

ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes
Vorlesungsverzeichnis & Modulhandbuch

M.Ed.-Studiengang
im Fach Englisch

Sommersemester 2024

Inhalt

Zum Studium des M.Ed. im Fach Englisch	2
Zulassungsbedingungen	3
Belegung von Veranstaltungen	3
Modulprüfungen und Masterarbeit.....	3
Möglicher Studienverlauf.....	4
Anmeldung zu den Lehrveranstaltungen per eCampus	5
Studienberatung und Service.....	6
Studienfachberatung.....	6
Servicezimmer.....	6
Auslandsberatung.....	6
M.Ed.-Prüfungsberechtigte im Sommersemester 2024.....	7
Lehrveranstaltungen	8
Fachwissenschaftliches Modul.....	8
Modul Fremdsprachenausbildung	28
Modul Fremdsprachendidaktik I: Grundlagen.....	32
Modul Fremdsprachendidaktik II: Praxis und Vertiefung.....	35

Zum Studium des M.Ed. im Fach Englisch

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

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

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

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

Zulassungsbedingungen

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

Belegung von Veranstaltungen

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

Modulprüfungen und Masterarbeit

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

Möglicher Studienverlauf

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

Anmeldung zu den Lehrveranstaltungen per eCampus

Die Lehrveranstaltungen des Englischen Seminars beginnen ab dem **15.04.2024**. Bitte betrachten Sie alle anderslautenden Ankündigungen als überholt. Die erste Semesterwoche ist für die Durchführung und Korrektur von Nachprüfungen sowie für die Studienberatung vorgesehen.

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

vom 04.03.2024, 09.00 Uhr, bis 20.03.2024, 21.00 Uhr

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

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

Studienberatung und Service

Studienfachberatung

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

Die Sprechzeiten entnehmen Sie bitte der Homepage des Englischen Seminars (www.es.rub.de).

E-Mail: fachberatungenglisch@rub.de

Servicezimmer

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

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

E-Mail: es-servicezimmer@rub.de

Auslandsberatung

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

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

E-Mail: es-auslandsaufenthalt@rub.de

M.Ed.-Prüfungsberechtigte im Sommersemester 2024

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

Lehrveranstaltungen

Fachwissenschaftliches Modul

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

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

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

Modulbeauftragte: die in dem Modul lehrenden HochschullehrerInnen

Vorlesungen

050 612

Multilingualism, 3 CP

2 st. mo 12-14

HGB 10

Meierkord

The term multilingualism refers to the use of two or more languages, either by a single individual or within a community. Today, almost all nations are multilingual to some extent, that is more than one language is used in daily life. At times, multilingualism is even reflected in a nation's constitution, whenever two or more languages are made official. Similarly, many individuals are multilingual, albeit at varying degrees. We will approach multilingualism from both perspectives in this series of lectures.

Individual lectures draw on sociolinguistics, psycholinguistics, and neurolinguistics, and deal with issues such as diglossia, language choice in education, language planning, language policy, simultaneous and successive language acquisition in childhood, adult bilingualism, the bilingual brain, as well as attitudes, behaviours and language choices of bilinguals. We will illustrate the various theoretical concepts with detailed descriptions of individual case studies of bilingual individuals and of multilingualism throughout the history of English, starting from the Old English period but placing a strong focus on present-day nations and communities.

Assessment/requirements: written end-of-term exam *and* independent reading of approximately 30 pages on one of the lecture topics.

050 624

Shakespeare's Tragedies, 3 CP

2 st. di 8.30-10

HGB 30

Weidle

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

There is *no need to purchase a course book*. Nevertheless, for those who are interested in preparing for the course I recommend the following titles:

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

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

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

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

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

For the plays I recommend the Arden Shakespeare Third Series *Complete Works*, edited by Richard Proudfoot *et al.*, Bloomsbury, 2020.

Assessment/requirements: oral exam.

050 636Narrative Theory, 3 CP

2 st. do 8.30-10

online

Niederhoff

This lecture will provide a systematic introduction to narrative, the emphasis being on fictional narrative in prose, i.e. on novels and short stories. It will discuss such topics as plot, setting, free indirect thought (*Erlebte Rede*), flashback, point of view, unreliable narrator, etc. While it is my aim to give a systematic description of the various components of narrative, I will attempt not to indulge in terminological nitpicking. Instead, I will try to show that the terms offered by narrative theory can be used in the analysis and interpretation of texts; in other words, I will point out the meanings or effects created by particular narrative choices. The lecture will be based on David Lodge's comic novel, *The British Museum Is Falling Down*, and a selection of shorter narratives. Master students may take the lecture in connection with the seminar "Unreliable Narration", but of course this is not a must. Students who wish to prepare for the lecture may read Franz Stanzel, *Typische Formen des Romans*, 10th ed. (Göttingen: Vandenhoeck und Ruprecht, 1981) or chs. 1 and 6 in Wayne Booth, *The Rhetoric of Fiction*, 2nd ed. (Chicago: Chicago UP, 1983); for more advanced students, I recommend Gérard Genette, *Die Erzählung*, 2nd ed. (Stuttgart: UTB, 1998).

