

## Master of Education (MEduc)

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

**4503234**      **Shakespeare's "Problem Plays"**  
Hauptseminar SWS: 2; Anz. Teiln.: 25 *Georgi, Claudia*  
Mi 10:00 - 12:00 Raum: Verfügungs VG 3.106 , wöchentlich  
Fr - Abgabe Hausarbeit am: 31.03.2017

Kommentar      In this course we will analyse selected plays by Shakespeare that are sometimes referred to as 'problem plays.' Although the First Folio of Shakespeare's plays (1623) assigned them to the dramatic subgenres of 'comedy' and 'tragedy' respectively, their presentation of moral and social dilemmas defies such easy categorisation. With a view to investigating the plays' comic and tragic potential we will consider their historical context, their place in the overall development of Shakespeare's dramatic work, and their reception history. This will also allow us to address more general questions related to generic classification.

Required Reading (to be read before the beginning of the term!): *The Merchant of Venice; Troilus and Cressida; Measure for Measure; All's Well That Ends Well*

Registration via StudIP: closing date 17 October 2016

**4503324**      **Globalization VL**  
Vorlesung SWS: 2; Anz. Teiln.: 200 *Glaser, Brigitte Johanna*  
Mo 10:00 - 12:00 Raum: ZHG ZHG102 , wöchentlich  
Mo 10:00 - 12:00 Klausur am: 06.02.2017  
Fr - Andere Prf. form am: 31.03.2017

Kommentar      After introducing students to various concepts of "globalization" as well as the latter's manifestations and its effects, this series of lectures will address a number of aspects often seen in relation with globalising tendencies: the connections of globalization and both postmodernism and postcolonialism; the interrelationship of economic and cultural matters in globalised societies; forms of subversion of and resistance to globalization; the influence of globalization on dominant ideologies, on language and on identity; as well as global issues as topics of contemporary fictional writing.

Readings: Michael Ondaatje, *Anil's Ghost* (2000); John Le Carré, *The Constant Gardener* (2001); Hari Kunzru, *Transmission* (2004); Margaret Atwood, *Oryx and Crake* (2004); Vikram Seth, *Two Lives* (2006); and selected short fiction.

Background reading: Manfred B. Steger. *Globalization: A Very Short Introduction*. 3<sup>rd</sup> edition (Oxford: OUP, 2013).

Registration: in StudIP until 31 October

**4503325**      **Discoveries and Explorations: English Poetry of the Early Modern Period**  
Hauptseminar SWS: 2; Anz. Teiln.: 25 *Glaser, Brigitte Johanna*  
Fr - Abgabe Präsentation Ausarbeitung am: 31.03.2017  
Mo 14:00 - 16:00 Raum: Verfügungs VG 4.104 , wöchentlich  
Fr - Abgabe Hausarbeit am: 31.03.2017  
Fr - mündliche Prüfung am: 31.03.2017

**Kommentar** Not only was the early modern period the age in which the English initiated their colonial pursuits and laid the foundation for their empire to come, it also marked the time during which the transition from natural philosophy to 'science' occurred. In both areas developments were recorded in written accounts, mostly of the factual but occasionally also of the celebratory and imaginative kind. The objective of this seminar is to examine lyrical representations of geographical and scholarly explorations of the time and to assess them against the background of developing notions of self- and national identity.

Readings: Reading material (mainly poetry and prose excerpts) will be made available on StudIP.

Recommended Reading: John Guy, *The Tudors: A Very Short Introduction* (2013) and John Morrill, *Stuart Britain: A Very Short Introduction* (2000)

Registration: in StudIP until 10 October

**4503326**

### Literatur der Migration

Hauptseminar SWS: 2; Anz. Teiln.: 25

Glaser, Brigitte Johanna

Di 16:00 - 18:00 Raum: Verfügungs VG 3.105 , wöchentlich

na

Fr - Abgabe Hausarbeit am: 31.03.2017

Fr - mündliche Prüfung am: 31.03.2017

**Kommentar**

Ziel dieses Seminars ist es, das Thema Migration an ausgewählten Beispielen aus der zeitgenössischen anglophonen und skandinavischen Literatur zu untersuchen. Dabei gilt es aus einer dezidiert komparatistischen Perspektive, die jeweils individuelle ästhetische Bewältigung von Flucht, Exil und Migration in den Blick zu nehmen und zu fragen, inwieweit nationalliterarische oder -sprachliche Kategorien überhaupt bedeutsam sind, ob überhaupt Unterschiede in den jeweiligen soziokulturellen Zusammenhängen erkennbar sind oder in welcher Form auch Gemeinsamkeiten vorliegen.

Das ausgewählte Textkorpus berücksichtigt unterschiedliche Textsorten: Roman, graphic novel, Drama, Gedicht und Biographie, die nicht nur das breite Spektrum so genannter Migrationsliteratur aufzeigen, sondern auch die Problematik einer solchen Klassifizierung deutlich machen. Diese wird auf der Grundlage einschlägiger Forschungsliteratur ebenso zur Diskussion stehen wie literaturanalytische und komparatistische Fragestellungen.

Texte: Aris Fioretos, *Halva Solen* (Die halbe Sonne) (Kurzroman, 2012); Aris Fioretos, „Mein schwarzer Schädel“ (programmatischer Essay, 2003); Jonas Hassan Khemiri, *Invasion* (Drama, 2006); Yahya Hassan, „Yahya Hassan“ (Langgedicht, 2013); David Lagercrantz, *Jag är Zlatan Ibrahimovic* (Ich bin Zlatan; Biographie, 2011); Chimamanda Ngozi Adichie, *Americanah* (Roman, 2014); Vikram Seth, *Two Lives* (Zwei Leben; (Auto)Biographie, 2006); Shaun Tan, *The Arrival* (Ein neues Land; Graphic Novel, 2006); sowie Lyrik der AutorInnen Louise Bennett, Linton Kwesi Johnson, Grace Nichols und Moniza Alvi.

Die Teilnehmerzahl ist für Studierende der Anglistik auf 10 Personen beschränkt (neben jeweils 10 Studierenden der Skandinavistik bzw. der Komparatistik und Transnationalen Europäischen Geschichte in der Moderne).

