 19.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Kommentar

This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning. *Assessment Tasks* - one written task (CV and application letter) and one oral task (interview) (SL) ●

Registration - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, MEd LG, 3. Fach LG ● *Further Information* - peter.bennett@engsem.~

SPVE**Masterarbeit / Master Thesis****Die Abschlussarbeit: Theorie and Praxis**

Kolloquium, SWS: 1

Gohrisch, Jana

Di, wöchentl., 18:00 - 19:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Diese Veranstaltung wendet sich an Studierende aller Studiengänge, die im Wintersemester 2012/2013 ihre Abschlussarbeit vorbereiten bzw. schreiben. Nach der Klärung formaler Fragen entsprechend der jeweiligen Prüfungsordnung, widmen wir uns der Gegenstands- und Themenfindung sowie der Betreuersuche. Wir üben, eine Forschungsfrage zu entwickeln und eine zentrale These zu formulieren, besprechen Arbeitstechniken und die Phasen des Schreibprozesses. Danach stellen die Studierenden ihre Projekte und Entwürfe im Einzelnen vor, um sie in der Schreibwerkstatt intensiv zu diskutieren. Es besteht auch die Möglichkeit, Texte vorbereitend zu lesen und dann gemeinsam an ihnen zu arbeiten.

Bei der ersten Sitzung (am 16.10.2012) werden die weiteren Sitzungstermine (als Blockveranstaltungen) festgelegt. Näheres finden Sie nach dem 16.10. auf StudIP.

Assessment Tasks - none ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - completed Bachelor or Master course ● *Studiengänge* - all ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung
Literatur

AAS7

Recommended Reading

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung* . 14. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2008 (UTB).

MLA Handbook for Writers of Research Papers . 7th ed. New York: Modern Language Association of America 2009 (1st ed. 1977).

Examenskolloquium (Bachelor / Master / alte Studiengänge)

Kolloquium, SWS: 1

Blell, Gabriele

Di, wöchentl., 13:00 - 13:45, 16.10.2012 - 02.02.2013

Kommentar Das Examenskolloquium findet in Raum 1502.727 statt.

Das Examenskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet. Bei Bedarf bereiten sich ExamenskandidatInnen für die mündlichen MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft/ Erziehungswissenschaft).

Registration - StudIP 1.09.2012 - 30.09.2012 ● *Studiengänge* - FÜBA, MEd LG, MEd LBS, MA ● *Prerequisites* - none ● *Further Information* - gabriele.blell@engsem.~

Kolloquium zum Studienabschluss (Bachelor, Master, alte Studiengänge)

Kolloquium, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FÜBA, MA Advanced Anglophone Studies, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der Teilnehmenden) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

Assessment Tasks - none ● *Registration* - StudIP StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - completed FÜBA or Master courses ● *Studiengänge* - all ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung
Literatur

AAS7

Recommended Reading

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 14. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2008 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett 2004.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Zapf, Hubert, Hg. *Amerikanische Literaturgeschichte*. 2. aktualis. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Writing a Linguistic Thesis - How to present (non-)empirical research

Kolloquium, SWS: 2

Schulze, Rainer (verantwortlich) / Altendorf, Ulrike (verantwortlich)

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting-up data-based research, avoiding plagiarism, etc.

Students will be given ample chance to present their own preliminary findings.

This course may be taken by FAL students (Module 8) and also by any students writing their Bachelor or Master theses in Linguistics.

Registration - StudIP 01.09.2012 - 30.09.2012 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG, Med LG, MEd LBS, FAL, MA ● *Further Information* - ulrike.altendorf@engsem.~ or rainer.schulze@engsem.~

Bemerkung FAL8 / Bachelor-, Masterarbeit

Pädagogisches Handeln in der Schule (EW 1)**Pädagogische Kontexte (EW 2)****Psychologie in Erziehung und Unterricht****Ergänzungsstudiengang Lehramt an Gymnasien - Fach Englisch****Foundations Linguistics****Analysing Multimodal Text**

Seminar, SWS: 2, Max. Teilnehmer: 25

Shahrokny-Prehn, Arian

Do, wöchentl., 08:00 - 10:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

Under this mysterious heading we will literally be looking at text that is composed of different visual elements such as letters, graphics, pictures, etc. The visual element has always played a significant role in human language, from early cave drawings, over illuminated manuscripts all the way to graphic novels and advertising. In each of these instances, graphic elements beyond codified letters are used to communicate increasingly complex messages. Over the course of the semester we will acquire the necessary background knowledge (e.g. in sign theory, text linguistics, pragmatics, etc) to analyse very different kinds of text. A strong sense of academic interest as well as a willingness to creatively work with linguistic theory is absolutely mandatory for this seminar.

Registration - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - arian.shahrokny@engsem.~

Bemerkung LingF4

Corpus Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 25

Gerckens (M. A.), Caroline

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 815 CIP-Pool

Kommentar

This course provides a theoretical and practical introduction to the field of corpus linguistics. We will look at the origins of corpus linguistics and move on to current trends. We will also deal with some major electronic corpora and look at the variety of language-related activities in which corpus linguistics play an important role or can make valuable contributions. Special attention will be paid to links between corpus linguistics and foreign language teaching (FLT).

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - caroline.gerckens@engsem.~

Bemerkung

LingF4

English and German in Comparison and Contrast

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 815 CIP-Pool

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will take a contrastive approach to language. Its focus will be on phonetics and phonology comparing both segmental and supra-segmental features of the major reference accents of English, RP and General American, with High German. Students will also be introduced to perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols. We will also have a closer look at contrastive aspects of a selection of lexical and syntactic topics. This will include tense and aspect, modality and the structure of the English lexicon.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG, MEd LG, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung

LingF3 / FAL1

International Varieties of English

Seminar, SWS: 2, Max. Teilnehmer: 25

Pfaff, Meike

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

With the great number of different varieties of English around the world, is it still appropriate today to treat English as a single monolithic language? In fact, some scholars speak of "Englishes" to emphasize the great heterogeneity of these varieties, which include classic 'inner circle' first language (L1) varieties such as British English and American English as well as Irish English or Australian English, and 'outer circle', i.e. postcolonial second language varieties such as Indian English, Singaporean English, or Kenyan English. Additionally, we find a great number of contact varieties, so-called English-based pidgins and creoles such as Jamaican Creole and Nigerian Pidgin English, which are especially fascinating as they can tell us a lot about general principles of language change and language acquisition. Last, but not least, English is increasingly used outside English-speaking countries, e.g. in Europe or China where we find so-called English as a Foreign Language varieties (EFL). In this course we will be looking at data from all types of Englishes in order to chart the special phonological, morphosyntactic and lexical features of the varieties in question. To this end we look at their distinct evolutionary histories and paths of development.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - meike.pfaff@engsem.~

Bemerkung
Literatur

LingF4

Recommended Reading

Mesthrie Rajend and Rakesh M.Bhatt. 2008. *World Englishes: The Study of New Linguistic Varieties*. Cambridge: Cambridge University Press.

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35
 Shahrokny-Prehn, Arian (verantwortlich)
 Mo, wöchentl., 08:00 - 10:00, 22.10.2012 - 02.02.2013, 1502 - 003 II 003
 Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us humans apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2013.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - arian.shahrokny@engsem.~
 LingF1

Bemerkung

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35
 Schulze, Rainer
 Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 003 II 003
 Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us humans apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2013.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - rainer.schulze@engsem.~
 LingF1

Bemerkung

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35

Gerckens (M. A.), Caroline

Di, wöchentl., 08:00 - 10:00, 23.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us humans apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2013.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - caroline.gerckens@engsem.~

Bemerkung

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35

Pfaff, Meike

Do, wöchentl., 16:00 - 18:00, 25.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

"Language is mankind's greatest invention - except of course, that it was never invented." This is how Guy Deutscher opens his best-seller *The Unfolding of Language*. Even though you might not have thought about language this way yet, it is possibly the characteristic that sets us humans apart most from the rest of the animal kingdom. And even though it might not have been invented, it shows all features of a fascinating invention. Language consists of hundreds of thousands of forms with even more functions; there are many different levels on which it can be described; it has an intricate structure and it allows for a bewildering complexity of expressing thoughts into sounds and back. This course is intended to convey some of this fascination by introducing students to the study of language on a scientific level.