The lecture will be recorded and provided online, with some voluntary Zoom meetings for questions.

Required text: David Lodge. *The British Museum Is Falling Down*. Penguin, 2011, ISBN: 9780099554226. Other texts can be downloaded from Moodle.

Assessment: oral or written exam (you can choose).

050 646

North American Literature and Culture IV: Realism, 3 CP

2 st. mo 14-16

HGD 20

Sedlmeier

In a seminal article, the philosopher Hans Blumenberg argues that Western literature in general is mimetic in its orientation. If we take mimesis to mean both imitation and representation, the novel, his prime example, always has a degree of referentiality to the social world, which it not only aspires to copy but also constitutes and imagines. When we want to assess mimetic realism across decades and centuries in its aesthetic manifestations and political implications, we thus have to consider the underlying concepts of reality, as Blumenberg contends.

Taking its cue from this assessment, the lecture traces notions of realism related to shifting concepts of reality. Writing a history of North American literature, culture, and criticism from the 19th century to the present, it examines texts about slavery and Civil War photography; considers examples of historical literary realism, regionalism, and naturalism including investigative journalism with specific attention to serial publishing, reading, and writing; assesses the rise of the empirical paradigm in scientific disciplines at the turn of the century; covers conditions of production such as the political investment in the documentary during the New Deal; explores notions of reality and realism in the counterculture and social liberation movements; and, to end this list, the lecture discusses a proclaimed return to the real and the emergence of neo-realism in reaction from within literary postmodernism.

Recommended preparation:

Hans Blumenberg, "The Concept of Reality and the Possibility of the Novel" (Princeton 1979); Keith Newlin, ed., *The Oxford Handbook of American Literary Realism* (Oxford 2019); William Dean Howells, *A Modern Instance* (1882)

Assessment/requirements: active participation, final exam.

050 657Modernist Culture, 3 CP

2 st. di 14-16

HGB 40

Pankratz

According to Virginia Woolf, "in or about December 1910 human character changed". Britain not only had a new monarch, George V, in 1910, there was also a series of strikes indicating the growing influence of the Trade Unions and the then new Labour Party. Suffragists fought for the vote for women. Last but not least, a London exhibition of works by Gauguin, Van Gogh, Cezanne, Matisse and Picasso puzzled many spectators and indicated new ways of representation. These changes did not come out of the blue. Theories by Darwin, Freud, Marx, Einstein and De Saussure undermined traditional absolutes about God, the universe, the nature of human beings and the functions of language. The atrocities of the 'Great War' were to exacerbate this spirit of scepticism and relativism. High Modernist writers try to cope with this new 'structure of feeling' by way of textual experiments which challenged conventional ways of seeing, writing and thinking. But Joyce, Woolf and Eliot are only the puzzling tips of a cool iceberg. The years between 1900 and 1930 saw mechanisation, commercialisation and urbanisation. Skyscrapers and the cinema, cars, planes and washing machines were to change a 'whole way of life'.

The lecture course aims at a survey of British culture between 1910 and 1939, balancing between high and popular modernism, jazz and Joyce, Woolf and Wimsey.

This will be an asynchronous online course, credited on a pass/fail basis. The weekly units will contain pre-recorded Power Point Presentations and quizzes. In addition to this, there will be weekly non-obligatory live sessions for questions, clarifications, experiments and extra information.

Assessment/requirements: passing the weekly online quizzes plus written contributions on Moodle.

Übungen

050 702

Prescriptivism and Variation, 3 CP

2 st. do 10-12

GABF 04/253

Meierkord

Prescriptivism aims at prescribing rules for 'correct' language use, e.g. "don't end sentences with prepositions" or "don't pronounce the final t in trait". By contrast, descriptivism studies the rules which speech communities conventionally adhere to for successful communication, without any preconceived notions of correctness. In this seminar, we will discuss the origins of both paradigms and challenge the validity of some prescriptive rules (covering grammar, vocabulary, and pronunciation) by empirically investigating authentic data from various varieties of English. Particular emphasis will be placed on how prescriptivism relates to social class and ethnicity.

Assessment/requirements: *Übung*: regular active participation (min. 67%) and reading, contributions to Moodle forums and online activities, in-session contribution; *Seminar*: the above, plus *either* an empirical term paper (ideally based on your session topic) or a report on empirical analyses related to one of the other thematic sessions.

050 703

African Englishes, 3 CP

Blockseminar

GABF 04/614

Meierkord

Vorbesprechung: 10.04.2024, 10-12

Termine: 26.04.2024, 14.06.2024, 28.06.2024, 12.07.2024, jeweils 14-18

This seminar will focus on Africa as an exemplary area of first and second language varieties of English and of English-based pidgins and creoles. English was transported to the African continent from the 16th century onward, when the British were involved in the slave trade, later set up a refreshment station in what today is Cape Town and established further colonies. Whilst South Africa has remained the only country where English is used by a significant number of first language speakers of English, English is used as a second language in many other countries on the continent.