Registration: in StudIP until 10 October

**4503336**

### A Survey of British Literature and Cultural History: The Early Modern Period, VL

Vorlesung SWS: 2; Anz. Teiln.: 200

Sandrock, Kirsten

Mi 12:00 - 14:00 Raum: ZHG ZHG102 , wöchentlich

Mi 12:00 - 14:00 Raum: ZHG ZHG103 , Klausur am: 01.02.2017  
Fr - Andere Prf. form am: 31.03.2017  
Fr - mündliche Prüfung am: 31.03.2017

## Kommentar

This lecture series is aimed at familiarizing students with the literature and culture of the early modern period. Starting with a historical outline and an introduction to the social and cultural history of the period from roughly 1500 to 1660, the lecture series looks at both the cultural context of the early modern period and specific works of literature produced at that time, including both fictional and non-fictional works. Authors and texts to be studied include the romances and epics of Philip Sidney and Edmund Spenser; the sonnet cycles of Philip Sidney and William Shakespeare; Elizabethan dramas by Thomas Kyd, Christopher Marlowe and William Shakespeare; female authors such as Mary (Sidney) Herbert, Aemilia Lanyer and Margaret Cavendish; the Jacobean playwrights John Fletcher, Ben Jonson and John Webster; and the so-called metaphysical poets John Donne, Andrew Marvell and Henry Vaughan. Regarding the larger historical context, we will have a look at early modern philosophies; the rise of humanism; the exploration of the new world; and the development of early modern theatre companies, all of which have significantly influenced the production and reception of early modern literature.

Readings: *The Norton Anthology of English Literature*. 8<sup>th</sup> edition. Ed. Stephen Greenblatt. New York: Norton, 2006. *The Norton Shakespeare*. Ed. Stephen Greenblatt. New York: Norton, 2006.

Recommended background reading: *The Cambridge Companion to English Literature 1500-1600*, ed. Arthur F. Kinney. Cambridge: Cambridge University Press, 2000; Michael Hattaway, *Renaissance and Reformations. An Introduction to Early Modern English Literature*. Oxford: Blackwell, 2005; Lisa Hopkins and Matthew Steggle, *Renaissance Literature and Culture*. London/New York: Continuum, 2006; Siobahn Keenan, *Renaissance Literature*. Edinburgh: Edinburgh University Press, 2008.

Closing date for registration in StudIP: 14.10.2016

## 4503856

**"Only Fairy Tales of the East": Eastern Exoticisms in Eighteenth-Century British Literature**

Besondere Veranstaltung SWS: 0; Anz. Teiln.: 12

Reitemeier, Frauke

## Kommentar

*This course is a class with a difference: Its main aim is asking students to prepare a course for teaching in the summer semester 2017 themselves, not to sit in a course where an instructor hands them pre-fabricated lists of literature.*

In the 'long' eighteenth century, Britain had keen cultural, commercial and political interests in exotic places. Costly spices and a different lifestyle, garden layouts and music from abroad, a different language and different folk tales – everything non-British rather appealed to readers and audiences alike. From Edward Young's play on the fate of the Egyptian king Busiris to William Beckford's "Arabian" novel *Vathek*, from Dryden's tragedy *Aureng-zebe* to the then new translation of the *Arabian Tales*, readers enjoyed everything with an exotic flair to it, never mind how accurate the descriptions, or how correct the cultural images the texts contained.

This course aims at bringing the two sides of the coin together. How are these exotic places – from Arabia to India and on to China – presented in English eighteenth-century texts? How do the respective 'home countries' of the tales, themes and motifs use the self-same ideas? How can these trans-cultural texts be brought into a fruitful contact with one another, and what can students learn from a juxtaposition of both cultural spheres?

In the summer semester of 2017, one of the lecture series will focus on the 'long' eighteenth century, and we aim at offering a course that looks at these questions. This course, in the winter semester of 2016-17, will collect the course materials, structure the course work and assess the possibilities of making the texts 'talk' in a way that European students with little or no knowledge of non-European cultures can understand. For this reason, the target group comprises both students with a European background and students with non-European backgrounds.

Registration: through StudIP (until 5 Oct 2016).

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

458933

### A Cultural History of American Literature III: 1900-1945

Vorlesung SWS: 2; Anz. Teiln.: 200

Gross, Andrew S.

Di 12:00 - 14:00 Raum: ZHG ZHG102 , wöchentlich

Di 12:00 - 14:00 Klausur am: 31.01.2017

Kommentar

This third installment of the four-part lecture series, A Cultural History of American Literature, is devoted to literary modernism. Key authors include Henry James, Edith Wharton, Abraham Cahan, Willa Cather, Amy Lowell, Gertrude Stein, Robert Frost, Sherwood Anderson, Wallace Stevens, William Carlos Williams, Eliot, Pound, H.D., Marianne Moore, Zora Neale Hurston, Fitzgerald, Hart Crane, Ernest Hemingway, Langston Hughes, John Steinbeck, and Richard Wright, among others. Much of the course will be devoted to fiction, but we will also spend a great deal of time discussing poetry, one of modernism's privileged literary genres and certainly a laboratory for the kind of formal experiments also taking place in painting, sculpture, photography, cinema, and music. A major theme will be the emergence of a recognizably international avant-garde, cosmopolitan in its orientation and often revolutionary in its politics, and dedicated to shocking the "philistines" and the "bourgeoisie" out of their social and cultural complacency. We will approach modernism as an oppositional culture that was fueled by many, sometimes contradictory oppositional stances. The artists of the Harlem Renaissance saw cultural representation as a means of achieving political representation for African Americans; many female artists advocated women's rights; a number of artists urged personal liberation in matters of sexuality and lifestyle; and while some looked forward to the communist revolution, others endorsed traditionalism and even fascism. This course is designed to give a sense of the urgency and diversity of an explosive half-century marked by extreme artistic innovation and torn apart by two world wars.

Registration: Attendance for this class is limited to 200 students. Binding (!) registration on Stud.IP between 01 September and 10 November is required. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

For further information: [andrew.gross@phil.uni-goettingen.de](mailto:andrew.gross@phil.uni-goettingen.de)

452398

### Introducing Critical Theory II: Approaches and Methods in Media Studies

Vorlesung SWS: 2; Anz. Teiln.: 40

Tischleder, Bärbel

Mo 14:00 - 16:00 Raum: Verfügungs VG 4.102 , wöchentlich

Mo 14:00 - 16:00 Raum: ZHG ZHG002 , Klausur am: 06.02.2017

Kommentar

The two-semester lecture series aims at introducing students to major approaches, traditions, and key figures in the fields of cultural and media theory. The second part of the lec-

ture series, "Approaches and Methods in Media Studies," will focus on media theory, visual culture, material culture and cultural studies. The lecture will be concerned with media history, the relation between (mass) media and society, media aesthetics, models of communication, and questions of cultural memory, technology, materiality and embodiment. Other relevant issues are medial configurations of time and space, networks and systems, concepts of hyperreality, postmodernity and the digital. We will also consider theories of single media: photography, the cinema, television, the computer and mobile media.