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2013.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - meike.pfaff@engsem.~

Bemerkung

LingF1

Advanced English Skills

Academic Writing and Research

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 613 II 613 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 3. Gruppe

Di, wöchentl., 12:00 - 14:00, 23.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 613 II 613 , 5. Gruppe

Do, wöchentl., 16:00 - 18:00, 25.10.2012 - 02.02.2013, 1502 - 615 II 615 , 6. Gruppe

Kommentar This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies. *Assessment Tasks* - two written tasks which build to the final task, an academic research essay (SL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung SPAWR**Communication Skills**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 709 II 709 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Mi, wöchentl., 10:00 - 12:00, 24.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Mi, wöchentl., 12:00 - 14:00, 24.10.2012 - 02.02.2013, 1502 - 703 II 703 , 5. Gruppe

Do, wöchentl., 12:00 - 14:00, 25.10.2012 - 02.02.2013, 1502 - 613 II 613 , 6. Gruppe

Kommentar This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies. *Assessment Tasks* - one informal presentation (SL) and one formal presentation based on the SPAWR research project (PL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

SPAWR

Academic Writing and Research

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 613 II 613 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609 , 3. Gruppe

Di, wöchentl., 12:00 - 14:00, 23.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 613 II 613 , 5. Gruppe

Do, wöchentl., 16:00 - 18:00, 25.10.2012 - 02.02.2013, 1502 - 615 II 615 , 6. Gruppe

Kommentar This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies. *Assessment Tasks* - two written tasks which build to the final task, an academic research essay (SL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPAWR

SPCS**Communication Skills**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 709 II 709 , 1. Gruppe

Mo, wöchentl., 12:00 - 14:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 2. Gruppe

Mo, wöchentl., 14:00 - 16:00, 22.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Mi, wöchentl., 10:00 - 12:00, 24.10.2012 - 02.02.2013, 1502 - 615 II 615 , 4. Gruppe

Mi, wöchentl., 12:00 - 14:00, 24.10.2012 - 02.02.2013, 1502 - 703 II 703 , 5. Gruppe

Do, wöchentl., 12:00 - 14:00, 25.10.2012 - 02.02.2013, 1502 - 613 II 613 , 6. Gruppe

Kommentar This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies. *Assessment Tasks* - one informal presentation (SL) and one formal presentation based on the SPAWR research project (PL) ● *Registration* - Doodle 1.9.2012 - 17.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Writing in English**Expository Writing**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary. *Assessment Tasks* - two written tasks (SL) and one written exam (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach of text analysis. Students will also be required to teach one of the topics themselves as a short oral presentation (10 minutes), thus allowing them to investigate one topic in great depth and gain experience in teaching and explaining language to others. *Assessment Tasks* - one 10-minute oral presentation, regular completion of homework, regular participation (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

SPEW**Expository Writing**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary. *Assessment Tasks* - two written tasks (SL) and one written exam (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

SPTAP**Text Analysis and Production**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach of text analysis. Students will also be required to teach one of the topics themselves as a short oral presentation (10 minutes), thus allowing them to investigate one topic in great depth and gain experience in teaching and explaining language to others. *Assessment Tasks* - one 10-minute oral presentation, regular completion of homework, regular participation (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Foundations Methodology of Teaching English as a Foreign Language

Interaction in the CLIL Classroom

Seminar, SWS: 2, Max. Teilnehmer: 25

Letz (M. Ed.), Lisa

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

CLIL is said to be one of the most promising approaches to foreign language learning. We will study this grassroots movement initiated by teachers and discovered by researchers recently. We will watch recorded biology, geography and history lessons taught in English.

It has become a tradition in teacher education at the English department of the Leibniz University in Hannover to incorporate issues of interaction analysis and language learning in the curriculum, e.g. by employing a discourse analytical approach. We will combine classroom research and videography. Furthermore, you will be encouraged to design tasks for interaction in a CLIL environment.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks*

- Prerequisites for certificate: oral presentation and term paper or project; MEd:

Studienleistungen: participation/oral contribution/project. Prüfungsleistung: Hausarbeit in

DidA1 oder DidA2 ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25

● Prerequisites - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ●

Further Information - rita.kupetz@engsem.~

Bemerkung

DidA / FAL7

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Woltin, Alexander (verantwortlich)

Mo, wöchentl., 08:00 - 10:00, 15.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks*

- regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 -

30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc

TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidF1

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Blell, Gabriele

Di, wöchentl., 14:00 - 16:00, 16.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidF1

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Djemai-Runkel (Staatsexamen), Soumaya

Di, wöchentl., 14:00 - 16:00, 16.10.2012 - 02.02.2013, 1502 - 109 II 109

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidF1

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40

Becker, Carmen

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This introductory methodology course is obligatory for all *Lehramt* student; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - regular attendance; one passed quiz, MLP ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 40 ● *Prerequisites* - None ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidF1

Portfolio

Seminar, SWS: 2, Max. Teilnehmer: 25

Becker, Carmen

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

Concepts such as the portfolio or standards-oriented assessment have become buzzwords in educational contexts. Although portfolios are highly recommended by the Ministries of Education as a means to evaluate students' language competence through self-assessment, the reality in classrooms is different. 'Portfolio' is still a magic word and not implemented in many schools. Portfolios are often criticized for being too time-consuming, taking away precious time for language learning, and for not being reliable enough to document students' language competence.

This seminar will closely examine the potential of portfolio assessment for language learning and teaching purposes. The European Language Portfolio will be introduced and evaluated, and preconditions for its successful implementation at school critically discussed. Furthermore, we will deal with portfolio (self-)assessment as a building block for a new learning culture, and all participants will be encouraged to become a part of this movement by actively documenting the development of their methodological competence in their own Language Teaching Portfolio.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - reading assignments and projects ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG ● *Further Information* - carmen.becker@engsem.~

Bemerkung
Literatur

DidF2

Recommended Reading

Brunner, I.; Häcker, T.; Winter, F. (2006): Das Handbuch Portfolioarbeit. Seelze: Kallmeyer.

Deci, E. L. and Ryan, R. M. (1993). Die Selbstbestimmungstheorie der Motivation und ihre Bedeutung für die Pädagogik. Zeitschrift für Pädagogik, 39, S. 223-238.

Deci, E.L. and Ryan, R.M. (2002): Overview of Self-Determination Theory: An Organismic Dialectical Perspective. In: Deci, E.L. and Ryan, R.M. Handbook of Self-Determination Theory. Rochester, NY: The University of Rochester Press.

Schärer, R. (1999): „A European Language Portfolio. The Pilot Phase 1998-2000 - Perspectives 2000". *Babylonia* 7 (1), S. 58-61.

Schärer, R. (2000): Final Report. A European Language Portfolio Pilot Project. Phase 1998-2000. Strasbourg: Council of Europe.

Schärer, R. (2004): A European Language Portfolio: From piloting to implementation (2001-2004). Strasbourg: Council of Europe.

Schärer, R. (2008): European Language Portfolio: Interim Report 2007. Strasbourg: Council of Europe.

Schneider, G. and North, B. (2000): Fremdsprachen können - was heisst das? Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit. Chur, Zürich: Rüegger.

Schneider, G., and Lenz, P. (2001): European Language Portfolio: Guide for developers (1 st ed.). Strasbourg: Council of Europe.

Winter, F. (2011): Leistungsbewertung. Hohengehren: Schneider Verlag.

Vocabulary and Grammar - Learning and Teaching

Seminar, Max. Teilnehmer: 25

Fellmann, Gabriela

Mi, wöchentl., 16:00 - 18:00, 17.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

'Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.' (David Wilkins)

The learning and teaching of vocabulary and grammar has attracted considerable interest in recent years among acquisition specialists, language teachers as well as learners of a foreign language. This is due to new research findings, the recently improved accessibility of computerized corpora and also to new approaches to the teaching of foreign languages. However, the implementation of new ideas concerning the learning and teaching of vocabulary and grammar has not really reached foreign language classrooms, and this throughout Germany. Many teachers still teach vocabulary and grammar as they were taught.

The goal of this course is to bridge the gap between the theoretical background provided by research and the reality teachers meet in the classroom. Given the challenge involved in acquiring, processing, storing and producing words in a foreign language, this course tries to answer the question: What has to happen in the classroom to make the successful learning of vocabulary possible?

The structure of the course puts great emphasis on:

a) a balanced mix of theoretical aspects and examples from classroom practice b) your active involvement and c) co-operative learning.

In the first part of the seminar, I will give you a general overview of the learning and teaching of vocabulary and grammar. Some of the issues I will introduce and would like to discuss are: What is a word and how do words relate to one another, how many words do learners need to know, how is the knowledge of words acquired, organised and retrieved, how can you teach and test grammar and vocabulary?

In the second part of the course, you will have the opportunity to focus on an individual aspect of the learning and teaching of vocabulary and grammar that interests you. After a critical look at the literature and the formulation of a research question in groups of three, you will watch and analyse a lesson. Your reflections and findings will be part of a presentation which you are going to give at the end of the course.

Please note:

If you already have school contacts, you are welcome to use them. If you do not, I will provide them for you. You should be aware that at least one school visit is mandatory!