After an introduction to the linguistic situation in Africa, we will concern ourselves with the socio-historical situation of English in a selection of countries. Furthermore, we will discuss the different forms which English assumes. Africa will serve to introduce students to more general aspects of the global spread of English, of the features found with second language varieties and with pidginised and creolised forms of English.

Assessment/requirements: *Übung*: regular active participation (min. 67%) and reading, contributions to Moodle forums and online activities, in-session contribution; *Seminar*: the above, plus *either* an empirical term paper (ideally based on your session topic) or a report on empirical analyses related to one of the other thematic sessions.

050 705

Acoustic Phonetics, 3 CP

2 st. mi 14-16

GABF 04/613

Juskan

This class takes a detailed look at the physical aspects of speech sounds. You will generate and read spectral representations of audio recordings, learn about vowel resonances and pitch movements, distinguish biological from social influences on speech, measure breathy voice or lisping, and hear why speech recognition and synthesis are harder than they might seem.

Theoretical discussions will be supplemented by a slow-paced, step-by-step introduction to open-source software that will eventually enable you to take thousands of acoustic measurements semi-automatically, and to come up with a short, standardised description of a recording of your own voice. These practical research skills will prove particularly useful to anyone contemplating a final thesis with a focus on empirical phonetics and phonology.

Participants are required to bring along their own laptops for the hands-on exercises in class.

Assessment/requirements: several hand-in assignments, written voice report.

050 706

English Accents around the World, 3 CP

2 st. di 10-12

GB 6/137

Minow

In this course we will look at recent World Englishes research with a focus on accent. Every week will be devoted to the critical reading of one selected study from one particular English-speaking region of the world. There will also be ample opportunity for students to conduct their own analyses of an accent of their choice.

The course readings will be made available via Moodle.

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

050 707

Shakespeare US, 3 CP

2 st. mo 10-12

GABF 04/252

Müller, M.

Jane Smiley's *A Thousand Acres* (1991) retells Shakespeare's *King Lear* from the point of view of Lear's daughters, Gloria Naylor's *Mama Day* (1988) rewrites *The Tempest* with an African American difference (i.e. "signifies" on it in the parlance of the African American theorist Henry Louis Gates) and Margaret Atwood's *Hag-Seed* (2016) retells the play as 'theater fiction.' By analyzing how contemporary writers deal with the Shakespeare plays that they use as blueprints for their own works, we will explore the ways in which they open up new thematic dimensions that shed light on gendered and racialized human relationships from the 17th to the 21st century. If time permits, we will also consider one or two filmic adaptations of *Hamlet* as a 20th/21st-century character. Please read as much as possible of the required reading before the start of class.

Assessment/requirements: active participation, presentation, paper or oral exam.

050 708

Shakespeare's Problem Plays, 3 CP

2 st. do 8.30-10

GB 6/131

Weidle

In this course we will study three plays by Shakespeare which the critic Frederick Samuel Boas called Shakespeare's "problem plays": *Measure for Measure*, *All's Well that Ends Well*, and *Troilus and Cressida*. These plays are not only 'problematic' in terms of genre but they also address 'problematic' contemporary social and moral dilemmas. In the course we will discuss how these plays deal with complex ethical issues linked to ideas of leadership, rule, law, justice, gender roles, love and desire, war and contractual obligations.

Make sure to obtain these plays in scholarly (!) editions (preferably Arden, but others like Cambridge, New Oxford or Norton are also suitable). The secondary texts will be made available on Moodle.

Please make sure to have read *Measure for Measure* by the first session.

Assessment/requirements: *Übung*: active participation; thorough preparation of the primary and secondary material; short presentation; *Seminar*: active participation; thorough preparation of the primary and secondary material; term paper (ca. 15 pages) to be handed in by 1 September 2024.

050 709

Who's Afraid of Margery Kempe?, 3 CP

2 st. di 14-16

GB 6/131

Majewski

In this seminar, we will discuss one of the central texts of Middle English literature: *The Book of Margery Kempe* (London, British Library, Add. MS 61823) is known today as the first autobiography written in English. Margery Kempe (c. 1373-1438) was an extraordinary woman who led an extraordinary life: she was a businesswoman, a mother of 14 children, and an ardent pilgrim who travelled as far as Jerusalem. She also had frequent and intense visions of and conversations with God and other holy beings, which made her cry and weep excessively in public, and for which she was continuously ridiculed by society. Some thought she was utterly mad, others accused her of heresy, so Margery was arrested several times.

On the basis of Margery's fascinating and provocative *Book*, we will explore different aspects of the socio-political context of 15th-century England. Students will engage with the most recent scholarly finds on topics such as (auto)biographical writing, authorship and authority, sensory studies and emotions, mystical writings, as well as the latest narratological approaches to the text.

Note: no previous knowledge of Middle English is required. However, we will read excerpts from the book in the original throughout the semester. So, please be prepared and willing to engage with the Middle English text in the seminar and to work with it also in your short presentations and term papers. Relevant text passages and secondary literature will be made available on Moodle, so there is no need to purchase a book. For those interested: the standard edition, which is also the one that will be used in this seminar, is: *The Book of Margery Kempe*. 1940. Ed. Sanford Brown Meech with prefatory note by Hope Emely Allen. Early English Text Society, Original Series 212. Oxford: Oxford University Press. A standard translation with very useful additional texts is: Staley, Lynn, ed. and transl. 2000. *The Book of Margery Kempe: A New Translation, Contexts, Criticism*. New York: Norton.