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

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

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

Registration: Attendance for this class is limited to 40 students. Binding (!) registration on Stud.IP between 01 September and 02 October is required. All news concerning this class will be posted on Stud.IP. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

For further information: Tischleder@phil.uni-goettingen.de

**4500661**

### **The Old South and its (Re)Visions**

Hauptseminar SWS: 2; Anz. Teiln.: 30

*Künnemann, Vanessa*

Fr - Abgabe Essay am: 31.03.2017

Di 10:00 - 12:00 Raum: Verfügungs VG 0.111 , wöchentlich

Di 10:00 - 12:00 mündliche Prüfung am: 31.01.2017

Di 10:00 - 12:00 Prüfungsvorleistung am: 31.01.2017

Fr - Abgabe Hausarbeit am: 31.03.2017

Kommentar

"Frankly, my dear, I don't give a damn." With these words, Rhett Butler leaves Scarlett O'Hara at the end of an epic story that has become maybe *the* epitome of an Old South narrative and film: *Gone With the Wind*. In fact, both David O. Selznick's film (1939) and Margaret Mitchell's novel of the same name (1936) stylize an image of the Old South that is mythical and distorted rather than a reflection of reality. In this respect, *Gone With the Wind* is in line with a number of novels dealing with the American South. Actually written during the Reconstruction era and its aftermath, texts by authors such as George W. Cable (*Old Creole Days*, 1879), Thomas Nelson Page (*In Ole' Virginia*, 1887), Joel Chandler Harris (*Uncle Remus*, 1881), Grace King (*Balcony Stories*, 1893), or Kate Chopin (*Désiree's Baby*, 1893) often evoke the spirit of the antebellum years, i.e., a mythical past and 'idyll' of Southern lifestyle and plantation life.

In this class, we will 'give a damn,' and trace the literary development of the Old South with a selection of texts oscillating between questions of slavery, secession, family tragedies, racial concerns, nostalgia and a mythical past. Setting out with excerpts from literary texts from the late 19<sup>th</sup> century, we will then turn to revisions of the South in 20<sup>th</sup> century literature. Focusing on the so-called 'Southern Renaissance', we will be concerned with

William Faulkner's *The Sound and the Fury* (1929), and a variety of excerpts/short stories by authors like Eudora Welty or Flannery O'Connor. These texts can be seen as renegotiations of the Old South to a certain extent, yet they also are continuations of older topics and motifs in many respects. Focusing on questions of race/ethnicity and gender and taking up the context of the civil rights movement, later fictions by Alice Walker or Josephine Humphreys (*Dreams of Sleep*, 1984) can be read as yet other (more realistic, politicized and diversified) twists to the legendary story of Scarlett and Rhett. Also, we will analyze filmic representations (probably *To Kill a Mockingbird*, *Mississippi Burning*).

Please purchase William Faulkner's *The Sound and the Fury* (Norton Critical Edition!) and Josephine Humphreys's *Dreams of Sleep* (Penguin) before the class starts. Apart from these novels, which we will read in full length, all other texts will be made available in a reader (PDFs on Stud.IP) at the start of the semester.

Registration: Attendance for this class is limited to 30 students. Binding (!) registration on Stud.IP between 01 September and 02 October is required. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

**Independent Study:** Please note that this class also has independent study components (as part of modules B.AS.08; B.AS.09; B.AS.401; B.AS.402; B.EP.51; M.EP.04b; M.EP.09b; M.AS.02)

For further information: [vanessa.kuennemann@phil.uni-goettingen.de](mailto:vanessa.kuennemann@phil.uni-goettingen.de)

458837

**Along the Mississippi River: Writing, Music, Film**

Hauptseminar SWS: 2; Anz. Teiln.: 30

Tischleder, Bärbel

Di 16:00 - 18:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich Von: 25.10.2016 Bis:

Fr - Abgabe Essay am: 31.03.2017

Di 16:00 - 18:00 mündliche Prüfung am: 31.01.2017

Di 16:00 - 18:00 Prüfungsvorleistung am: 31.01.2017

Fr - Abgabe Hausarbeit am: 31.03.2017

Kommentar

The Mississippi River is the fourth-longest river on earth, an intricate river system fed by many tributaries. Native Americans have given the river its name; writers and artists have made it a protagonist of fiction, poems and visual arts. In this course, we will consider how the Mississippi has become the "stuff" of mythology, (melo)drama, and comedy, and how it figures as a nonhuman agent in different creative genres: prose writing, film, poetry, blues/jazz and documentary genres. As river system, the Mississippi is a habitat for many species, a stream along which people settle, from early native American settlements to major cities like St. Louis and New Orleans. We will explore the river's historical significance as a major waterway of the U.S. economy, transporting people, animals, and goods, carrying dreams, songs, and stories.

We will discuss a number of texts (some in full, some in excerpts) that revolve around the mighty river: *Life on the Mississippi* (1883) is Mark Twain's memoir of his time as a young steamboat pilot and of a trip downstream from St. Louis to New Orleans, published before his classic Mississippi novel *The Adventures of Huckleberry Finn* (1895). A floating theater boat travelling on the Mississippi and presenting its shows in small towns along the river's banks is the subject of Edna Ferber's novel *Show Boat* (1926), which was turned into a musical film in 1951, starring Ava Gardner. Novel and movie feature the river as a setting for popular culture and racial tension, set in the Reconstruction Era through the 1920s.

William Faulkner has dedicated a number of his writings, both fiction and nonfiction, to the Mississippi River: we will read *The Wild Palms* (1939), a novel that interweaves two narratives, a love story ("Wild Palms") and a river story ("Old Man"), as well as his essay "Mississippi" (1954). Faulkner's "Old Man" is set in 1927, the year of one of the Mississippi's most devastating floods. This historic flood is also the theme of Tom Franklin's and Beth Ann Fennelly's novel *The Tilted World* (2013), that reimagines the disaster as it unfolds in the fictional town of Hobnob. The authors describe their motivation for writing the novel as "an effort to reinhabit the era"—an era when the Mississippi's waters drowned 27,000 square miles and flooded the towns and houses of hundreds of thousands people in the Mississippi Delta; 200,000 African Americans alone were left homeless. We will discuss *The Tilted World* along with Bill Morrison's remarkable film *The Great Flood* (2014), which combines film footage from 1927 with the music (blues/jazz) of Bill Frisell.

At least two class sessions will be dedicated to poetry and music: We will discuss poetry by Langston Hughes, Lucille Clifton, Steve Healey, and others, and explore the Mississippi Delta's rich Blues culture. Bruno Latour's Actor-Network Theory offers a theoretical perspective to reflect upon the multiple—cultural, imaginary, economic, technological—interactions with the Mississippi River as struggles between human and nonhuman forces.