Recommended Reading

Aitchison, Jean (1994): *Words in the Mind: An Introduction to the Mental Lexicon*, 2. Aufl. Oxford: Blackwell.

Larsen-Freeman, Diana. (2003). *Teaching language: From grammar to grammaring*. Boston, MA: Thomson-Heinle.

Larsen-Freeman, Diana. (2004): *Grammar*. In: Ronald Carter and David Nunan (eds.) *Teaching English to Speakers of other Languages*. Cambridge: Cambridge University Press, 34-41.

Lewis, Michael. (1997): *Implementing the Lexical Approach. Putting Theory into Practice*. Hove: Language Teaching Publications.

Lindstromberg, Seth and Boers, Frank. (2008): *Teaching Chunks of Language. From Noticing to Remembering*. Helbling Languages.

Nation, I.S.P. (2004): *Learning Vocabulary in another Language*. Cambridge: Cambridge University Press.

Thornbury, Scott (2002): *How to Teach Vocabulary*. Edinburgh Gate: Pearson Education Limited.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Regular attendance, active participation, one school visit, a presentation, reading assignments ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1# *Studiengänge* - FÜBA, BSc. TE, 3. Fach LG ● *Further Information* - gabriela.fellmann@engsem.~

Planung und Analyse von Englischunterricht

Planung und Analyse von Englischunterricht (LG)

Seminar, SWS: 2, Max. Teilnehmer: 25

Blötz (Staatsexamen), Lisa

Mo, wöchentl., 10:00 - 12:00, 15.10.2012 - 02.02.2013, 1502 - 615 II 615 , 1. Gruppe, Lisa Blötz

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im MEd ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumsersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.

Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, method-ische Überlegungen und Lernperspektiven bzw. Kompetenzerwerb als Basis für Unterrichts-planungsentwürfe. Die Veranstaltung ist stufen- und schulartübergreifend angelegt.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Will be specified in class ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - ASP; DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - lisa.bloetz@kgs-salzhemmendorf.eu, alexander.woltin@engsem.~

Bemerkung
Literatur

DidPA

Required Reading

Please refer to the course page on StudIP.

Recommended Reading

Grieser-Kindel et al. (Hrsg.). (2007). *Method Guide: schüleraktivierende Methoden für den Englischunterricht in den Klassen 5-10*. Paderborn: Schöningh

Grieser-Kindel et al. (Hrsg.). (2010). *Method Guide: Methoden für einen kooperativen und individualisierenden Englischunterricht in den Klassen 5-12*. Paderborn: Schöningh.

Haß, Frank. (2010). (Hrsg.). *Fachdidaktik Englisch: Tradition, Innovation, Praxis*. Stuttgart: Klett.

Matters, W. (2002). *Methoden für den Unterricht: 75 kompakte Übersichten für Lehrende und Lernende*. Braunschweig: Schöningh.

Meyer, Hilbert. (2001). *Unterrichtsmethoden (2 Bände)*. Berlin: Cornelsen Scriptor.

Mindt, Dieter. (1995) *Unterrichtsplanung Englisch für die Sekundarstufe I (Neubearbeitung)*. Stuttgart: Klett.

Niedersächsisches Kultusministerium (Hrsg.) (2006). *Kerncurriculum für das Gymnasium Schuljahrgänge 5 - 10. Englisch*. Hannover.

Niedersächsisches Kultusministerium (Hrsg.). (2009). *Kerncurriculum für das Gymnasium - gymnasiale Oberstufe. Englisch*. Hannover.

Schaefer, Klaus. (1992). *So schaffen Sie den Englischunterricht*. Münster: Aschendorff.

Siebold, Jörg. (2006). *Let's talk - Lehrtechniken: vom gebundenen zum freien Sprechen*. Berlin: Cornelsen.

Thaler, Engelbert. (2009). *Method Guide: kreative Methoden für den Literaturunterricht in den Klassen 7-12*. Paderborn:

Timm, Johannes-Peter. (Hrsg.). (1998). *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen.

Ziegésar, Detlev and Margaret. (2001). *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenburg.

Ziener, Gerhard. (2008). *Bildungsstandards in der Praxis: Kompetenzorientiert unterrichten*. Seelze-Velber: Klett Kallmeyetr.

Planung und Analyse von Englischunterricht (LG)

Seminar, SWS: 2, Max. Teilnehmer: 25

Woltin, Alexander

Mo, wöchentl., 12:00 - 14:00, 15.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im MEd ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumsersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.

Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivisierungen, method-ische Überlegungen und Lernperspektiven bzw. Kompetenzerwerb als Basis für Unterrichts-planungsentwürfe. Die Veranstaltung ist stufen- und schulartübergreifend angelegt.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Will be specified in class ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - ASP; DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - lisa.bloetz@kgs-salzhemmendorf.eu, alexander.woltin@engsem.~

Advanced Methodology**English as a Lingua Franca: Sociocultural and Pedagogical Perspectives**

Seminar, Max. Teilnehmer: 25

Mi, wöchentl., 14:00 - 16:00, 24.10.2012 - 02.02.2013, 1502 - 609 II 609 , Prof. Dr. Gnutzmann

Fr, Einzel, 14:00 - 16:00, 18.01.2013 - 18.01.2013, 1502 - 709 II 709 , Prof. Dr. Gnutzmann

Kommentar

Research into the linguistic forms and uses of English as a lingua franca has gained considerable momentum over the past decade. There are a number of reasons for this development, which can be found on a European and on a global level. Undoubtedly, the English language has become the medium of globalisation and it is itself deeply affected by globalisation. As a result, many and new kinds of Englishes all over the world have come into being, and these give rise to a number of questions relating to, for example,

The impact of English as a Lingua Franca (ELF) on speakers' identities: Are ELF and its many manifestations, ideologically speaking, neutral forms of English or do they foster Englishisation and Americanisation of other languages and cultures? If so, how could these processes be evaluated?

The teaching of English (as a lingua franca): How could the development of English as a lingua franca be reflected in English language classrooms, for non-native learners, but possibly also for pupils in the 'real' English-speaking world? Do we need new teaching models? If so, how could they be legitimized, what could they look like and how could they be implemented in the classroom?

c.gnutzmann@tu-bs.de

Bemerkung

Lehrperson: Prof. Claus Gnutzmann

Learner Language Studies and Implications for TEFL

Seminar, SWS: 2, Max. Teilnehmer: 25

Kupetz, Rita

Kommentar

This course will review the research on interlanguage variation and consider the implications of this variation in the process of foreign language learning and teaching. The impact of social context upon the development of interlanguage will be discussed. You will be encouraged to organize a workshop on how to assess learners' texts and how to give feedback. Furthermore, we will deal with the European Language Portfolio and portfolio assessment in particular.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - Studienleistungen: participation/oral contribution/project, Prüfungsleistung: Hausarbeit in DidA1 or DidA2 ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - rita.kupetz@engsem.~

Bemerkung Veranstaltung entfällt (siehe Info <http://www.engsem.uni-hannover.de/> Aktuelles)

My Story, My Music, My World: Multimediale und sprachenübergreifende Aufgabenentwicklung

Seminar, SWS: 2, Max. Teilnehmer: 25

Blell, Gabriele

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Auf der Grundlage eines kulturen-, medien- und sprachenübergreifenden Forschungsprojekts sollen gesammelte Textformen (Erzählungen, Zeichnungen, Fotos, Musik) von Kindern aus verschiedenen Ländern und in verschiedenen Sprachen auf ihr Potential für einen interkulturell fundierten und mehrsprachigkeitsfördernden fremd- und muttersprachlichen Unterricht (Englisch, Deutsch u.a.) hin untersucht werden.

Im Anschluss an die Behandlung ausgewählter theoretischer Aspekte (u. a. Aufgabenorientierung/*Task-based language learning*, Mehrsprachigkeitsdidaktik, Interkulturelles Lernen) sollen die Texte dazu genutzt werden Aufgabenstellungen und Lernmaterialien für einen fächer- und sprachenübergreifenden Unterricht herzustellen. Die Studierenden erhalten im Rahmen des Seminars die Möglichkeit, die entwickelten Materialien im Schulkontext und in der Zusammenarbeit mit Lehrerinnen und Lehrern auszuprobieren.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - see course programme ● *Languages of instruction* - English and German ● *Registration* - StudIP 1.09.2012 - 30.09.2012. ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung DidA

Literatur

Required Reading

Please see the course page on StudIP.

Teaching Film

Seminar, SWS: 2, Max. Teilnehmer: 25

Blell, Gabriele

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre for the EFL classroom has been fully accepted in Lower Saxony since 2003. The course is designed to help you to teach two episodic films: *Crash* (2004) and *Babel* (2006). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students, as well as intertextual connections between media (e.g. film and novel); understand and apply different critical approaches to studying film (e.g. semiotic, postcolonial, cultural studies) and teach them in a task-based learning context; develop 'reading/viewing' skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film. A film-screening for the films discussed in the classroom will be organized.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - see course programme ● *Registration* - StudIP 1.09.2012 - 30.09.2012. ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidA

Literatur

Required Reading

Please see the course page on StudIP.