Assessment/requirements: thorough reading and preparation of selected text passages on a weekly basis; active participation in class. *Übung*: short presentation (max. 10 minutes); *Seminar*: term paper (max. 20 pages).

050 711

Reading *The Tempest*, 3 CP

2 st. di 12-14

GB 6/137

Klawitter

In this class we will engage in a close reading of one of Shakespeare's last plays, namely his romance *The Tempest*. Considering major aspects of his dramatic art and historicizing central concerns of the play, we will devise research questions and discuss how they can be advanced to yield good insights. So the class is particularly geared towards students that wish to practise drama analysis and improve their understanding of how research projects are designed.

Participants should use the most recent Arden edition of the play.

Assessment/requirements: test at the end of term; active participation and thorough preparation of the parts of the primary text set for discussion.

050 713

Contemporary Fictional Biography, 3 CP

2 st. di 10-12

GB 6/131

Weidle

In this course we will discuss four books from the last 25 years which can be situated somewhere between the genres of novel and biography. The four texts include a biography that pretends to give an account of a forgotten artist, an invented biography of an ordinary person, a novel which employs norms and conventions of biography, and a semi-fictional account of a character who bears the same name as the book's author. These fictional biographies / biographical fictions explore – to varying degrees and in various forms – the relationship between fact and fiction, between biography and novel, thereby drawing attention to the role that storytelling plays in conveying a sense of authenticity in both art and life. We will, among other things, concern ourselves with the constitutive parts of stories, the agents and elements involved in the act of narration, but also with the generic conventions of biography and novel. We will analyse the narrative strategies these texts employ to create the fiction of biography, also taking into account the function of meta-, peri- and paratexts.

As a teacher I prefer the method of informed discussion. It is therefore absolutely vital that each participant read and prepare all the primary and secondary texts for each session!

The secondary texts will be made available on Moodle, the primary texts need to be obtained by the students.

We will discuss the following texts (in this order):

1. Boyd, William. *Nat Tate: An American Artist 1928-1960*. First published 1998. Penguin Books, 2020. [64 pp., pb]

2. Macrae Burnet, Graeme. *Case Study*. Saraband, 2022. [278 pp., pb]
3. Botton, Alain de. *Kiss & Tell*. First published 1995. Picador, 1996. [258 pp., pb]
4. Coetzee, J.M. *Summertime*. First published 2009. Vintage Books, 2010. [266 pp., pb]

Ideally (only if possible), you obtain the texts in these editions for better orientation in class. Make sure to have read Boyd's *Nat Tate* by the first session.

Assessment/requirements: *Übung*: active participation; thorough preparation of the material for every session; presentation; *Seminar*: active participation; thorough preparation of the material for each session; term paper of about 15 pages, to be handed in by 1 Sept 2024.

050 714

Robert Louis Stevenson, 3 CP

2 st. di 14-16

GABF 04/252

Niederhoff

This course is connected to an international conference entitled "Intertextual Stevenson", which the teacher and his colleague Lena Linne are organizing. It will take place at the Beckmanns Hof just south of the Bochum campus from 27 to 29 June 2024. Students are expected to attend at least one of the panels at this event (a panel is a themed section comprising two or three talks). In the course, we will read and analyse a representative selection from Stevenson's fiction and his essays, with a focus on texts that are discussed at the conference. The precise choice of texts will be made after the deadline for this course description, but the classic *Dr Jekyll and Mr Hyde* will definitely be included.

Required texts will be communicated at a later point.

Assessment/requirements: *Übung*: written assignment connected with one of the talks at the conference; *Seminar*: written assignment connected with one of the talks at the conference plus short paper.

050 715

Unreliable Narration, 3 CP

2 st. do 10-12

GB 6/137

Niederhoff

In this course, we will analyse a topic that has been much debated in recent years: the unreliable narrator, variously defined as a narrator who does not speak or act in accordance with the norms of the work (Wayne Booth) or as a strategy of reading self-contradictory texts (Ansgar Nünning). We will look at the theoretical debates and analyse a range of examples from English and American Literature, including short stories by E.A. Poe, Charlotte Perkins Gilman and E.M. Forster as well as Henry James's *The Turn of the Screw* and Kazuo Ishiguro's *The Remains of the Day*.

Required texts: Kazuo Ishiguro. *The Remains of the Day*. Faber & Faber, 1999, ISBN: 9780571200733; Henry James. *The Turn of the Screw and Other Stories*. Edited by T.J. Lustig, Oxford UP, 2008, ISBN: 9780199536177.

Assessment/requirements: *Übung*: written assignments throughout the semester; *Seminar*: written assignments throughout the semester plus short paper.