A special event that will be an integral part of the course is a reading and conversation with Tom Franklin and Beth Ann Fennelly, authors of *The Tilted World*, on October 25 at 7 pm (Literaturzentrum Göttingen). Please save the date.

Please acquire the *following editions* (so that we will have the same page numbers) and read *The Tilted World before the semester starts*:

- Tom Franklin and Beth Ann Fennelly, *The Tilted World*, William Morrow; reprint edition, 2014, ISBN: 978-0062069191
- William Faulkner, *The Wild Palms*, Vintage Classics, ISBN: 978-0099282921
- Edna Ferber, *Show Boat*, Vintage Movie Classics, ISBN: 978-0345805737

**Registration:** Attendance for this class is limited to 30 students. Binding (!) registration on Stud.IP between 01 September and 02 October is required. All news concerning this class will be posted on Stud.IP. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

**Independent Study:** Please note that this class also has independent study components (as part of modules B.AS.08; B.AS.09; B.AS.401; B.AS.402; B.EP.51; M.EP.04b; M.EP.09b; M.AS.02)

For further information: Tischleder@phil.uni-goettingen.de

457779

**Henry James**

Hauptseminar SWS: 2; Anz. Teiln.: 30

Gross, Andrew S.

Fr - Abgabe Essay am: 31.03.2017

Mi 10:00 - 12:00 Raum: Verfügungs VG 4.104 , wöchentlich

Mi 10:00 - 12:00 mündliche Prüfung am: 01.02.2017

Mi 10:00 - 12:00 Prüfungsvorleistung am: 01.02.2017

Fr - Abgabe Hausarbeit am: 31.03.2017

Kommentar

In this class we will read five novels by Henry James, paying particular attention to one of his major themes: the contrast between European sophistication and American naiveté. One goal of the class is to help students develop close reading skills. To that end we will be looking at specific passages from the novels in great detail, applying various methods

and approaches to James's complex prose. We will also discuss James's significance in the American literary tradition, his contributions to realism, and the transformational role he played in the emergence of literary modernism. James's theories about fiction writing, as well of scholarly assessments of his work, will inform our discussions.

Please acquire all books in the Penguin Classics editions:

*Daisy Miller* (1878)

*Washington Square* (1880)

*Portrait of a Lady* (1881)

*The Bostonians* (1886)

*The Ambassadors* (1903)

Registration: Attendance for this class is limited to 30 students. Binding (!) registration on Stud.IP between 01 September and 02 October is required. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester. For final registration, participants need to attend the first session of class.

For further information: [andrew.gross@phil.uni-goettingen.de](mailto:andrew.gross@phil.uni-goettingen.de)

458935

### **Tutorium Critical Theory**

Tutorium SWS: 2; Anz. Teiln.: 15

*Croll, Theresa*

Mi 16:00 - 18:00 Raum: Verfügungs VG 2.108 , wöchentlich

Kommentar

This – voluntary but highly recommended – tutorial is taught in conjunction with the class "Introducing Critical Theory II: Approaches and Methods in Media Studies" (modules: B.AS.04; B.AS.301; M.EP.01b; M.EP01b-L). "Critical Theory II" introduces major concepts, key thinkers, and critical approaches in the fields of media studies, single media, material culture, and cultural studies. The tutorial provides an opportunity to discuss the texts covered in the course, to address questions and to support the comprehension of the theories and critical concepts in question by means of close readings and in-depth discussion. Difficulties and questions regarding the theoretical texts can be addressed and revisited according to students' needs. Hence participating in the tutorial will also be helpful as a preparation for the final exam in the Critical Theory class.

Further material will be provided on Stud.IP.

Details about the organization of this tutorial will be announced in the first session.

Registration: Please register on Stud.IP between 01 September and 15 November. All news concerning this class will be posted on Stud.IP as well. The class will start in the first week of the semester.

For further information: [theresa.croll@stud.uni-goettingen.de](mailto:theresa.croll@stud.uni-goettingen.de)

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

4502552

### **Hauptseminar: Titel folgt (Semantik-Professur)**

Hauptseminar SWS: 2; Anz. Teiln.: 20

*KollegeEnglisch, Neu-*

Di 10:15 - 11:45 Raum: Verfügungs VG 3.104 , wöchentlich

*er*





**Kommentar** This survey lecture offers an advanced survey over all fields in linguistics, the phenomena about language that we want to understand, and proposals on how grammar and meaning interact in our minds. We are open to requests to revisit specific parts of linguistic theory which you may need in order to write your term paper in your Master Seminar.

The lecture contains two units: one on morphosyntax, and one on semantics and pragmatics. You can attend one of these two units, or take the full class — a detailed program of times and topics will be presented in the first session(s) of winter term.

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

**452212** **Beowulf** *Rudolf, Winfried*  
Hauptseminar SWS: 2; Anz. Teiln.: 25  
Mi 16:00 - 18:00 Raum: KWZ 0.606 , wöchentlich  
Mi 16:00 - 18:00 Klausur am: 08.02.2017  
Fr - Abgabe Hausarbeit am: 31.03.2017

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

**Kommentar** The longest and most complex Old English poem is the topic of this Hauptseminar. Participants will receive a thorough introduction to the poem, its style and structure, covering important topics such as the origins of anger, monstrous men, the beauty of sound, the meaning of gold and the possibility of humour in Dark Age literature. The course also deals with all major aspects of the dating, transmission, editing, and understanding of the text in its possible Anglo-Saxon contexts. As preparation students are required to purchase and read(!) S. Heaney, *Beowulf: A Verse Translation* (Norton Critical Editions), ed. D. Donoghue (New York & London: Norton, 2002) as well as bring a copy of G. Jack, *Beowulf: A Student Edition* (Oxford: Calrendon Press, 1994).