To Teach the Boundary - Enseñar la Frontera

Seminar, SWS: 2, Max. Teilnehmer: 25

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

The USA shares a border with Mexico, and the high standard of living in the USA acts as a growing magnet to Mexican migrants. In 2000, for the first time in California, Spanish speakers outnumbered English speakers. Hispanics have added a distinct flavour to US culture and society. The aim of the seminar is to focus on this topic and discuss it from an EFL-classroom perspective. Within the context of intercultural and multilingual language-learning concepts, we will review and analyze various Hispanic/Mexican-American short stories, novel extracts or poems and other artistic forms such as pictures (Balmy Alley murals in San Francisco, CA) or film sequences (*Spanglish/Babel*) and adopt them to various teaching scenarios. The texts will be discussed with reference to issues of immigration, transculturality, multilingualism and hybridity.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - see course programme ● *Registration* - StudIP 1.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - DidF1 and DidF2 ● *Studiengänge* - MEd LG, MEd LBS, 3. Fach LG ● *Further Information* - gabriele.blell@engsem.~

Bemerkung

DidA

Literatur

Required Reading

Please see the course page on StudIP.

Linguistic Survey

English and German in Comparison and Contrast

Vorlesung, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 815 CIP-Pool

Mi, wöchentl., 08:00 - 10:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will take a contrastive approach to language. Its focus will be on phonetics and phonology comparing both segmental and supra-segmental features of the major reference accents of English, RP and General American, with High German. Students will also be introduced to perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols. We will also have a closer look at contrastive aspects of a selection of lexical and syntactic topics. This will include tense and aspect, modality and the structure of the English lexicon.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Prerequisites* - LingF1, LingF2 ● *Studiengänge* - FüBA, BSc TE, 3. Fach LG, MEd LG, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingF3 / FAL1

Advanced Linguistics**Corpus Linguistics Colloquium (Bachelor / Master / alte Studiengänge)**

Seminar, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 23.10.2012 - 02.02.2013, 1502 - 709 II 709

Bemerkung FAL7 / Bachelor-, Masterarbeit

Frame Semantics

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This advanced course provides extensive insights into the structure and analysis of word meanings. Introducing Charles Fillmore's theory of Frame Semantics, the first part will discuss the openness and richness of word meanings, reflecting the rich variety of human experiences (cf., for example, *Tuesday*, *barber* or *alimony*). These words necessitate an understanding of concepts (or semantic frames) such as repeatable calendar events, grooming and hair, and marriage and divorce. From this we will learn that a theory of word meaning needs to include more than the small linguistically significant set of primitive concepts proposed by a number of linguists, among them Ray Jackendoff or Anna Wierzbicka.

The second part of the course will present the concept of semantic frame as developed by Fillmore and his associates. Frames offer rich conceptual backgrounds against which word meanings are understood. In this part of the course, we will learn how frames are discovered and described, how they are distinguished from and linked to other frames, and how frame-semantic information is syntactically relevant. If time permits, we will also explore how semantic frames can be applied to cross-linguistic analysis.

The third part of the course will employ the FrameNet database <http://framenet.icsi.berkeley.edu> to analyse the meaning of a given word as a network of interrelated senses. Some of these senses are more central, or basic, and others are less central, or peripheral. In this approach, the processes of metaphor and metonymy are central in describing the full range of meanings which a particular word can evoke. Finally, we will look at how Frame Semantics integrates with Construction Grammar.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL2

Learner Corpus Research (LCR)

Seminar, SWS: 2, Max. Teilnehmer: 20

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 003 II 003

Kommentar

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 20 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL2, FAL7

Meaning and Humour

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Mo, wöchentl., 10:00 - 12:00, 15.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This advanced seminar will introduce and critique a wide range of semantic and pragmatic theories in relation to humour, such as functional linguistics, speech acts, politeness or relevance theory, emphasising not only conceptual but also interpersonal and textual meanings. Exploiting recent corpus-based research, the seminar will suggest that much humour can be accounted for by the overriding of lexical priming. We will also cover areas of social, attitudinal and emotional meaning, use different and sometimes tasteless jokes as linguistic examples and provide in-class activities, discussion questions and suggestions for further reading.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL1

Principles of Language Change

Seminar, SWS: 2, Max. Teilnehmer: 25

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - ulrike.altendorf@engsem.~

Bemerkung LingA1, LingA2 / FAL4, FAL5

The Verb in Contemporary English

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

The central concern of this advanced seminar will be to illustrate that verbs can only be adequately and properly understood if studied from both a theoretical and descriptive perspective. In a first part, theoretical problems will be explored: terminological problems of classifying verbs and verb-related elements, the 'determining' properties of verbs, verb complementation, the semantics and pragmatics of verbs and verbal combinations, and the notions of tense, aspect, voice and modality. In a second part, computer corpora will be used to study various types of verb and verb complementation and collocation, to trace the development of certain verb forms in English, and to detail the usage of verbs in different varieties and genres of English.

Please check StudIP for updates and additional information as the semester approaches.

Reader - copy shop Stork (Körnerstraße) from 1 October ● *Registration* - StudIP 01.09.2012 - 30.09.2012 ● *Size restriction* - 25 ● *Prerequisites* - LingF1-LingF4 ● *Studiengänge* - FÜBA, 3. Fach LG, MEd LG, MEd LBS, FAL ● *Further Information* - rainer.schulze@engsem.~

Bemerkung LingA1, LingA2 / FAL1

Foundations British Studies 1**Advanced Literature and Culture****Exploring the 19th Century through George Eliot's Middlemarch**

Seminar, SWS: 2, Max. Teilnehmer: 25

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

This course provides an in-depth study of one of the key texts of 19th-century literature, George Eliot's *Middlemarch* (1871/72). We will adopt the somewhat unusual format of reading just one major text for several reasons. Combining a variety of text-oriented and context-oriented theories, ranging from narratology to Gender Studies and Cultural Materialism, we shall use the novel to practice our analytical skills with special emphasis on focalization, character and plot construction, and to explore important issues of 19th-century history. We will discuss the novel's representations of economic, political, social and cultural change concentrating on gender and class relations in connection with contemporary discourses on middle-class values, religion, science and medicine.

Reader - copy shop Stork (Körnerstraße) from 15 October 2012 ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* AmerF4/BritF4 (for FÜBA and MEd students), none for others ● *Studiengänge* - FÜBA, MEd LG, 3. Fach LG, MA AAS ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung BritA / AAS2
Literatur

Required Reading

George Eliot. *Middlemarch*. Ed. by Rosemary Ashton. London: Penguin 2003

Factory Lives: 19th-Century Working-Class Texts

Seminar, SWS: 2, Max. Teilnehmer: 25

Grünkemeier, Ellen

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

Although the so-called Great Reform Act of 1832 extended the franchise significantly, workers did not yet gain the right to vote and therefore continued to be formally excluded from political life. Nonetheless, they found ways to render visible their experiences and opinions. Working-class writers, for example, described the social realities of urban life in the new industrial cities and manufacturing districts. We shall read and analyse autobiographical texts (from the collection *Factory Lives*, see below) that describe factory labour in the British textile industries. In addition to our close readings, we will relate the texts to their socio-political, historical and cultural contexts. Our discussion will include issues such as factory legislation, working and living conditions in Victorian Britain, class and gender, power and agency.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 01.09.2012, 08.00 - 30.09.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - AmerF4/BritF4 (for FÜBA and MEd students), none for others ● *Studiengänge* - FÜBA, MEd LG, 3. Fach LG, MA AAS ● *Further Information* - ellen.gruenkemeier@engsem.~

Bemerkung
Literatur

BritA / AAS2, AAS3

Required Reading

Simmons, James, ed. *Factory Lives. Four Nineteenth-Century Working-Class Autobiographies*. Peterborough: Broadview Press, 2007. (ISBN: 1-55111-272-8)

Students are asked to buy this collection which includes John Brown's *A Memoir of Robert Blincoe, An Orphan Boy* (1832), William Dodd's *A Narrative of the Experience and Sufferings of William Dodd* (1841), James Myles's *Chapters in the Life of a Dundee Factory Boy* (1850), and Ellen Johnston's "Autobiography of Ellen Johnston, 'The Factory Girl'" (1867).

A reader with further material will be provided.