050 717

Urban Spaces in Poetry: London & New York, 3 CP

2 st. di 8.30-10

GB 6/131

Ottlinger

"God made the country, and man made the town." (William Cowper) This quote is in line with the stereotyped contrast between the beauty, silence and purity of nature and the crowding, noise, dirt and pollution of the city. Starting with the Age of Romanticism, this seminar will focus on the historical development of the representation of two metropolises in poetry, i.e. London and New York. Based on in-depth analyses of selected poems representative of various periods of literature, art movements and authors, we will discuss the opposition between urban spaces and the countryside as well as social, political, economic, technical and cultural aspects of the city and city life as depicted in English and American poetry.

The seminar will cover authors as diverse as William Blake, William Wordsworth, Matthew Arnold, Oscar Wilde, Richard Aldington, Amy Lowell, Walt Whitman, Emma Lazarus, Ezra Pound, Sara Teasdale, Anne Sexton and many more. Another overriding aim of this class is to improve students' skills in poetry analysis.

All the materials will be provided on Moodle.

Assessment/requirements: active class participation, thorough preparation of the texts, short end-of-term test (one hour).

050 721

Literary Brevity, 3 CP

2 st. di 14-16

GABF 04/253

Sedlmeier

The rise of the internet and social media have generated a spectrum of forms and formats defined by their brevity, whether the 15-second video or the 280-character message. Against this current cultural backdrop, the seminar addresses the historical conditions, manifestations, and effects of literary brevity.

First, we trace the history of short prose genres and forms, from anecdotes and aphorisms to sketches and stories. Discussing these varieties and their commonalities, we attend to their aesthetic, generic, and medial dimensions. Their formal parameters produce a specific knowledge which cannot be dissociated from consideration of their circulation and their re-appearance in divergent contexts of publication and reception. Second, conceived as a mode of representation that condenses events and regulates speed, brevity is an indispensable element of literary narration *tout court*. This has profound implications for devices such as plotting and characterization, as well as for balance between showing and telling. Understood this way, brevity is also integral to long forms such as the novel and raises important questions about the distribution of attention.

Reading 19th- and 20th-century texts by writers such as Edgar Allan Poe, Margaret Fuller, William Dean Howells, Kate Chopin, Dorothy Parker, Ezra Pound, Lydia Davis, and Maggie Nelson, we will explore brevity in its relation to both genre formation and narration in general.

Recommended preparation:

Michael Gamper and Ruth Mayer, eds., *Kurz & Knapp. Zur Mediengeschichte kleiner Formen vom 17. Jahrhundert bis zur Gegenwart* (Bielefeld 2016, 7-22); Paul Zumthor, "Brevity as Form" (*Narrative* 24.1, 2016); Maggie Nelson, *Bluets* (2017)

Assessment/requirements: active participation and discussion group plus: *Übung*: two close readings (à 1,500 words); *Seminar*: term paper (6,000 words).

050 722

From True Woman to New Woman: Negotiations of Womanhood in American Literature and Culture at the Turn to the 20th Century, 3 CP

2 st. mi 10-12

GB 03/49

Steinhoff

The late 19th century is understood as a time of great upheaval. At the turn to the 20th century new power structures are negotiated due to various changes in the political, economic, social and domestic spheres. In this seminar, we will discuss literary and cultural debates about gender in the late 19th and early 20th century with a particular focus on questions of womanhood. From an intersectional perspective, we will examine shifting idea(l)s of womanhood as created for instance in advice books and women's magazines, discuss beauty culture and home economics, explore the structures of marginalization affecting particularly those women who could not live up to the set ideals, and discuss voices and movements of resistance to hegemonic power structures. A particular focus will be put on the cultural analysis of literary text by authors such as Kate Chopin, Charlotte Perkins Gilman, Louisa May Alcott, Henry James, Theodore Dreiser or Scott Fitzgerald.

Assessment/requirements: *Übung*: active participation, short written assignments / expert group; *Seminar*: the above, plus final term paper or oral exam.

050 731

Oil, 3 CP

2 st. do 12-14

GABF 04/614

Berg

Oil was *the* lubricant of the industrialist and capitalist world system of the 20th century. Despite all commitments to terminate the extraction of crude oil, we are currently witnessing frantic activity in developing and exploiting new oil fields through ever more sophisticated technological means. Peak oil (often predicted for dates that are now in the past) seems to be postponed until who knows when. The allure of oil seems irresistible, though it is well known that the current level of production is incompatible with the 1.5-degree global warming agreement of Paris. Oil means immense profits for some, wealth and security for many, but also disaster, violence and even death for others. In this course, we will analyse the role of oil for the British economy past and present as well as for the British imperial and neo-imperial projects, focusing in particular on the UK and Nigeria but occasionally including other parts of the world too (after all, the story of oil cannot be told without paying attention to the USA). We will discuss the link between oil production and political power, oil's impact on environment and climate, its role in the postcolonial world (where people occasionally speak of the curse of resources), and how the substance effected political protest, social movement activity, and cultural struggles (oil played a key role, for example, for Scottish nationalism and for 'ethno-cultural' resistance in the Niger Delta).

Assessment/requirements: *Übung*: active participation, collective research project to be presented in class; *Seminar*: active participation, collective research project to be presented in class, research paper.