**453681** **Vorlesung: History of the English Language** *Rudolf, Winfried*  
Vorlesung SWS: 2; Anz. Teiln.: 160  
Do 14:00 - 16:00 Raum: ZHG ZHG006 , wöchentlich

**Organisatorisches** The lecture is an integral part of modules B.EP.204, B.EP.301, B.EP.401, and M.EP.02.

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

**458932** **'All is fair in love and war' – Chaucer's Troilus and Criseyde** *Rudolf, Winfried*  
Seminar SWS: 2; Anz. Teiln.: 30  
Do 10:00 - 12:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich  
Do - Klausur am: 16.02.2017  
Fr - Abgabe Hausarbeit am: 31.03.2017

**Voraussetzungen** Aufbaumodul 1, B.EP.204

Organisatorisches	Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: B.EP.301 (Klausur). Eine Anmeldung zu den Modulen der alten Prüfungsordnung ist nur Studierenden möglich, die vor WS 2012/13 eingeschrieben waren; die Anmeldung zur Prüfung erfolgt in diesem Fall direkt über das Prüfungsamt und nicht über FlexNow. MA-Studierende können diesen Kurs für die Module M.EP.02b und M.EP.05 (Hausarbeit) wählen; die besonderen Anforderungen werden zu Beginn des Semesters bekannt gegeben.
Kommentar	Chaucer's master-'romance' is on the plate here. We will spice it with some mint literary theory, the hotness of the Italian sources, and top it with some equally tasty European courtly literature. Side orders might contain the souflaki of Homer's <i>Iliad</i> and heavy Russian meat (Tolstoy's <i>War and Peace</i> ). To give you an idea of the cooking process, a preliminary look at the manuscript culture of the poem is also included. With <i>The Riverside Chaucer</i> or B. A. Windeatt's <i>Troilus &amp; Criseyde. A New Edition of 'The Book of Troilus'</i> (London & New York, 1984) and his <i>Troilus and Criseyde. Oxford Guides to Chaucer</i> (Oxford, repr. 2002) as your textbook and guide, all this should be a piece of cake. Attendance in the first session is mandatory. Please read the text before the first session.

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

### Vorlesung oder Übung zur Fachdidaktik Englisch

4503639	<b>The Life, Work and Times of William Shakespeare</b>		
	Übung SWS: 2; Anz. Teiln.: 15		<i>Surkamp, Carola</i>
	Mo 16:00 - 18:00 Raum: Universität HDW 2.111 , wöchentlich Von: 17.10.2016 Bis: 30.01.2017		
	Mo - mündliche Prüfung am: 30.01.2017		
Voraussetzungen	<b>Requirements:</b> Regular attendance, active participation, presentation and teaching of tasks; oral exam (15 minutes).		
Organisatorisches	<b>Registration</b> via Stud.IP starts on Monday, September 12 <sup>th</sup> at 10:00. The number of participants is restricted to 15.		
Kommentar	Shakespeare is very prominent in advanced English language classes. In order to understand his texts knowledge about the historical and cultural background is helpful. But what knowledge do pupils need? And how can they gain this knowledge, i.e. through which materials, media and methods? One approach is to design a learning circle for pupils ( <i>Stationenlernen</i> ), which allows them to work on various texts and tasks autonomously and cooperatively.		
	Participants will research materials and develop tasks for different stations of such a learning circle about the life, work and times of William Shakespeare. The tasks will be presented and discussed within the course and taught in a workshop for pupils at the Y-Lab on one or two days during the semester (date will be announced later).		
Literatur	<b>Required reading:</b> texts will be provided via Stud.IP		
4503640	<b>Teaching Critical Cultural Awareness (hands-on) in the Classroom</b>		
	Blockveranstaltung SWS: 2; Anz. Teiln.: 15		<i>Yearwood, Tanyasha</i>
	Fr 09:00 - 16:00 Raum: KWZ 0.607 , Einzeltermin am: 25.11.2016		
	Fr 09:00 - 16:00 Raum: KWZ 0.609 , Einzeltermin am: 02.12.2016		
	Sa 09:00 - 16:00 Raum: KWZ 0.609 , Einzeltermin am: 03.12.2016		
	Mi - mündliche Prüfung am: 25.01.2017		
Voraussetzungen	<b>Requirements:</b> Regular attendance, active participation, short oral exam (all in English).		

Organisatorisches **Registration** via Stud.IP starts on Monday, September 12<sup>th</sup> at 10:00. The number of participants is restricted to 15.

Kommentar Students have the opportunity to compare and contrast models of teaching intercultural communicative competence. By building a catalogue of strategies for developing empathy among their future pupils and writing their own cultural mini dramas, students will complete the course with a repertoire of tasks/material they can use in their own teaching.

#### 4503692 **Fächerübergreifende Ringvorlesung zu aktuellen Forschungsfeldern der Fremdsprachendidaktik**

Vorlesung SWS: 1; Anz. Teiln.: 80

*García, Marta;*

Di 14:15 - 15:45 Raum: ZHG ZHG005 , wöchentlich

*Schädlich, Birgit;*

Fr - mündliche Prüfung am: 03.02.2017

*Surkamp, Carola*

Mi - Andere Prf. form am: 15.03.2017

Kommentar Fächerübergreifende Ringvorlesung zu aktuellen Forschungsfeldern der Fremdsprachendidaktik. Die Vorlesung ist für alle Studierenden der fremdsprachlichen Lehramtsstudiengänge geöffnet. Eingeladen sind Expertinnen und Experten der Englisch-, Französisch- und Spanischdidaktik, die jeweils zu ihren Forschungsschwerpunkten und methodischen Ansätzen referieren und somit ein umfassendes Bild zur derzeitigen Forschungssituation der Fremdsprachendidaktik in Deutschland vermitteln.

In den Fremdsprachendidaktiken ist in den letzten Jahren eine Vielzahl neuer Forschungsfelder entstanden, die auch zunehmend empirisch bearbeitet werden. Ziel der Vorlesung ist es, Studierenden der Lehramtsstudiengänge einen fundierten Überblick zu diesen Entwicklungen zu liefern. Bereits im Studium erworbenes punktuelles Wissen kann somit kontextualisiert und neue Forschungsfelder können eröffnet werden. Dies ist sowohl für die Absolvierung der Fach- und Forschungspraktika als auch für Masterarbeiten im Bereich der Fremdsprachendidaktik relevant. Es soll außerdem ein Rahmen für den wissenschaftlichen Austausch zwischen Studierenden verschiedener, aber miteinander verbundener Fächer geschaffen werden.

**Textgrundlage:** Als Grundlagentext wird empfohlen: Carola Surkamp (Hrsg.). 2010. *Metzler Lexikon Fremdsprachendidaktik: Ansätze, Methoden, Grundbegriffe*. Stuttgart/Weimar: Metzler.