Film Genres

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Di, wöchentl., 10:00 - 12:00, 16.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

In a provocative essay published in 1998, Linda Williams argued that melodrama functions as *the* cinematic mode of our days, superseding and informing all other genres and modes of film-making: "a perpetually modernizing form that is neither opposed to the norms of the 'classical' nor to the norms of 'realism' but which adapts both," as she specified in 2007. Melodrama, consequently, should be considered a sort of 'meta-genre' for Hollywood productions. In this course, we will look into the tradition and history of the melodramatic mode on screen, starting with the melodramatic silent serials of the 1910s and moving into the present time, ending probably with Todd Haynes TV-mini series *Mildred Pierce* (HBO, 2011). We will take this investigation as an incentive to also reflect upon the significance and usefulness of the category of 'genre' in film analysis in general. Please note that this is a time intensive class, since you will have to attend film sessions in addition to the class meetings.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - BritF4/AmerF4 ● *Studiengänge* - FüBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - ruth.mayer@engsem.~

Bemerkung

AmerA / AAS4

Film on Film: Metatextuality and Self-reflexivity

Seminar, SWS: 2, Max. Teilnehmer: 20

Köhler (Priv.-Doz.), Thomas Heinrich

Fr, 14-täglich, 14:00 - 18:30, 26.10.2012 - 02.02.2013, 1502 - 415 II 415

Kommentar

Throughout its history cinema has not only provided fictional representations of reality, but has also often shown the making of films itself or has self-reflexively questioned the particular representations. In a metatextual interpretation, self-portraits of the act of film-making may serve both as a celebration or a critique of the film industry. They may also be an invitation to the audience to reflect on the act of viewing and on the intricate relations between production, product and the cinema-going experience itself, for instance by - but not limited to - the appearance of film(s) within a film. From a narratological perspective, the topic 'film on film' allows for an exemplary study of strategies of narrative self-reflection of mediality and textuality in fictional contexts.

Bilingual in conception (Deutsches Seminar: Dr. Stefanie Kreuzer), this seminar will examine a number of films from different countries and eras of film-making. Films currently under consideration include Ludwig Berger's early sound film operetta ICH BEI TAG UND DU BEI NACHT (D 1932), Michael Powell's disturbing examination of the power of the camera(man) PEEPING TOM (GB 1960), Jean-Luc Godard's scathing critique of the film business LE MÉPRIS (F 1963) as well as Ingmar Bergman's PERSONA (S 1966), Woody Allen's THE PURPLE ROSE OF CAIRO (USA 1985) and David Lynch's multiperspectival Hollywood persiflage MULHOLLAND DRIVE (USA/F 2001) with their inextricable webs of filmic 'reality' and representation.

Please register for this class via Stud.IP. The number of participants should not exceed 30 (Germanistik) and 20 (Anglistik/Amerikanistik).

Assessment Tasks - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 20 ● *Prerequisites* - AmerF4/BritF4 ● *Studiengänge* - FüBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - thomas_koehler_hannover@freenet.de

Bemerkung

BritA / AAS2, AAS4

Massenkultur: Unterhaltung, Konsum, Medialität

Seminar, SWS: 2, Max. Teilnehmer: 20

Gamper, Michael / Mayer, Ruth

Mi, wöchentl., 18:00 - 20:00, 24.10.2012 - 02.02.2013, 1502 - 415 II 415 , Gamper, Michael, Mayer, Ruth
Kommentar

Massenkultur' galt lange als *contradictio in adjectio* bzw. als Provokation jeder ernsthaften Auseinandersetzung mit den Künsten. Politisch so unterschiedlich lokalisierte Philosophen wie Theodor W. Adorno und José Ortega y Gasset lehnten Begriff und Konzept einer von den Massen getragenen Kultur ab und kritisierten in den 1950er und 1960er Jahren mit marxistischer bzw. wertkonservativer Begründung die verbildende Wirkung des Massenhaften. Im deutschsprachigen Raum hielt sich dieser kulturkritische Diskurs erstaunlich lange, und erst in den letzten zwei Jahrzehnten wurden Ansätze entwickelt, welche die eigenständige Leistung der populären Künste zu würdigen vermochten. Diese Entspannung in der Haltung gegenüber der ‚Massenkultur‘ verdankt sich ganz entscheidend einer grundlegend anders akzentuierten Debatte zum Thema in den USA. In den USA hatten sich bereits im 19. Jahrhundert massenkulturelle Praktiken, mediale Formate und soziale Räume herausgebildet (etwa: *dime novels* und *dime museums*, die *yellow press*, *minstrelsy*, Vaudeville, Vergnügungsparks und Weltausstellungen), die dann für Europa sowohl Modellcharakter gewinnen sollten als auch routinemäßig Abwehrgesten auslösten. Ob sich die amerikanischen Eigenheiten linear auf soziale Konstellationen (Einwanderungsgesellschaft) oder die politische Ordnung (Demokratie) zurückführen lassen, ist zu überprüfen. Unbestreitbar aber stellt die Beobachtung der amerikanischen Kultur aus der Perspektive des alten Kontinents seit dem 19. Jahrhundert, insbesondere für deutsche Intellektuelle und ihren Kulturbegriff, immer wieder eine große und folgenreiche Herausforderung dar.

Aus diesem Grund möchte dieses Seminar, das parallel im Deutschen und im Englischen Seminar angeboten wird, sich dem Phänomen aus der Perspektive deutschsprachiger und amerikanischer Kritiker nähern. Es ist als Kombination aus einem interdisziplinären Forschungsseminar (Englisches Seminar: Prof. Dr. Ruth Mayer) und einem *Kolloquium* (*Deutsches Seminar: Prof. Dr. Michael Gamper, Mi 18:00/20:00, Raum: 1502.415, Beginn: 24.10.2012*) angelegt und richtet sich primär an Studierende der forschungsorientierten Masterstudiengänge und fortgeschrittene Studierende des FÜBA Englisch ohne Theoriephobie. Das Kolloquium vereinigt Beiträge, die neuere methodisch-theoretische Zugänge zur ‚Massenkultur‘ präsentieren und/oder sich interessanten Materialbeständen zuwenden, welche deren Innovationspotential und gesamt-kulturelle Relevanz zu plausibilisieren vermögen.

Assessment Tasks - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 20 (+20 from German) ● *Prerequisites* - BritF4/ AmerF4 ● *Studiengänge* - FÜBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - ruth.mayer@engsem.~

Bemerkung AmerA / AAS2, AAS4

South African Fiction: "Jim Comes to Joburg"

Seminar, SWS: 2, Max. Teilnehmer: 25

Marquardt (Staatsexamen), Henning

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

In the first half of the 20th century, South Africa experienced a massive movement from rural areas into the cities. People came especially to the Johannesburg area in search for work, mainly in the gold mines. This process was paralleled by increasing segregation legislation, which massively affected the social and working life of the black and coloured population. Contemporary cultural productions in general and literary texts in particular critically assess urbanisation and the resulting living and working conditions. Many of them use the 'Jim comes to Jo'burg' motif, where a young, usually black, man moves to Johannesburg to find work.

We will analyse and interpret different 'Jim comes to Jo'burg' stories published between the 1920s and 1940s and work out interrelations between literary texts and their social and economic contexts. We will consider authors, readers and publishers as we engage with protest writing and its impact before the implementation of apartheid.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - AmerF4/BritF4 (for FüBA and M.Ed. students), none for others ● *Studiengänge* - FüBA, MEd LG, 3. Fach LG, MA AAS, MA Atlantic Studies, Transformation Studies ● *Further Information* - henning.marquardt@engsem.~

Bemerkung BritA / AAS3, AAS5, AAS6 / Atlantic Studies: Forschungslernmodul / Transformation Studies

Literatur

Required Reading

Abrahams, Peter. *Mine Boy*. 1946. Oxford: Longman, 1989.

Dhlomo, Rolfes. *An African Tragedy*. Alice: Lovedale, 1928. <http://www.empire.amdigital.co.uk/contents/document-detail.aspx?sectionid=210> (accessible from within the LUH-network).

Plomer, William. "Ula Masondo." *I Speak of Africa*. 1927. Ed. William Plomer. London: Hogarth, 1938. 83-150.

Please read Dhlomo's *An African Tragedy* prior to class as this will be the first text that we will deal with. Please order Abrahams's *Mine Boy* well in advance due to long delivery times. Plomer's "Ula Masondo" will be provided in a reader.

Transpacific Reflections

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 18.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

In the past two decades American Studies has challenged the concept of American Exceptionalism by reassessing the country's place in an economically, politically, and culturally interconnected world. Scholars of the "American Pacific" have investigated the power relations between the United States and the geographically and culturally obscure and shifting concept of "Asia," reassessing the role of the concept in the formation of American culture and investigating the role of Asian American communities as intercultural contact zones and hybrid spaces.