050 732

Neoliberalism, 3 CP

2 st. do 16-18

GABF 04/614

Berg

Supposedly, Britain was one of the first countries that embraced neoliberalism as early as the late 1970s. This was a long time before the term neoliberalism gained its current prominence. For the last 15 years (when a banking crisis became a financial crisis and led to a recession in several parts of the world), everyone seems to speak about neoliberalism, though in particular those who criticise it. This course investigates the theories and practices of neoliberalism. We start out by asking why and in what context neoliberalism developed as a programme advertising a specific mode of capital accumulation and with that specific social formations and state projects (to use terms from political economy). We will identify the key characteristics of neoliberalism (and think about the question what they have to do with liberalism). Later, we will use the British case to analyse neoliberalism in practice and the consequences it has produced for different areas not only of economic and political, but also of social and cultural life since the late 1970s. Finally, we will discuss whether the concept of neoliberalism is useful for understanding contemporary societies and politics, and whether it makes sense to speak of varieties and phases of neoliberalism in different places and at different times.

Assessment/requirements: *Übung*: active participation, collective research project to be presented in class; *Seminar*: active participation, collective research project to be presented in class, research paper.

050 737

(Representations of) Dublin 1913, 3 CP

2 st. mo 10-12

GB 6/137

Viol

1913 was the year of the most severe and bitter industrial dispute ever to occur in Ireland. Thousands of (impoverished) workers, campaigning for better conditions of work and union recognition, went on strike, were locked out by their employers, forced into violent battle with the authorities, brought to the brink of starvation, appealed to trade unions in Britain for help – but, after five months, had to go back to work and were made to sign pledges not to unionise. What for some commentators is another ‘heroic failure’ in Irish history is seen by others as the rise of a strong labour movement in Ireland, as the beginning of a practical socialist politics in the country, and often discussed as a significant step towards national and political independence, which – ironically – resulted in a strengthening of conservatism in the country.

We shall look at the social and political conditions in Dublin at the time, how the lockout unfolded, the main motives of those involved, the immediate and long-term consequences of the conflict. We shall also look at how the dispute has been (mis)appropriated by nationalists, (mis)understood by historians, and (mis)represented in today's political and public spheres. We will use historical sources alongside social history research, include later dramatic and fictional representations – Sean O'Casey's *The Star Turns Red* (1940) and James Plunkett's *Strumpet City* (1969) – as well as examples from recent speeches, memorial practices, media reports.

Assessment/requirements: active participation, regular preparation, short oral exam.

050 740

The Documentary, 3 CP

2 st. di 16-18

GABF 04/614

Sedlmeier

Considered a genre, audiovisual documentaries have dedicated channels and a firm place on streaming platforms, whether their subject is nature, crime, or history. Against the backdrop of this contemporary phenomenon, the seminar explores the documentary as a mode of representation that makes claims of truthfulness and generates specific aesthetic effects. In the 19th century, the notion of the documentary is bound up with the document as a medium in the legal sense, as something that provides evidence. It becomes formative for a range of emergent scientific disciplines. With realism and naturalism, it also enters literary discourse as novelists tie their texts to the representation of social conditions and as muckraking journalists, at the turn of the century, investigate instances of political corruption, expose capitalist exploitation, and challenge social institutions. During the 20th century, the notion of the documentary has become ubiquitous. It is attached to new mass media such as photography and film and it generates new literary genres such as the non-fiction novels. Paradoxically, in a parallel development, notions of factuality and the real appear increasingly problematic. In the 20th century, cultural and literary critics increasingly emphasized dimensions of self-reflexivity and destabilized senses of referentiality. Moreover, layered digital environments constitute complex media systems. Looking at a diverse set of materials from the 19th century to the present, we aim to account for these developments and trajectories.

Recommended preparation:

Lisa Gitelman, *Paper Knowledge. Toward a Media History of Documents* (Durham 2014); Jeffrey Geiger, *American Documentary Film: Projecting the Nation* (Edinburgh 2011); Norman Mailer, *The Armies of the Night* (1968)

Assessment/requirements: active participation and discussion group plus: *Übung*: two close readings (à 1,500 words); *Seminar*: term paper (6,000 words).

050 741

Bodies and (New) Media: Research and Teaching Seminar, 3 CP

2 st. do 10-12

GD 2/148

Steinhoff

Wochentag/Uhrzeit: do. 10-12 (April 18 – May 16 and June 27), Fr. April 26 from 17:15-18:45 (Zoom with students from the American University in Washington D.C.) and June 6-7 approx. 9:00-18:00 (guests at the international symposium "From Body Hacking to Body Activism: Redefining Bodies in Digital Media" at RUB)

In this research and teaching seminar, highly motivated students interested in cultural studies of the body will deepen their knowledge of 'body theory' and cultural studies of the body, with a particular focus on body discourses in new media. After a short introduction to / repetition of key theories and histories of (mediated) body discourses (regular weekly meetings April 18 – May 16), students will be guests at an international two-day symposium on the redefinition of bodies in digital media (CFP can be found here: <https://dgfa.de/cfp-from-body-hacking-to-body-activism-redefining-bodies-in-digital-media/>; June 6-7). The symposium includes a workshop for high-school students on beauty culture and new media, which the students of the seminar will help to prepare, partly together with students from an American university (meeting with the American students via Zoom on April 26, 5:15 p.m. – 6:45 p.m.).