### Begleitseminar zum Praktikum

#### 4503641 **Begleitseminar zum Fachpraktikum**

Seminar SWS: 4; Anz. Teiln.: 20

*Rohrbach, Jan Marc*

Mo 16:15 - 17:45 Raum: Oec OEC 1.164 , wöchentlich Von: 17.10.2016 Bis: 30.01.2017

Mo 16:15 - 17:45 Raum: Oec OEC 1.164 , wöchentlich Von: 06.02.2017 Bis: 24.03.2017

Sa 16:45 - 17:45 Raum: Oec OEC 0.169 , Einzeltermin am: 25.03.2017

So 16:45 - 17:45 Raum: Oec OEC 0.169 , Einzeltermin am: 26.03.2017

Di - Praktikumsbericht am: 02.05.2017

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

Organisatorisches	<b>Anmeldungen:</b> über StudIP. Außerdem notwendig: Anmeldung im Praktikumsportal der ZELB!!! (Kontakt: Dr. Jörg Behrendt)
	<b>Kontakt:</b> Jan Rohrbach, Tel.: 0551/3708181; Email: JanRohrbach@gmx.net. Sprechstunden nach telefonischer Vereinbarung.
Bemerkung	<b>Vorbereitungsseminar:</b> während des Semesters jeweils montags 16:15-17:45 Uhr; erster Termin: 17.10.2016, letzter Termin: 13.02.2017
	<b>Auswertungsseminar:</b> während der Praktikumsphase (20.02.-24.03.2017) jeweils montags 16:15-17:45 Uhr und zusätzlich als Blockseminar (Samstag und Sonntag) am Ende der Praktikumsphase
Kommentar	<b>Ziel:</b> Es soll ein vertiefender Überblick über fachdidaktische Planungselemente und Vorgehensweisen des Englischunterrichts gegeben werden. Im Zentrum stehen die Erstellung und die kritische Diskussion von Unterrichtsentwürfen sowie die Vorbereitung auf Unterrichtsbeobachtung und eigene Unterrichtsversuche im Rahmen der fünföchigen Praktikumsphase.
Literatur	<b>Seminarliteratur:</b> Auszüge aus verschiedenen fachdidaktischen Veröffentlichungen, die bei Seminarbeginn als Reader erhältlich sein werden.

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

### Vorlesung oder Übung zur Fachdidaktik Englisch

<b>4503639</b>	<b>The Life, Work and Times of William Shakespeare</b> Übung SWS: 2; Anz. Teiln.: 15 Mo 16:00 - 18:00 Raum: Universität HDW 2.111 , wöchentlich Von: 17.10.2016 Bis: 30.01.2017 Mo - mündliche Prüfung am: 30.01.2017	<i>Surkamp, Carola</i>
Voraussetzungen	<b>Requirements:</b> Regular attendance, active participation, presentation and teaching of tasks; oral exam (15 minutes).	
Organisatorisches	<b>Registration</b> via Stud.IP starts on Monday, September 12 <sup>th</sup> at 10:00. The number of participants is restricted to 15.	
Kommentar	Shakespeare is very prominent in advanced English language classes. In order to understand his texts knowledge about the historical and cultural background is helpful. But what knowledge do pupils need? And how can they gain this knowledge, i.e. through which materials, media and methods? One approach is to design a learning circle for pupils ( <i>Stationenlernen</i> ), which allows them to work on various texts and tasks autonomously and cooperatively.  Participants will research materials and develop tasks for different stations of such a learning circle about the life, work and times of William Shakespeare. The tasks will be presented and discussed within the course and taught in a workshop for pupils at the Y-Lab on one or two days during the semester (date will be announced later).	
Literatur	<b>Required reading:</b> texts will be provided via Stud.IP	
<b>4503640</b>	<b>Teaching Critical Cultural Awareness (hands-on) in the Classroom</b> Blockveranstaltung SWS: 2; Anz. Teiln.: 15 Fr 09:00 - 16:00 Raum: KWZ 0.607 , Einzeltermin am: 25.11.2016 Fr 09:00 - 16:00 Raum: KWZ 0.609 , Einzeltermin am: 02.12.2016 Sa 09:00 - 16:00 Raum: KWZ 0.609 , Einzeltermin am: 03.12.2016 Mi - mündliche Prüfung am: 25.01.2017	<i>Yearwood, Tanyasha</i>

Voraussetzungen	<b>Requirements:</b> Regular attendance, active participation, short oral exam (all in English).
Organisatorisches	<b>Registration</b> via Stud.IP starts on Monday, September 12 <sup>th</sup> at 10:00. The number of participants is restricted to 15.
Kommentar	Students have the opportunity to compare and contrast models of teaching intercultural communicative competence. By building a catalogue of strategies for developing empathy among their future pupils and writing their own cultural mini dramas, students will complete the course with a repertoire of tasks/material they can use in their own teaching.

<b>4503692</b>	<b>Fächerübergreifende Ringvorlesung zu aktuellen Forschungsfeldern der Fremdsprachendidaktik</b>
	Vorlesung SWS: 1; Anz. Teiln.: 80 <span style="float: right;"><i>García, Marta;</i></span>
	Di 14:15 - 15:45 Raum: ZHG ZHG005 , wöchentlich <span style="float: right;"><i>Schädlich, Birgit;</i></span>
	Fr - mündliche Prüfung am: 03.02.2017 <span style="float: right;"><i>Surkamp, Carola</i></span>
	Mi - Andere Prf. form am: 15.03.2017
Kommentar	Fächerübergreifende Ringvorlesung zu aktuellen Forschungsfeldern der Fremdsprachendidaktik. Die Vorlesung ist für alle Studierenden der fremdsprachlichen Lehramtsstudiengänge geöffnet. Eingeladen sind Expertinnen und Experten der Englisch-, Französisch- und Spanischdidaktik, die jeweils zu ihren Forschungsschwerpunkten und methodischen Ansätzen referieren und somit ein umfassendes Bild zur derzeitigen Forschungssituation der Fremdsprachendidaktik in Deutschland vermitteln.  In den Fremdsprachendidaktiken ist in den letzten Jahren eine Vielzahl neuer Forschungsfelder entstanden, die auch zunehmend empirisch bearbeitet werden. Ziel der Vorlesung ist es, Studierenden der Lehramtsstudiengänge einen fundierten Überblick zu diesen Entwicklungen zu liefern. Bereits im Studium erworbenes punktuelles Wissen kann somit kontextualisiert und neue Forschungsfelder können eröffnet werden. Dies ist sowohl für die Absolvierung der Fach- und Forschungspraktika als auch für Masterarbeiten im Bereich der Fremdsprachendidaktik relevant. Es soll außerdem ein Rahmen für den wissenschaftlichen Austausch zwischen Studierenden verschiedener, aber miteinander verbundener Fächer geschaffen werden.  <b>Textgrundlage:</b> Als Grundlagentext wird empfohlen: Carola Surkamp (Hrsg.). 2010. <i>Metzler Lexikon Fremdsprachendidaktik: Ansätze, Methoden, Grundbegriffe</i> . Stuttgart/Weimar: Metzler.