In trying to trace the mapping of the "American Pacific," this seminar brings together literary texts, artworks, and movies that have shaped, challenged, and negotiated the concept, and discusses them with the help of postcolonial theory. Starting with the orientalism (Edward Said) of American Renaissance thinkers and poets, we will examine how they have inspired Asian American writers such as Sadakichi Hartmann or Maxine Hong Kingston. We will place texts by Mark Twain, Frank Norris, and Jack London in the historical context of transpacific relations to examine how canonical writers have imagined what has been interpreted as an expansion of the American frontier. The self-marketing of San Francisco's "Chinatown" and the comic strip "Terry and the Pirates" will be as much a part of this seminar as Pearl S. Buck's bestselling "Asian" novels. Taking up the proposition that Asian American culture is almost by necessity dissident (Lisa Lowe) we will look at texts by Milton Murayama, Jessica Hagedorn, Theresa Hak Kyung Cha, or Bao Ninh to examine how they position themselves in a heavily contested and increasingly theorized field. We will also turn to the more recent renaissance in Asian American visual culture as indicative of changing power relations in the transpacific region.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - BritF4/AmerF4 ● *Studiengänge* - FüBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* - kirsten.twelbeck@engsem.~

Bemerkung AmerA / AAS2, AAS3

Foundations British Studies 2

Integrated English Practice

Classroom English

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection (PL)

● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ●

Prerequisites - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ●

Further Information - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The Studienleistungen are an annotated bibliography and an oral presentation; the Prüfungsleistung is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

In the process, and depending on enrollment, individual students and/or pairs/groups will each be assigned a particular state, which you will then follow through the election cycle, writing brief journalistic "dispatches" (2 x 250 words and 2 X 500-600 words for both SL and PL students) from the field as you go, culminating in a longer "report" (PL term paper) not just on the success or failure of Romney and Obama, but also on the nature of the election process (swing states, targeted advertising, how geography and demography influence U.S. politics) itself, and what those elections might say about the larger national culture of which they are an integral part.

Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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SPTOP**Classroom English**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection (PL)) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection (PL)) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The Studienleistungen are an annotated bibliography and an oral presentation; the Prüfungsleistung is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

In the process, and depending on enrollment, individual students and/or pairs/groups will each be assigned a particular state, which you will then follow through the election cycle, writing brief journalistic "dispatches" (2 x 250 words and 2 X 500-600 words for both SL and PL students) from the field as you go, culminating in a longer "report" (PL term paper) not just on the success or failure of Romney and Obama, but also on the nature of the election process (swing states, targeted advertising, how geography and demography influence U.S. politics) itself, and what those elections might say about the larger national culture of which they are an integral part.

Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FÜBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

To that end, students will choose one subject from a list of natural places/ecosystems from around the world and write two short (2 x 250-300 words) and two medium (2 x 500-600 words) interlocking essays investigating/analyzing their topics/places from several points of view (both SL and PL students), which will then serve as the foundation for the PL term paper if needed.

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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Contexts of English Use

Classroom English

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection (PL)) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection (PL)) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703 , 1. Gruppe

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Fr, wöchentl., 10:00 - 12:00, 19.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Kommentar

This course deals with language and communication in professional contexts (organisations, trade fairs, public situations, etc). Forms of communication include applications, resumes and CVs, presentations and interviews, social conventions, official letters, emails, faxes, memos, minute taking, reports, notices, telephoning. *Assessment Tasks* - one written task (CV and application letter) and one oral task (interview) (SL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 per group ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, MEd LG, 3. Fach LG ● *Further Information* - peter.bennett@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The *Studienleistungen* are an annotated bibliography and an oral presentation; the *Prüfungsleistung* is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

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Note: It is not necessary to have taken Part I of this course to do Part 2!

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

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Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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SPEP

English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703 , 1. Gruppe

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609 , 2. Gruppe

Fr, wöchentl., 10:00 - 12:00, 19.10.2012 - 02.02.2013, 1502 - 703 II 703 , 3. Gruppe

Kommentar

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SPVE

Classroom English

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20

Gans (M. A.), Anne

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. Please note: this class is not open to students of the "außerschulische" programs. *Required Reading* Faber, A & E Mazlish. 2003. How to talk so kids can learn at home and in school. London: Piccadilly. (the 1996 edition is also fine) Please order it (e.g. on amazon) before the class begins. A reader will be provided in class.

Reader - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 2000-word term paper (reflection (PL)

● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ●

Prerequisites - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ●

Further Information - anne.gans@engsem.~

Bemerkung

SPTOP:

Please note: this class is not open to students of the "außerschulische" programs. *Reader* - will be provided in class ● *Assessment Tasks* - one written task (lesson plan) and one oral presentation (lesson) (SL), 1500-word term paper (reflection (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 20 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - BSc TE, MEd LG, 3. Fach LG ● *Further Information* - anne.gans@engsem.~

Investigating the Relationship between Gender and Art through Language Practice

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Hamilton-Bick, Jeanne

Mi, wöchentl., 12:00 - 14:00, 17.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

This course will look at the relationship between art and gender in contemporary society through discussions of artistic movements, politics and controversies relating to gender, and identity. Accompanying the topics each week will be writing and grammar exercises and activities. Along with vocabulary-building and advanced grammar practice, students are expected to participate actively in class discussions. The Studienleistungen are an annotated bibliography and an oral presentation; the Prüfungsleistung is a research paper. *Assessment Tasks* - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - one written task and one oral presentation (SL) 2000-word term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jeanne.hamilton-bick@engsem.~

Journalistic Writing: The Making of the Next US President II

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

It is 2012, and thus time for that quadrennial exercise in media madness, campaign-finance feeding frenzy and costly hoopla known as the U.S. Presidential Election. Serving as both a national cultural event as well as a contest for political power, the presidential selection process has long been a core element in the formation and re-formation of national self-identity. In this course you/we will become practicing journalists who follow the long campaign trail from the national party conventions - Republican (week of 27 August) and Democratic (3 September) - to and beyond the general election on November 6.

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Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - dispatches (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Nature and Environmental Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25

Jones, Jacob

Do, wöchentl., 14:00 - 16:00, 18.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

Some of the best essayists in the Anglophone literary tradition were (are) nature writers - Henry David Thoreau, Gerald Durrell and John McPhee come to mind - and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems. Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practise many of the writing techniques utilized by the professionals.

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Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

Bemerkung

SPTOP:

Assessment Tasks - essays (SL) and term paper (PL) ● *Registration* - Doodle 1.9.2012 - 10.10.2012, 13:00 ● *Size restriction* - 25 ● *Prerequisites* - SPAWR and SPCS ● *Studiengänge* - FüBA außerschulisch, BSc TE, MEd LG, 3. Fach LG ● *Further Information* - jacob.jones@engsem.~

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Foundations Literature and Culture

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Mayer, Ruth (verantwortlich)

Mo, wöchentl., 10:00 - 12:00, 22.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FüBA, BSc TE, LG 3. Fach ● *Further Information* - ruth.mayer@engsem.~

Bemerkung

AmerBritF1

Literatur

Required Reading:

Will be specified in class.

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Marquardt, Johanna

Di, wöchentl., 16:00 - 18:00, 23.10.2012 - 02.02.2013, 1502 - 703 II 703

Fr, Einzel, 12:00 - 14:00, 18.01.2013 - 18.01.2013, 1502 - 609 II 609 , Ausweichtermin

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Required Reading

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

Assessment Tasks – will be specified in class ● *Registration* – Doodle by 17.10.2012, 13.00 ● *Size restriction* – 35 ● *Prerequisites* – none ● *Studiengänge* – FÜB.A., BSc.TE, Drittes Fach ● *Further Information* – johanna.schaper@engsem.~

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Gohrisch, Jana

Mi, wöchentl., 08:00 - 10:00, 24.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FÜBA, BSc TE, LG 3. Fach ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung
Literatur

AmerBritF1

Required Reading

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Grünkemeier, Ellen

Do, wöchentl., 08:00 - 10:00, 25.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FüBA, BSc TE, LG 3. Fach ● *Further Information* - ellen.gruenkemeier@engsem.~

Bemerkung
Literatur

AmerBritF1

Required Reading

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004. ISBN 3-12-939619-5

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Funk, Wolfgang

Do, wöchentl., 10:00 - 12:00, 25.10.2012 - 02.02.2013, 1502 - 703 II 703

Mi, Einzel, 15:30 - 16:30, 20.02.2013 - 20.02.2013, 1502 - 709 II 709, Klausurnachbesprechung

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - Doodle 01.09.2012 - 17.10.2012, 13.00 ● *Size restriction* - 35 ● *Prerequisites* - none ● *Studiengänge* - FüBA, BSc TE, LG 3. Fach ● *Further Information* - wolfgang.funk@engsem.~

Bemerkung
Literatur

AmerBritF1

Required Reading

Meyer, Michael. *English and American Literatures*. 4th Edition. Tübingen: Francke, 2011.