This seminar is directed at both M.A. students with an interest in academic research and M.Ed. students with an interest in teaching – and of course all students who are interested in both. Students should be highly motivated to read theoretical text, participate (as listeners) in a scholarly conference and do their own research to prepare presentations or workshop units for a small group of high school students.

The number of participants is limited to 15. If you are interested in participating, please sign up via *ecampus* *and* send a short email to heike.steinhoff@rub.de in which you briefly (2-3 sentences) explain your motivation for participation and background in Cultural Studies or/and American Studies (list of previous classes that you took).

Assessment/requirements: *Übung*: regular attendance and participation (this includes the attendance of the two-day symposium on June 6 and 7), short written assignments (including a short response paper to one of the conference presentations), participation in the preparation of a workshop with high school students (in teams); *Seminar*: the above, plus additional written assignment (conference response paper in long form).

050 743Digital Media Studies, 3 CP

2 st. mi 14-16

GABF 04/614

Flamand

One can hardly underplay the extent to which the advent of the internet has transformed communications, work, play, politics, and society over the course of the last several decades. To live in the 21st century is to live in a densely networked world increasingly awash in interconnected screens, devices, and user interfaces, undergirded by largely opaque infrastructures of servers, protocols, and power. The internet has at times brought us together in ways which seem to have virtually obliterated great distances, and at others exposed and expanded the rifts which separate us to such a degree that they hardly seem bridgeable at all. Digital media have become a pervasive, even central component of our cultures and societies, at once totally quotidian and utterly disruptive. The fast-paced development of this shift can make it difficult to stop and take stock of what it all really means for traditional concepts of humanistic study such as art, culture, democracy, and indeed human life itself.

This course will offer students an introduction to various aspects of the study of digital media and culture in the 21st century. We will not only read challenging academic texts on digital cultures, but also explore them through recent examples of digital media such as microblogging platforms, podcasts, video essays, video games, etc., many of which reflexively ruminate on their own media identities and digital milieus. Our approach will be critical in the sense that we will be less invested in discrete engineering problems and will instead approach the study of digital media and technology largely through the political economic contexts from which they emerge; the practices of production, consumption, commodification, and collaboration they enable; the influential genres, aesthetics, and forms they take; the modes of reception and interpretation to which they have been subjected; and the influential discourses and powerful ideologies which swirl around and through them.

This course is offered as an *Übung*, and in addition to studying all materials assigned, students will be expected to produce their own original work(s) of digital culture. This might include video essays, podcasts, video games, digital humanities projects, digital curation or artwork projects, data analysis and visualizations, or other online forms which the student finds personally gratifying. To this end, students are invited to explore their own interests in digital media culture as an active participant and reflective practitioner rather than as a passive observer.

Note: although we will often view or listen to works of digital media culture, this course will also be reading-heavy, and will require a high degree of active engagement both inside and outside of the classroom. Students should be interested and able to invest substantial time and effort in this course. Those who do not routinely come to classes well-prepared and ready to actively participate in challenging discussions, or who are not interested in producing their own works of digital media culture, should not enrol.

Assessment/requirements: reading and preparation, participation in discussions, in-class groupwork, out-of-class forums, and written assignment(s) *plus* an original work of digital media.

Modul Fremdsprachenausbildung

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

Voraussetzungen für die Vergabe von Kreditpunkten: Erfolgreiche Erbringung der von den VeranstaltungsleiterInnen definierten obligatorischen Studienleistungen (wie z.B. kurze schriftliche Assignments, Präsentationen, Tests)
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Stellenwert der Note für die Fachnote: Die Modulnote geht zu 25% in die Fachnote für das Fach Englisch ein.
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Modulbeauftragte: Dr. Claudia Ottlinger
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050 760

Communication MM, 2 CP

Gruppe A: 2 st. fr 12-14

GABF 04/614

Berg

This course aims at (further) improving your academic communication skills. Starting with reflections on the difference between everyday and academic discourse, we will discuss the characteristics of an academically sound line of argument. Later in the course, you will have the opportunity to practise such argumentation through an input to the class (presentation, lesson, or discussion). Further, the course offers the chance to discuss, try, and experiment with, strategies that make it easier to speak more confidently and present a topic coherently and targeted at your audience.

Assessment/requirements: active participation, two prepared oral inputs.

Gruppe B: 2 st. mi 10-12

GABF 04/253

Dow

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

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

Gruppe C: 2 st. fr 14-16
Classroom Communication

GABF 04/413

Kaul

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

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

050 761

Grammar MM, 2 CP

Gruppe A: 2 st. mo 12-14

GB 6/137

Müller, T.

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

Assessment/requirements: homework and final exam.

Gruppe B: 2 st. do 10-12

GB 6/131

Zucker

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

Assessment/requirements: written exam.