## Begleitseminar zum Praktikum

<b>4503642</b>	<b>And the Oscar goes to... - taking students to Hollywood in a Global Simulation</b>
	Seminar SWS: 2; Anz. Teiln.: 12 <span style="float: right;"><i>Sprenger, Cathrin</i></span>
	Mi 10:00 - 12:00 Raum: Verfügungs VG 2.105 , wöchentlich Von: 19.10.2016 Bis: 01.02.2017
	Mi - mündliche Prüfung am: 01.02.2017
Voraussetzungen	<b>Requirements:</b> regular attendance, active participation, preparation and organization of two to three global simulations, portfolio of 4000 words (about 12-15 pages)
Organisatorisches	<b>Registration</b> via Stud.IP starts on Monday, September 12 <sup>th</sup> at 10:00. The number of participants is restricted to 12.
Kommentar	A global simulation is a task-based teaching method which gives learners the opportunity to experience and use the foreign language in a fictitious but real-life scenario. By ma-

king use of different creative methods, material and media an authentic space is created – this can for example be an island, a different country, a village, a zoo, a circus, a house, a company, or in our case an award ceremony in Hollywood, – in which the participants take over different roles and master various communicative situations and tasks.

In this course you will learn about the potential a global simulation has to offer for the context of foreign language learning. You will also learn how to plan and develop a global simulation based on a textbook unit on Hollywood and get the chance to put your ideas into practice.

In cooperation with different secondary schools we will design and carry out a simulation project at the YLAB and invite 8th grade students to join us in this creative adventure. There, pupils will enter the foreign language context we designed for them, including a specific time and place and take over new identities. Following different rules and instructions they will interact with each other, read documents they may find, write notes to each other, solve problems, create and explore. The aim is that you, of course also in role, motivate and encourage the students to actively use the foreign language and support them in doing so.

There will be a preparation at school prior to the simulation project. The simulation projects themselves will be carried out on a weekday morning (8.00-12.30). Both the preparation at school and the simulation project will be part of your internship (Note: You will not have to do another internship at a school.)

Moreover you will learn how to do your own research project during your internship including methods and instruments which will help you to answer the research question which we developed in the context of the course.

Literatur **Reading:** texts will be provided via Stud.IP

**4503657**

### **Reading Beyond Comprehension**

Seminar SWS: 2; Anz. Teiln.: 15

*Yearwood, Tanyasha*

Do 16:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 20.10.2016

Do 16:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 27.10.2016

Do 16:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 24.11.2016

Do 16:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 01.12.2016

Do 16:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 15.12.2016

Do 16:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 19.01.2017

Do 16:00 - 20:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 26.01.2017

Voraussetzungen **Requirements:** Regular attendance, active participation, report of 4000 words (about 12-15 pages).

Organisatorisches **Registration** via Stud.IP starts on Monday, September 12<sup>th</sup> at 10:00. The number of participants is restricted to 15.

Kommentar Students initially have the opportunity to reflect on the concept of teaching reading as more than a receptive skill. By engaging with and creating hands-on and production-type activities, tasks and material, they will be challenged to apply a competence-oriented approach to the teaching of reading. The overall aim is to help students consider how they can research settings in which such an approach to reading is implemented to determine

how the learning experience can be characterized. Methods of empirical learning and teaching research will also be covered in the course to enable students to evaluate their own teaching in the *Forschungspraktikum*.

4503889

**Scaffolding in EFL Teaching**

Seminar SWS: 2; Anz. Teiln.: 12

Mi 12:00 - 14:00 Raum: KWZ 3.701 , wöchentlich Von: 16.11.2016

Bis: 01.02.2017

Sa 10:00 - 17:00 Raum: KWZ 0.607 , Einzeltermin am: 10.12.2016

Organisatorisches

**Registration** via Stud.IP starts on Monday, September 12<sup>th</sup> at 10:00. The number of participants is restricted to 12.

Bemerkung  
Kommentar

Achtung: Kursstart ist erst am 16.11.2016; zusätzlicher Blocktermin am 10.12. von 10-17

Introducing the pedagogical concept of scaffolding, this course will focus on designing and evaluating teaching units for EFL. Project work (John Dewey) and task-based teaching are combined with direct instruction (John Hattie) to explore the dynamics of teacher-student interaction in the English classroom and provide a model of effective learning and evidence-based teaching. In this context, scaffolding is meant to go beyond traditional assignments. It works by finding out where a kid is, where it is supposed to be and then closing the gap. This gap, also known as Zone of Proximal Development (ZPD, Vygotsky/Bruner) states what a learner cannot achieve alone, but with the help of a teacher. Scaffolding creates the bridge between prior knowledge and the ZPD. Worksheet compass, advance organizer, reciprocal teaching and backward design are tools that students will research and implement to create their own teaching units, following the scales A2 to C1 in the Common European Framework of Languages (CEF). Worked examples, ranging from beginners' level to intermediate and advanced, will be presented by each student and tested in formative and summative evaluation. They will be based on a variety of resources such as text books, authentic materials, informative and literary texts. Written course work will establish a model of scaffolding in action.

Students will implement findings of the seminar during a 4-week work experience in a school of their choice using the methods of action research. They may either evaluate their own teaching practice by interviewing their students and developing a questionnaire or by observing and reflecting strategies of scaffolding used by another teacher in the English classroom.

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

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

4503643

**Teaching Speaking**

Seminar SWS: 2; Anz. Teiln.: 20

*Delius, Katharina*

Fr 14:00 - 18:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 04.11.2016

Sa 09:00 - 15:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 05.11.2016

Fr 14:00 - 18:00 Raum: Jacob-Grim SEP 0.244 , Einzeltermin am: 09.12.2016

Fr - Abgabe Präsentation Ausarbeitung am: 03.02.2017

Fr - mündliche Prüfung am: 03.02.2017

Voraussetzungen

**Credit requirements:** active participation, presentation and teaching of a micro-teaching unit; graded: the above, plus a written reflection on your micro teaching unit