Introduction to Literary Studies: Consultation Hour

Seminar, SWS: 1

Mayer, Ruth

Mo, 12:00 - 13:00, 22.10.2012 - 02.02.2013, 1. Gruppe, Dienstraum 1502.633

Kommentar Every participant of the AmerBritF1 class will be asked to attend a consultation, in order to clarify study goals, identify problems and discuss questions. Further information will be given at the beginning of the course.

Bemerkung AmerBritF1

Survey of American Literatures and Cultures I

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 25.10.2012 - 02.02.2013, 1208 - A001 Kesselhaus

Kommentar

This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence. All the material including power point presentations and handouts will be posted online on StudIP.

Reader - course material on StudIP ● *Assessment Tasks* - will be specified in class ●
Registration - StudIP 1.9.2012 - 30.9.2012 ● *Studiengänge* - FüBA, BSc, 3. Fach LG ●
Further Information - kirsten.twelbeck@engsem.~

Bemerkung AmerF2
 Literatur

Recommended Reading

For general reference I recommend buying the *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2005). Both are standard textbooks.

Survey of British Literatures and Cultures I

Vorlesung, SWS: 2

Emig, Rainer

Mo15.10.2012 - 02.02.2013

Kommentar

The aims of this set of two lectures (the second one will be taught in the spring term) are

1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

PLEASE NOTE: THE FIRST LECTURE COURSE WILL BE TAUGHT VIA VIDEO ONLY.

Assessment Tasks – Studienleistung: electronic test available mid-term;
 Prüfungsleistung: exam in summer term (after Lecture Course II) ● *Registration* – StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* – none ● *Prerequisites* – none ● *Studiengänge* – FüBA, BSc TE, 3. Fach LG ● *Further Information* – rainer.emig@engsem.~

Bemerkung
Literatur

BritF2, BritF3

Required Reading

Please refer to the course page on StudIP, where you will find the PowerPoint presentations used in each lecture as PDF files.

Recommended Reading

John Oakland. Ed. *British Civilization*. 7th edition. London: Taylor & Francis, 2010. Print.
 Paul Poplawski. Ed. *English Literature in Context*. Cambridge et al.: Cambridge UP, 2007. Print.

Intermediate Literature and Culture

Early Popular Cinema in the U.S.: The Rise of Narrative Film

Seminar, SWS: 2, Max. Teilnehmer: 25

Brasch (M. A.), Ilka

Mo, wöchentl., 14:00 - 16:00, 15.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

In this class we will be concerned with the rise of narrative film in the United States, taking into account a variety of films that filled film theatre programs between 1910 and 1940. Focusing on the rise of cinema as a mass medium, we will look at early silent feature films as well as film serials and study their status within early 20th century consumer culture. Additionally, we will trace the development towards the emergence of cinematic sound in American narrative film. The class will also engage with the influence of other popular forms on early and classical film (comic strips, periodical fiction) and discuss cinema's influence on other media. Participants in this class will be expected to attend film screenings that accompany the seminar (dates will be specified by the beginning of the semester). Please note that participants in this class should not be averse to watching silent films.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - AmerBritF1 ● *Studiengänge* - FÜBA, MEd LBS, 3. Fach LG ● *Further Information* - ilka.brasch@gmx.de

Bemerkung
Literatur

AmerF4

Required Reading:

A reader with additional course material will be made available in the copy shop Stork (Körnerstr.) at the beginning of the semester.

Exploring the British Countryside

Seminar, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Fr, wöchentl., 12:00 - 14:00, 19.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

The countryside and rural life are very emotive issues in British culture and have been so for a long time. A variety of political, ideological, social and psychological attitudes can be inferred from the ways in which people write about, talk about, campaign about, paint, photograph, market or otherwise represent the British countryside. We shall consider the causes and effects of the various economic, political and demographic changes that have occurred in the British countryside over the last three or four hundred years. Above all, we shall analyse different cultural meanings and values which people and movements have attached to the countryside over the same period, and especially in the last two hundred years.

Assessment Tasks - Studienleistung: short presentation. Prüfungsleistung: term paper ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - successful completion of AmerBritF1 and SPAWR ● *Studiengänge* - FÜBA, MEd LBS, 3.Fach LG ● *Further Information* - peter.bennett@engsem.~

Bemerkung
Literatur

BritF4

Required Reading

To be announced at the first meeting.

Flann O'Brien - The Politics of a Comic Author

Seminar, SWS: 2, Max. Teilnehmer: 25

Marquardt, Johanna

Di, wöchentl., 18:00 - 20:00, 16.10.2012 - 02.02.2013, 1502 - 613 II 613

Kommentar

Brian O'Nolan alias Flann O'Brien alias Myles na gCopaleen always stayed under the radar of a comparatively severe Irish censorship despite his delicate position as a civil servant. In this course we shall explore the subversive potential of his comic writing in the short story "The Martyr's Crown", the novels *The Third Policeman* and *The Poor Mouth* and extracts from his newspaper column "Cruiskeen Lawn". Please buy a copy of *The Third Policeman* and *The Poor Mouth*.

Required Reading

O'Brien, Flann. *Stories and Plays*. London: Grafton Books, 1973.

--- *The Best of Myles*. 1968. Hrsg. Kevin O Nolan. London: Harper Perennial, 2007. (in extracts)

--- *The Poor Mouth*. 1973. Translated by Patrick C. Power. *The Complete Novels*. Hrsg. Alfred A. Knopf. London: Everyman's Library, 2007.

--- *The Third Policeman*. 1967. London: Grafton Books, 1986.

Recommended Reading

Brown, Terence. *Ireland: A Social and Cultural History, 1922-1985*. London: Fontana Press, 1985.

Cronin, Mike. *A History of Ireland*. Basingstoke: Palgrave, 2001.

Reader - copy shop Stork (Körnerstraße) from 1 October ● **Assessment Tasks** - 1 oral presentation or 1 written task ● **Registration** - StudIP 1.9.2012 - 30.9.2012 ● **Size restriction** - 25 ● **Prerequisites** - AmerBritF1 and BritF2 ● **Studiengänge** - FüBA, MEd LBS, 3. Fach LG ● **Further Information** - johanna.schaper@engsem~

Introduction to Visual Culture

Seminar, SWS: 2, Max. Teilnehmer: 25

Brinker (M. A.), Felix

Fr, wöchentl., 12:00 - 14:00, 19.10.2012 - 02.02.2013, 1502 - 615 II 615

Kommentar

This class serves as an introduction to the broad field of visual culture and aims to familiarize participants with the analysis and interpretation of (audio)visual texts of different media. Focusing in particular on photography and film, but taking on other visual media (like the comic book) as well, we will explore methods and approaches central to the study of still and moving images. We will engage in close formal analyses, discuss the technological and material conditions of visualization, and place representations into their (social, cultural, and historical) contexts. Participants are expected to attend the film screenings that will accompany the seminar (dates will be announced at the beginning of the semester).

Reader - copy shop Stork (Körnerstraße) from 15 October ● **Assessment Tasks** - will be specified in class ● **Registration** - StudIP 1.9.2012 - 30.9.2012 ● **Size restriction** - 25 ● **Prerequisites** - Studienleistung(en) of AmerBritF1 ● **Studiengänge** - FüBA, MEd LBS, 3. Fach LG ● **Further Information** - felix.brinker@engsem.~

Bemerkung
Literatur

AmerF4

Required Reading

Please refer to the course page on StudIP. An introductory text - which we will discuss in the first session - will be made available there as the semester approaches. A reader with additional course material will be made available in the copy shop Stork as well.

The Great Depression and the New Deal in American Literature and Culture

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mi, wöchentl., 10:00 - 12:00, 17.10.2012 - 02.02.2013, 1502 - 609 II 609

Kommentar

In this class we will discuss the art and literature emerging in the wake of the great depression and in the course of Franklin Delano Roosevelt's so-called 'New Deal.' We will focus on this political program's first phase, in which the goal was relief and recovery in the face of a deep-going economic crisis. In these days, an unprecedented and much-disputed government intervention on behalf of the poor set in, which went along on the cultural side with radically new programs for the promotion of the arts. Roosevelt's ambitious Works Progress Administration (WPA) comprised several support programs for artists - the Federal Writers Project, the Federal Theater Project, the Federal Arts Project. We will look into the effects and repercussions of such political measures on the artists and writers of the period. In particular, we will discuss James Agee's and Walker Evans' photo book *Let Us Now Praise Famous Men* (1941) together with other documentary photography of the day (Dorothea Lange, Erskine Caldwell, Margaret Bourke-White); we will watch and discuss Frank Capra's *Meet John Doe* (1941), read Richard Wright's *Native Son* (1940), Tillie Olsen's *Yonnondio* (written 1932-1937, publ. 1974) and other fiction of the day. A reader with additional course material will be made available in the copy shop Stork (Körnerstr.) at the beginning of the semester.