050 762

Translation AM, 2 CP

Gruppe A: 2 st. mo 12-14

GB 6/131

Dow

Gruppe B: 2 st. di 14-16

GABF 04/253

Dow

Translation across a variety of fields and text types will be undertaken. 'General' translation texts will be supplemented by texts from the semi-specialised fields of literature, linguistics, science and technology, social science, and business (see CIOL exams). In addition, each session will introduce one aspect of the wider theoretical background to Translation Studies.

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

Gruppe C: 2 st. fr 8.30-10

GABF 04/614

Viol

Translation of journalism, travel writing, fiction dealing with Ireland, from German to English; special emphasis on questions of grammar and style; repetition of the most important dos and don'ts of translation, and of how to use dictionaries.

Assessment/requirements: active participation and written end-of-term test.

Modul Fremdsprachendidaktik I: Grundlagen

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

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

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

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

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

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

Modulbeauftragter: Prof. Dr. Markus Ritter

050 810

Grundlagen der Sprachdidaktik, 4 CP

Gruppe A: 2 st. mi 12-14

GB 6/131

Ritter

Gruppe B: 2 st. fr 12-14

GB 6/137

Kaul

Gruppe C: 2 st. do 10-12

GABF 04/352

Flaake

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

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

050 811

Grundlagen der Textdidaktik, 4 CP

Gruppe A: 2 st. do 12-14

GB 6/131

Ritter

Gruppe B: 2 st. fr 8.30-10

GB 6/137

Kaul

Gruppe C: 2 st. do 14-16

GABF 04/614

Flaake

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

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

Modul Fremdsprachendidaktik II: Praxis und Vertiefung

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

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

Begleitseminare

050 814

Begleitseminar zum Praxissemester, 4 CP

Gruppe A: 2 st. fr 10-12	GB 6/131	Ritter
Gruppe B: 2 st. fr 10-12	GABF 04/252	Kaul
Gruppe C: 2 st. fr 10-12	GB 6/137	Flaake

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

Assessment/requirements: research paper.

Vertiefungsseminare

050 820

Projects for the English Language Classroom - Theory and Practice, 5 CP

2 st. di 14-16

GABF 04/614

Ritter

The purpose of this class is to explore innovative new forms and projects of English Language Teaching, both in theory and practice. We are therefore going to study relevant multimodal materials as well as getting in touch with teachers who are willing to share their experiences and classes with us. Students who wish to participate should show some flexibility in their time management so that school visits can be arranged outside the seminar time slot.

Assessment/requirements: this type of seminar is not graded – requirements to obtain the 5 credit points for passing will be active participation, involvement in teaching projects, and presentations. Any further questions prior to the first session can be addressed via mail (markus.ritter@rub.de).

050 821

English Language Teaching and Bilingual Education, 5 CP

2 st. do 16-18

GABF 04/413

Flaake

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

That's what this course is about: we will reflect on the theoretical and conceptual foundations of bilingual education and take a closer look at its German version at secondary level 'Bilingualer Sachfachunterricht', also known as Content and Language Integrated Learning (CLIL); the basic idea of CLIL is to teach content subjects, e.g. politics, history, or biology, through or with the help of a foreign language.

In the course of the semester, various practical implementations of CLIL will be explored and students should develop and test their own teaching materials and/or teaching units – ideally for their respective subjects.

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

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

050 822

Songs and Films in English Language Teaching, 5 CP

26.08.-29.08.2024

GB 6/131

Ritter

je 10-16h

How do you teach songs and film in secondary schools? How does teaching songs and film differ from written texts in the English classroom? How do you prepare a session that is based on songs and film? This course will address these questions and will develop various approaches to teaching songs and film in secondary schools considering both intermediate and advanced language learners.

All the models of teaching that will be covered in this course are firmly tied to the current syllabus of NRW and, thus, aim to provide students with a sound grasp on didactic skills and useful ideas.

Assessment/requirements: details about how to obtain credit points will be clarified in the first session.

050 823

Social Media in ELT, 5 CP

2 st. do 16-18

GABF 04/613

Müller, N.

A recent representative study by the German foundation Stiftung Neue Verantwortung on digital news and information literacy among the German adult population shows that the differences between disinformation, information, advertisements and opinion are hard to identify for many people (https://www.stiftung-nv.de/sites/default/files/studie_quelleinternet.pdf). Young people with a low standard of school education are the weakest group (ibid.). Other studies show that in Germany 92 per cent of girls and 83 per cent of boys between 10-19 use social networks. A reflective and responsible use of social media requires a wide range of competences from young people. Teaching in general but also ELT in particular can either ignore this fact or find ways to help students become proficient users of these networks. Philippe Wampfler, among others, criticises the fact that social media play too small a role in current teaching practice (cf. Wampfler, P. Generation „Social Media“. pp. 126f.).

In this online seminar we will look at social media from an English teacher's perspective and try to find ways of dealing with the subject in class. Students will create a teaching unit on the subject which will be conducted online with a group of year 9 students. Students from

the Pontificia Universidad Católica del Ecuador (PUCE) in Quito will participate in this seminar as part of the "PiStE" project (<http://www.pse.rub.de/PiStE/>).

There will be no registration via eCampus. Please register via email: nils.mueller@rub.de.