Organisatorisches	<b>Registration</b> via Stud.IP starts on Monday, September 12 <sup>th</sup> at 10:00. The number of participants is restricted to 20.
Kommentar	<p>Enabling students to speak fluently and spontaneously is an important goal in the foreign language classroom. Yet, many teachers are facing questions of how to choose appropriate material, develop suitable tasks and activate all learners most effectively. This seminar aims at looking at the theory of speaking as a skill, examining different teaching approaches and methods and develop and discuss own teaching materials and learning tasks.</p> <p>Participants will get the chance to develop micro-teaching units, which will be discussed within the seminar and taught in a <b>workshop for pupils</b>. This workshop will take place at the Y-Lab on one day during the semester (date will be announced later).</p>
Literatur	<b>Required reading:</b> see the StudIP course for further instructions
<b>4503644</b>	<p><b>CLIL - Content and Language Integrated Learning</b></p> <p>Seminar SWS: 2; Anz. Teiln.: 20 <span style="float: right;">N.N.,</span></p> <p>Mi 14:00 - 16:00 Raum: Verfügungs VG 2.106 , wöchentlich Von: 16.11.2016 Bis: 01.03.2017</p> <p>Sa 10:00 - 17:00 Raum: ZHG 1.140 , Einzeltermin am: 17.12.2016</p>
Voraussetzungen	<b>Credit requirements:</b> active participation, presentation and teaching of a micro-teaching unit; graded: the above, plus a written reflection on your micro teaching unit
Organisatorisches	<b>Registration</b> via Stud.IP starts on Monday, September 12 <sup>th</sup> at 10:00. The number of participants is restricted to 20.
Bemerkung	Achtung: Kursstart erst am 16.11.2016; zusätzlicher Blocktermin am 17.12. von 10-17
Kommentar	Content and Language Integrated Learning ( <b>CLIL</b> ) is presented in the continuum of authentic topics and language instruction. Students will be able to familiarize themselves with current concepts and design and implement individual teaching units that will then be evaluated during the course work. A variety of topics include social issues, market economies and the media (beginners, intermediate), political issues, economic growth and ecological problems (intermediate), as well as multiculturalism, international relations and globalization (advanced). A special focus will be on oral examinations and presentations as required in the final exams of the Abitur. The teaching units to be developed will draw particular attention to learning strategies involving discontinued texts, graphs and tables and using the dynamics of scaffolding to bridge the Zone of Proximal Development (ZPD, Vygotsky/Bruner). Written course work will explore criteria to design further examples of authentic CLIL tasks and topical research across the curriculum. During the course we will link up with projects in Australia and New Zealand ( <a href="http://www.visiblelearningplus.com">www.visiblelearningplus.com</a> ) and the Northwestern University of Chicago ( <a href="http://www.icollaboratory.org/projects">www.icollaboratory.org/projects</a> ).
<b>4503646</b>	<p><b>Graphic Narratives in Foreign Language Teaching</b></p> <p>Seminar SWS: 2; Anz. Teiln.: 15 <span style="float: right;">Stückrath, Philipp</span></p> <p>Do 18:00 - 20:00 Raum: Verfügungs VG 2.105 , wöchentlich Von: 20.10.2016 Bis: 26.01.2017</p>
Voraussetzungen	Requirements: Regular attendance, active participation, presentation and implementation of a teaching unit and written reflection; all in English (some parts of the course, especially on lesson planning and <i>Differenzierung</i> will be in German, though).
Organisatorisches	<b>Registration</b> via Stud.IP starts on Monday, September 12 <sup>th</sup> at 10:00. The number of participants is restricted to 15.

Bemerkung	Eventually there will also be the possibility for one session to take part in a meeting of the <i>Fachseminar Englisch</i> held by the <i>Studienseminar für das Lehramt an Gymnasien Göttingen</i> , in order to get an insight on how the teacher-training in the <i>Referendariat</i> works. We will talk about this in our first meeting.
Kommentar	<p>While already in the focus of attention of literary criticism for several years visual narratives as a medium are still on the fringes of English language teaching and just at the moment getting more and more attention. The emergence of the graphic novel since the 1980s and the recent trend of multimodal youth novels developed the huge potential of the medium and also acceptance for various areas of language teaching. Many teachers are still hesitant to use multimodal or graphic narratives in their English classes because they for example might not be regular readers of these materials or are not used to graphic narratives and their possibilities yet.</p> <p>In this course we will focus mainly on the graphic novel format but also peek into other forms of combined visual-textual narration. After a brief introduction of the different formats and their potential we will develop a didactic perspective on the materials and explore the vast teaching potential of the medium. A cross-media perspective, which is inherent to these texts, meaning the use of various media in combination (e.g. comic adaptations of literature or filmic adaptations of comics or multimodal novels) for a best competence advancement of our students and the promotion of various literacies is crucial for this approach.</p>

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

<b>4503647</b>	<b>Masterabschlussmodul</b>
	Kolloquium SWS: 2; Anz. Teiln.: 15 <span style="float: right;"><i>Surkamp, Carola</i></span> Fr - Abgabe Präsentation Ausarbeitung am: 03.02.2017
Voraussetzungen	<b>Anforderungen:</b> Regelmäßige Teilnahme, aktive Mitarbeit und Vorstellung der Masterarbeit.
Organisatorisches	<b>Anmeldung:</b> über StudIP
Kommentar	(Veranstaltung in einzelnen Blöcken nach Vereinbarung mit den TeilnehmerInnen)
	Dieses Modul, das in Form eines Kolloquiums abgehalten wird, dient der Vorbereitung und Begleitung von Masterarbeiten in der englischen Fachdidaktik. Wir werden uns mit fremdsprachendidaktischen Forschungsfragen sowie mit dem Aufbau fachdidaktischer Abschlussarbeiten beschäftigen. Außerdem erhalten die TeilnehmerInnen die Gelegenheit zur Vorstellung ihrer Masterarbeiten bzw. einzelner Arbeitsschritte (Gliederung, Einleitung, Forschungsbericht).
<b>459798</b>	<b>Writing Colloquium</b>
	Kolloquium SWS: 2; Anz. Teiln.: 15 <span style="float: right;"><i>Bode, Stefanie</i></span> Mi 12:15 - 13:45 Raum: Verfügungs VG 3.102 , wöchentlich
Organisatorisches	Registration in Stud.IP: starting 1 Sept, 2016 - open-ended
Kommentar	This course is primarily meant for students preparing or writing a Bachelor or Master thesis in linguistics.
	The idea of the course is twofold. First, you will get help with some formal details. We will for instance address questions such as <i>How can I find a topic in linguistics?</i> , <i>How can I</i>

*organize my working? How should I structure my paper?* We will read and discuss some helpful papers on linguistic theory and methodological issues. Second, you should have a forum where we might discuss papers you are interested in or you can present own ideas. Candidates may give a short talk concerning purpose, structure and first parts of their work to get some feedback from other participants in class in a relaxed atmosphere without any stress.

According to the examination regulations for the Master program and the Master of Education program students are obliged to attend the colloquium as part of their *Ab-schlussmodul*.

Of course every student interested in the issues mentioned above is invited to attend this class and join us.