Reader - copy shop Stork (Körnerstraße) from 15 October ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012 - 30.9.2012 ● *Size restriction* - 25 ● *Prerequisites* - Studienleistung(en) of AmerBritF1 ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - ruth.mayer@engsem~

Bemerkung
Literatur

AmerF4

Required Reading

Please purchase *Native Son* (restored text, HarperPerennial, ISBN: 978-0060929800) and *Yonnondio* (Bison Books, ISBN: 978-0803286214).

'The World in a Grain of Sand': An Introduction to Poetry

Seminar, SWS: 2, Max. Teilnehmer: 25

Funk, Wolfgang

Do, wöchentl., 12:00 - 14:00, 18.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

This course will provide a systematic approach to the analysis and interpretation of poetry. Students will be acquainted with essential formal features and norms of the genre and strategies will be introduced for combining aspects of form and contents in order to reveal the 'secret life of poems' (Tom Paulin). The texts we will encounter range from the earliest literary writing in the English language to recent poems and songs that deal with the experience of contemporary existence and cover thematic aspects from, of course, love and sex to death, grief, self-searching, politics and the human condition as such. Above all, however, we will attempt to uncover the magic of poetic language, its power to condense complex and abstract thoughts and relationships into captivating, moving and delightful lines.

Reader - copy shop Stork (Körnerstraße) from 1 Oct ● *Assessment Tasks* - will be specified in class ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25 ● *Prerequisites* - successful completion of AmerBritF1 and SPAWR ● *Studiengänge* - FüBA, MEd LBS, 3. Fach LG ● *Further Information* - wolfgang.funk@engsem.~

Bemerkung
Literatur

BritF4

*Required Reading*Robert, Phil. *How Poetry Works* . 2nd Ed. London et al: Penguin, 2000.

You MUST have bought this book by the first session.

*Recommended Reading*Paulin, Tom. *The Secret Life of Poems: A Poetry Primer* . London: Faber and Faber, 2008.Bode, Christoph. *Einführung in die Lyrikanalyse* . Trier: WVT, 2001.

Thomas Hardy: Selected Novels

Seminar, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

Di, wöchentl., 14:00 - 16:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

Thomas Hardy's novels, predominantly pastoral and ranging from romance to tragedy, have always enjoyed commercial success and academic respect. We shall study a representative selection of novels, paying attention to the historical context of their composition and the cultural dimension of their popular reception.

Assessment Tasks - Studienleistung: to be announced. Prüfungsleistung: term paper

● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - 25

● *Prerequisites* - successful completion of AmerBritF1 and SPAWR ● *Studiengänge* -

FüBA, MEd LBS, 3.Fach LG ● *Further Information* - peter.bennett@engsem.~

Bemerkung

BritF4

Literatur

Required Reading

Far From the Madding Crowd

The Return of the Native

Tess of the d'Urbervilles

Some very cheap editions are available, but students are strongly urged to buy the Penguin Classics annotated editions. Apart from the fact that the introductions and annotations are helpful, progress is much easier if everyone is working with the same pagination.

Magister / Staatsexamensstudiengänge**Sprachpraxis****Grundstudium / Basic Studies****Grund- und Hauptstudium (ab 3. Semester) / Mid-Level Studies****Hauptstudium / Advanced Studies****Didaktische u. berufspraktische Seminare / Didactical and Practical Seminars****Kolloquien /Colloquia**

Die Abschlussarbeit: Theorie and Praxis

Kolloquium, SWS: 1

Gohrisch, Jana

Di, wöchentl., 18:00 - 19:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Diese Veranstaltung wendet sich an Studierende aller Studiengänge, die im Wintersemester 2012/2013 ihre Abschlussarbeit vorbereiten bzw. schreiben. Nach der Klärung formaler Fragen entsprechend der jeweiligen Prüfungsordnung, widmen wir uns der Gegenstands- und Themenfindung sowie der Betreuersuche. Wir üben, eine Forschungsfrage zu entwickeln und eine zentrale These zu formulieren, besprechen Arbeitstechniken und die Phasen des Schreibprozesses. Danach stellen die Studierenden ihre Projekte und Entwürfe im Einzelnen vor, um sie in der Schreibwerkstatt intensiv zu diskutieren. Es besteht auch die Möglichkeit, Texte vorbereitend zu lesen und dann gemeinsam an ihnen zu arbeiten.

Bei der ersten Sitzung (am 16.10.2012) werden die weiteren Sitzungstermine (als Blockveranstaltungen) festgelegt. Näheres finden Sie nach dem 16.10. auf StudIP.

Assessment Tasks - none ● *Registration* - StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - completed Bachelor or Master course ● *Studiengänge* - all ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung

AAS7

Literatur

Recommended Reading

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 14. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2008 (UTB).

MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language Association of America 2009 (1st ed. 1977).

Doktorandenkolloquium "American Studies"

Kolloquium, SWS: 2

Mayer, Ruth

Do, wöchentl., 18:00 - 20:00, 18.10.2012 - 02.02.2013, 1502 - 703 II 703

Kommentar

Auf Einladung

Dieses Kolloquium soll Doktorand/innen und Habilitand/innen der *American Studies* die Möglichkeit geben, ihre Projekte im kleinen Kreis vorzustellen und zu diskutieren.

Doktorandenkolloquium "Anglistik"

Kolloquium, SWS: 2

Rohloff, Heide

Fr, 15:30 - 17:00, 19.10.2012 - 02.02.2013

Kommentar Die Veranstaltung findet nach Vereinbarung im Dienstzimmer (1502.737) statt.

Doktorandenkolloquium "Didaktik"

Kolloquium, SWS: 2

Blell, Gabriele (verantwortlich) / Kupetz, Rita (verantwortlich)

Di, wöchentl., 18:00 - 20:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Kolloquium zum Studienabschluss (Bachelor, Master, alte Studiengänge)

Kolloquium, SWS: 2

Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA Advanced Anglophone Studies, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der Teilnehmenden) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

Assessment Tasks - none ● *Registration* - StudIP StudIP 1.9.2012, 08.00 - 30.9.2012, midnight ● *Size restriction* - none ● *Prerequisites* - completed FüBA or Master courses ● *Studiengänge* - all ● *Further Information* - jana.gohrisch@engsem.~

Bemerkung

AAS7

Literatur

Recommended Reading

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 14. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2008 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett 2004.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Zapf, Hubert, Hg. *Amerikanische Literaturgeschichte*. 2. aktualis. Aufl. Stuttgart, Weimar: J. B. Metzler 2004.

Examensseminare / Exam Seminars**Doktorandenkolloquium "Didaktik"**

Kolloquium, SWS: 2

Blell, Gabriele (verantwortlich) / Kupetz, Rita (verantwortlich)

Di, wöchentl., 18:00 - 20:00, 16.10.2012 - 02.02.2013, 1502 - 703 II 703

Examenskolloquium (Bachelor / Master / alte Studiengänge)

Kolloquium, SWS: 1

Blell, Gabriele

Di, wöchentl., 13:00 - 13:45, 16.10.2012 - 02.02.2013

Kommentar Das Examenskolloquium findet in Raum 1502.727 statt.

Das Examenskolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelorarbeit und Masterarbeit).

Die Arbeiten werden konzeptionell beraten und begleitet. Bei Bedarf bereiten sich ExamenskandidatInnen für die mündlichen MEd-Prüfungen mittels Prüfungssimulation oder Beratung zum Thesenpapier auf die mündliche Prüfung vor (Komplexprüfung mit der Fachwissenschaft/ Erziehungswissenschaft).

Registration - StudIP 1.09.2012 - 30.09.2012 ● *Studiengänge* - FÜBA, MEd LG, MEd LBS, MA ● *Prerequisites* - none ● *Further Information* - gabriele.blell@engsem.~

Writing a Linguistic Thesis - How to present (non-)empirical research

Kolloquium, SWS: 2

Schulze, Rainer (verantwortlich) / Altendorf, Ulrike (verantwortlich)

Di, wöchentl., 12:00 - 14:00, 16.10.2012 - 02.02.2013, 1502 - 709 II 709

Kommentar

Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting-up data-based research, avoiding plagiarism, etc.

Students will be given ample chance to present their own preliminary findings.

This course may be taken by FAL students (Module 8) and also by any students writing their Bachelor or Master theses in Linguistics.

Registration - StudIP 01.09.2012 - 30.09.2012 ● *Studiengänge* - FÜBA, BSc TE, 3. Fach LG, Med LG, MEd LBS, FAL, MA ● *Further Information* - ulrike.altendorf@engsem.~ or rainer.schulze@engsem.~

Bemerkung FAL8 / Bachelor-, Masterarbeit